



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

**TOPIC:**

**“BULLETIN BOARDS FOR ENHANCING THE WRITING SKILLS  
AMONG STUDENTS OF 10 TH GRADE AT UNIDAD EDUCATIVA  
MANGLARALTO, SANTA ELENA, PROVINCE OF SANTA ELENA,  
SCHOOL YEAR 2015-2016”.**

**RESEARCH PAPER**

**AS A PREREQUISITE TO OBTAIN A:  
BACHELOR’S DEGREE IN ENGLISH**

**AUTHOR:**

**MARIA SORAIDA ÁNGEL BAZÁN**

**ADVISER:**

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

**TEMA:**

**“BULLETIN BOARDS FOR ENHANCING THE WRITING SKILLS  
AMONG STUDENTS OF 10 TH GRADE AT UNIDAD EDUCATIVA  
MANGLARALTO, SANTA ELENA, PROVINCE OF SANTA ELENA,  
SCHOOL YEAR 2015-2016”.**

**TRABAJO DE TITULACIÓN**

**Como un pre-requisito para obtener del título de:  
LICENCIADA EN INGLÉS**

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La Libertad, February 17th 2017

**ADVISER'S APPROVAL**

In my role as Adviser of the research paper under the title "**BULLETIN BOARDS FOR ENHANCING THE WRITING SKILLS AMONG STUDENTS OF 10 TH GRADE AT UNIDAD EDUCATIVA MANGLARALTO, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016**" prepared by **MARIA SORAIDA ÁNGEL BAZÁN** undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after oriented, 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**

.....  
Ing. Xavier Almeida Briones MSc.  
Advisor

**La Libertad, February 17th 2017**

**STATEMENT OF AUTHORSHIP**

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**Sincerely,**

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## **DEDICATION**

I dedicate this work to my dear family my father, my mother and my brothers who gave me their full support every day to meet my goal, but especially I want to thank God for allowing me to stand in every struggle, to guide my way and give me intelligence to make all this possible. And for a special angel who is not with me but I know that wherever he is, he is very proud of my “John”

And those who always gave me some words of encouragement and motivation to continue and finish some one day I started and now thank for God is possible.

**María Ángel**

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Finally, I want to thank to Unidad Educativa Manglaralto and the authorities, professors and specialist for providing the necessary provisions to finish my research paper.

**María Ángel**

## **DECLARATION**

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

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El contenido del siguiente trabajo de titulación es mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena.

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**Author: Maria Soraida Angel Bazan .  
Adviser: Ing. Xavier Almeida Briones, MSc.**

**ABSTRACT**

-

This research paper is focused on the implementation of bulletin boards in order to enhance the writing skills in 10th grade students at Unidad Educativa Manglaralto. Bulletin boards are used as a visual education tool in the classroom in order to improve the students' writing interests and creativity by managed in group. This research was implemented in three weeks. Each week contained specific activities that encourage students to practice more writing. The main subjects of this research were the students of 10th grade, the researcher herself, the principal and the teacher as the collaborator. The data was acquired through classroom observations, interviews, and documentations; it was analyzed to obtain the results of the research, the use of school bulletin board in this study is believed to be effective improving the students' writing practice. The students' writing problems are lack writing practice; lack of motivation, the aspect of content, vocabulary, language use, and the organization can be reduced by implementing exercises series and bulletin board in the teaching and learning process of writing. Implementing bulletin board was also effective to improve the students' motivation in the writing process. From the data obtained, it can be said that the students were more enthusiastic to attend the lesson. They had motivation to write. They were also able to create positive relationship when they worked in groups

**Keywords:** Writing Practice, Bulletin Board, teaching resource, teaching-learning process.

## **INTRODUCTION**

Currently the English language is an indispensable tool in all professional fields especially in education, English language has been implemented through books, web sites, and didactic materials; the objective of the Ecuadorian Ministry of Education is to contribute with the development of students' skills through important issues, and the principal objective of the English language is to promote the communication and interaction.

Writing is considered an important part of communication, is one of the four abilities among speaking, reading, writing and listening, having a good writing skills allow to communicate messages in a clearly form, it is the process of using symbols, letter of the alphabet, punctuation and spaces, to communicate thoughts and ideas in reader form. To write clearly it is essential to understand the basic system of a language, in English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

Bulletin boards are significant elements of the classroom environment. They have two purposes; first, a space is created to show the work of students, leading to improve self-esteem when students see their work published. Second, it provides additional room for teachers in the class, in which they can add a unit, stimulate interest, or just have fun with a subject. However the application of bulletin boards requires specific activities that educators can use in order to improve the teaching process facility students' comprehension and increasing their motivation in an objective way. The application of bulletin boards as a pedagogical resource

contributes to achieve educational goals enhancing writing skills on students, it also contributes to develop the others abilities.

Therefore, the main goal of this research paper is to establish the importance of using teaching resource during the teaching process, the development of exercises through the bulletin boards are used in order to enhance the writing skills. The implementation of bulletin boards benefits students of 10th grade at Unidad Educativa Manglaralto.

This research is structured in five chapters, which are divided into:

Chapter I: Presents the problem statement where the deficiency of English among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto is explained, this chapter stablishes the research questions, research objective, the idea to defend and the scientific task for each chapter: II, III and IV.

Chapter II: Consists on the theoretical basics, which describes the literature review where present some related studies around the world. Besides this chapter involves the Philosophical basis, in the educational Basics is determined the scientific fundamental focused on the rights to education of the people.

Chapter III: Includes the research methods and relates it to the focus of the investigation. The methodology is structured into research design which contains the plan of the investigation with time, space and approach. The chapter describes

the population and sample focused among the students of 10th grade, at Unidad Educativa Manglaralto, also the techniques of data collection and data analysis. All the research has qualitative and quantitative approach based on grounded theory and action research methods.

Chapter IV: Contains the proposal that is the solution to the problem. The plan is structured in the following way; title, the description where is represent the plan for the betterment of the deficiency of basic English sentence structure among students of tenth grade. The information data, which is all the general information about the school such as; the beneficiaries and location, besides this chapter involves the design and developmental of the proposal, the achievement and results where is represent each data for its study and other points such as the conclusion and recommendations, timetable, resources, and references.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 PROBLEM STATEMENT**

Today, English is considered the most significant language worldwide, furthermore, the importance of English nowadays is fundamental, English is the official language of many countries, it is the second most spoken language in the world perceptibly with differences in the vocabulary, pronunciation and accent; dominating this language is considered as a principal element between diverse cultures, the significance of learning English is essential, every day it is applied in different areas of knowledge and human development.

English is the tool that contributes to the communication with people that arrive from other country, and there is no term for explaining how the English has grown as a universal language for distinction, and it is spoken in almost seventy five territories around the earth, therefore, its use must be a formative prerequisite to achieve the standard of the curriculum of each educative institution since they are obligated to accomplish the curriculum guidelines of the ministry of education.

The English language is relevant and it must be learned from early years, most English language studies provide a great advantage in learning a foreign language and also it is considered as a permanent process.

English is used in a big number of countries as first language, in other ones as a second language, and sometimes as a foreign language, by this criterion; English has been of a major importance in the nineteenth century. Another measure of the global character of English lies in the number of people who speak it as a first or second language. Approximately four hundred million people speak English as first language and more than double this number as second language (Brutt-Griffler and Samimy, 1999)

The English language communication requires the application of four abilities to be developed: Listening, Speaking, Writing and Reading, each one contributes with different functions for a good comprehension and communication, among these skills, writing is one of the ability with the highest complications and challenges as a consequence for the low level of practicing.

(Spack, 1984) states that writing has occupied an outstanding place in most language classes. Many EFL students require writing in English for occupational and academic purposes. Writing remains the most common way of examining the efficiency of students in the objective language and, frequently, success in examinations involves an ability to write. For students, writing is a way of recording and reformulating knowledge and developing thoughts. It is a complex construct involving multi-level.

## **1.2 Context of the problem**

Education in Ecuador is a topic that has been analyzed and enhanced in the last years when the principal concern is the education of children that live in the rural

zone. The authorities are working intensely to promote a bilingual education system. In Ecuador most schools only teach Spanish, because is the principal language, however in the interest of developments, government are animated to announce the teaching to other language. Therefore, the government has included the English subject in the Ecuadorian curriculum to contribute the improvement of students in this language.

Over the time, education has been considered a factor in continuous variation, with the passing of the years, it has been adapted to the new curriculum reform of education, society demands to improve every day their learning level, education is an essential component of economic and social progress, there has existed different researches about education all follow a standard with new teaching strategies.

According to a research conducted by the Ministry of Education in Ecuador (2015), the educational transformation program started in 2006 providing favorable results, which can be classified in two key indicators: coverage and quality. Learners registered in the educational system growth 11 % in 2014 over the preceding year; meanwhile the number of students of high school increase 16 % in the highlands and 19 % in the coast, related to 2013.

Between 2008 and 2014 admittance to education increased at all stages. Basic Education growth from 92 % in 2008 to 95 % in 2014, teaching growth from 51 % in 2008 to 63 % in 2014. The Minister of education Augusto Espinoza clarified that according to the results; there was a breakthrough in 2014 in relation to the

preceding year. International evaluations of education in Ecuador have revealed a growth in the educational field of students.

In 2015, Ecuador conducted experimental evaluations of the program for international student assessment (PISA) to be executed by 2016 that will be related to more than seventy countries. According to the Ministry of Education budget for education increased to 1.000 million in 2006 and 3.300 in 2014.

The access to education for people without the sufficient resources has growth with the elimination of tuition and delivering free books and uniforms. one of the most aspiring programs is instead for teachers to reassert the axis of quality through training, contribution in selection processes and their integration into programs designed for professional development, therefore in 2014 over 2,300 teachers started learning in international higher education institutions, in which the government invested approximately \$22 millions of dollars.

The government is promising more than 18,700 positions for national higher education institutions of category A and B which is considered an investment of approximately \$12 million dollars. This will allow update and strengthen knowledge of at least 15% of teachers.

“I want to be teacher” is a program focused on selecting the best professionals; it has been successful with the addition of 10.400 teachers and about 9.200 teachers who have gained the second part of the competence to be included into teaching. With the commitment of teachers, starting this year, they have the opportunity of

upgrading their knowledge thanks to the implementation of the program of advancement and recategorisation.

The problems are not only found in the learners but also in the procedure of writing teaching and learning writing. The method that is used in teaching writing is the conventional one; it only focuses on cognitive aspects such as vocabulary and translation without considering the effective and social aspects. Some teachers frequently only depend on textbooks when they are teaching writing to the students.

Textbooks are important in teaching and learning processes, but these are not sufficient for writing teaching and learning. In the textbooks, quite often, there are no exercises in which teacher and students can work, it is necessary to implement a resource where students can apply the topic learned and can develop their ability.

In the Province of Santa Elena there are many educational institutions that apply didactic methods to improve the English teaching learning process, different materials are used to enhance their creativity and developing the four language skills like Reading, Listening, Writing and Speaking, based on these premises, it is considered that at Unidad Educativa Manglaralto the use of didactic resources contribute to develop the English language during the teaching-learning process in the classroom.

Unidad Educativa Manglaralto was created on September 24<sup>th</sup>, 1981, it is located in Manglaralto commune, 43 Kms. from Santa Elena, there are 1.100 students, one director, 16 teachers and 4 English teachers. It offers Bachillerato from 8<sup>th</sup> to 3<sup>rd</sup> grade.

Unidad Educativa Manglaralto started classes in June 3<sup>rd</sup>, 1981 with 9 teachers and 73 students, but without permission of the Provincial Direction of Study, in the afternoon session. The first directive committee of the high school was formed by Dra. Inés Gutiérrez Jara (Rector in charge), Sra. Cumandá Villao Caiche (Inspector) Sr. Fausto Rodríguez (Secretary), Enrique Pita and Kleber Flores Figueroa professors. With the passing years in 1983 was appointed as a Rector in charge, Dr. Diego Alejandro Tigrero, due to the lack of teachers, entering Sr. Benito Cadenas Ponce (agronomist bachelor) and see the necessity to include other specialization was accepted the folder of Sr. Guillermo Cacao by the fishing area , they worked until obtain the nationalization of the high school.

In 1993 Unidad Educativa Manglaralto moved to a new place, except the administrative staff which was integrated in 1998, from this date the institution worked regularly in their property, Unidad Educativa Manglaralto was considered the second school with the Fishing specialization in Santa Elena, teaching students the harvest process of shrimp for the industry.

The knowledge imparted is according to the theoretical and practical modality that requires the learning system making the future bachelor have a vision on the rich peninsular marine, the main objective is to lend technical advises to the folk fisher about our coastal area and to promote a fishing community.

Thinking in the progress of the community Lcdo. Daniel Castillo Herrera and Guillermo Cacao made arrangements for a new administrative career, tourist specialization, which began in 1999, due to the area was develop in the sustainable tourist.

In this institution there are many problems for students when they want to learn English and develop their abilities. The low level of practice is a big problem where the English language is indispensable to maintain a good communication; in addition it was observed that the English abilities, especially the writing skill have not been developed satisfactorily.

At Unidad Educativa Manglaralto the teaching process is directed in a traditional way, teachers always apply the direct translation method in classes, English-Spanish Spanish-English, it is a monotonous technique to teach English therefore students believe that English it is not important in the learning process; they do not show interest in learning other language. Most of the teachers in this institution have little knowledge of the English language, since they only cover hours for the necessity of professional teachers.

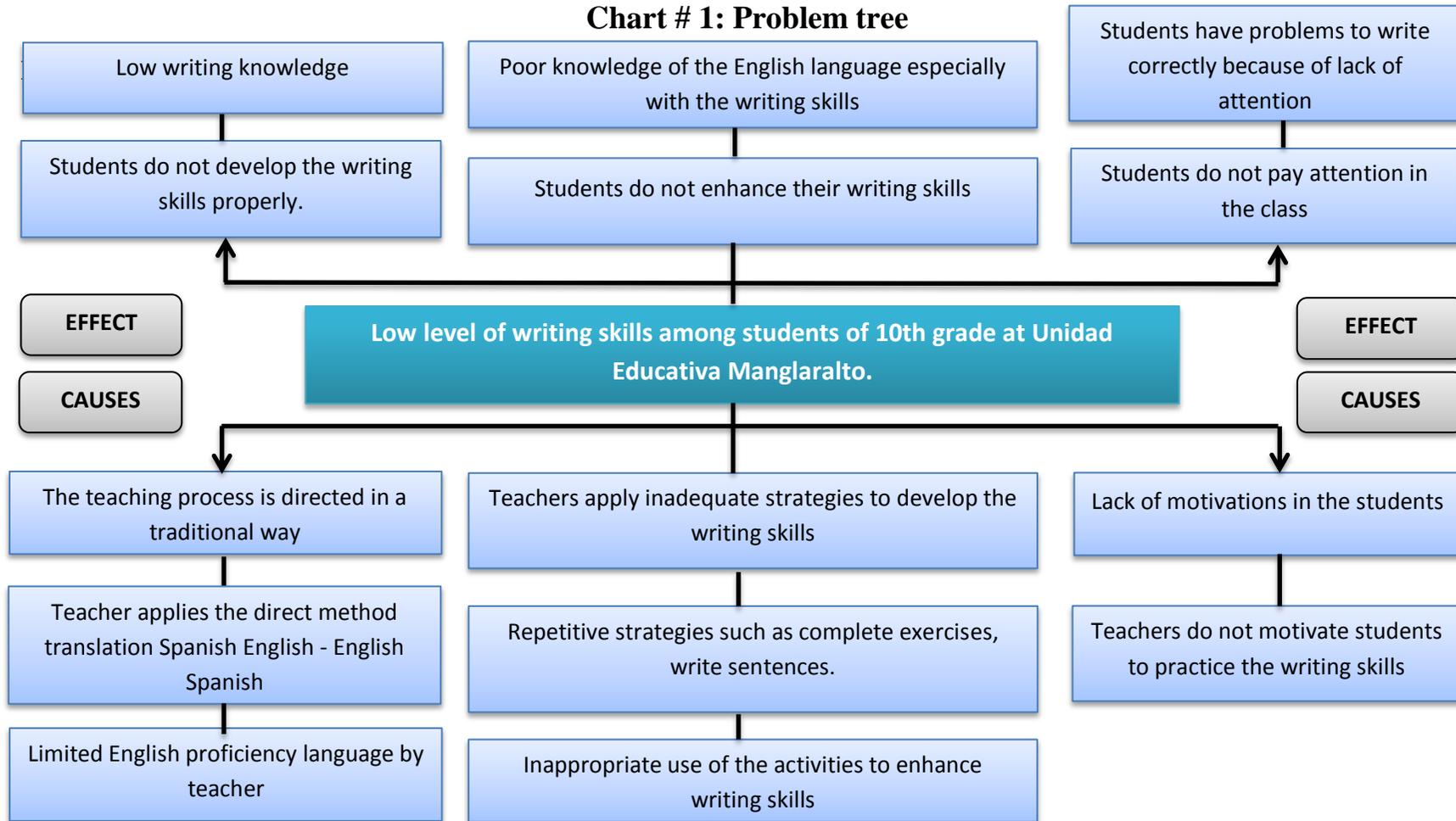
This is a great problem, for that reason students do not develop the writing skills properly, teachers sometimes do not have additional resources or activities to practice more writing or activities to increase these skills, and it causes decrease on the level of knowledge.

On the other hand, teachers apply inadequate strategies to develop the writing skills; this does not allow students to enhance this ability. An additional reason for the low level of writing skills is the lack of motivation in students, if teachers apply different kind of strategies could call the attention of the students they would have interest in learning more about English language.

Lack of motivation influences the performance of students and makes learners avoid practicing the writing skills and arising problems to write a good sentence or paragraph, in general it was observed that students made other things or activities while the teacher tried to explain the class; the methodology used by the professor was inappropriate, it did not provide activities that involve students to improve these skills.

This project aims to use the most common teaching resources to improve one of the English language skills of students in the tenth grade at Unidad Educativa Manglaralto.

**Chart # 1: Problem tree**



Source: Unidad Educativa Manglaralto  
 Author: María Soraida Ángel Bazán.

### **1.3 Research question-Guideline questions.**

1. Why is important to enhance the writing skills?
2. How to enhance the writing skills among students of tenth grade?
3. In which ways could bulletin boards could enhance the writing skills?
4. Which activities may be included in the bulletin boards that enhance writing skills?

### **1.4 Scientific Problem.**

How to enhance the writing skills among students of the tenth Grade at Unidad Educativa Manglaralto?

### **1.5 Object of the investigation.**

The Bulletin Boards for enhancing the Writing Skills among 10th grade Students at Unidad Educativa Manglaralto.

### **1.6 Field of action.**

The enhancement of Writing Skills among 10TH grade Students at Unidad Educativa Manglaralto.

## **1.7 Justification.**

The bulletin board is a surface intended for the posting of publish messages, elaborated by students with the teacher guidance. Although generally it is used to post important events, it's potential might cover other topics such as the promotion of traditions and customs, art, culture and values, among others. It is also an intermediary in the classroom where the teacher wants to emphasize a subject that has been studied in class. In this way, students will be constantly visualizing information and achieving greater retention of learning.

Students of 10TH grade at Unidad Educativa Manglaralto have a consistent problem with the writing skills. The use of the bulletin boards is a resource used by students, they use it as a means to publish important events, this is a good activity in which students can apply the writing skills; making a bulletin board gives them the opportunity to increase their level of knowledge, to develop and apply what they have learned but it needs to be applied and reinforced, this activity is always done with students and teachers using appropriate information and using different materials or images related to the topic that they intent to write.

This project will have a significant importance since students might write in an essay way, doing a bulletin board, it will encourages dialogue, exchange of opinions and comments, by integrating the group and teamwork, also it will also develop creativity, critical and analytical skills.

During this investigation the researcher will apply interviews, focus group, the observation technique, interviews to expert with the purpose to implement the bulletin board as a teaching strategy for enhancing the writing skills. This project will benefit directly the students of 10TH grade at Unidad Educativa Manglaralto.

### **1.8 General Objective**

To establish the incidence of Bulletin Boards as teaching tools to enhance the writing skills among students of 10th grade at Unidad Educativa Manglaralto.

### **1.9 Research objective**

To identify the methodologies implemented to enhance the writing skills among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto, Santa Elena, province of Santa Elena, school year 2015-2016

### **1.10 Idea to defend.**

Bulletin Boards as teaching tool will enhance the writing skills among students of 10TH grade at Unidad Educativa Manglaralto.

### **1.11 Scientific Tasks.**

1. Identification of the theoretical framework to create a Bulletin boards for the improvement of the writing skill.
2. Establishment of the current methodological process focused on the writing skills among students of 10TH grade at Unidad Educativa Manglaralto.
3. Implementation of Bulletin Boards to enhance the writing skills among students of 10TH grade at Unidad Educativa Manglaralto.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Previous Research**

Learning English makes possible for someone to understand information from various fields of science. English is a tool to communicate people around world. It means to understand and to express some information, feelings and thoughts. The communication is defined as knowledge, technologies and even culture that have been extent out and developed all over the world. People can obtain a lot of information by reading books, watching television and listening to the news. However, they find a lot of information regularly in the form of written materials, such as a magazines, newspaper, textbooks, etc.

Currently the English language is becoming an indispensable tool in many professional fields since every time workers are multi-ethnic and the work areas are varied; The English language has developed an international language, between nations, it helps as a lingua franca. It is spoken, cultured and understood even in those countries where it is not a native language. English is playing a main role in many areas including medicine, education, engineering, tourism, technology, business, banking, computing, etc.

English writing is a necessity for business people whose want to achieve their career marketplace; English writing can be taught at a step consistent with your present writing ability, One method of learning English writing is to study subjects that you enjoy learning about.

When writing and rewriting in different styles, such as phrases or messages, it can be observed issues that are often used in English writing skills, it is important to emphasize, that the best way to acquire writing skills in English language is working with an English speaker.

Writing skill is considered an important part of communication; having a good writing skills helps to communicate messages clearly and easily to a wide audience, either directly, by videoconference or by telephone conversations. The written skill can raise awareness through written products that require specialized skills. The written products can be evaluated as achievements of students in a process of learning the language. As a consequence, writing skills became an important part in the English teaching and learning process.

Pulverness and Spratt and Williams (2005, p 26) state that writing is one of the four language skills between speaking, listening, reading and writing. Writing is a creative skill that includes communicating a message in the form of letters and symbols. Communicating means transfer convinced information to others; therefore, a message must have a purpose. In other arguments, writing skills produce a written product which has convinced information.

Farhady (2006) manifests that writing is a complex skill whose mastery is obtained in different phases: writing readiness and beginning writing target to free writing.

Weigle (2002, p 19) states that writing is not simply the product of an individual it is also considered a cultural and social act. (Hamp-Lyons and Kroll, 1997) Writing is an act that has a space in a context that contains a specific purpose, and that is properly trained for their target audience. In the same way, (Sparling, 1996) show that writing, like language, generally, is a meaning-making action that is social and culturally formed and individually and socially determined. From this point view, learning to write includes much more than simply learning the grammar and vocabulary of language.

On the other hand Brown (2000, p. 335) states that a written product is a consequence of drafting, thinking and revising that involves specific skills on how to produce ideas, how to establish them coherently, how to use speech markers and rhetorical agreements to place them cohesively inside a written text, how to analysis text for clearer meaning, how to edit text for correct grammar, and how to produce a final product. With the above definitions, it can be deducted that writing is a creative skill which communicates a message to others by thinking, grafting revising the written products.

Nowadays bulletin board as a teaching tool are still use for publishing important events inside or outside the class, the bulletin board is a recreational activity that has been used for years by students with the teacher guidance in which it was possible to obtain good results in learning, with this media students can develop the writing skills. Often English teachers at Unidad Educativa Manglaralto do not

apply the bulletin board in their classes as consequent students do not show interest and they have less participation in class. The implementation of bulletin board as an educational strategy will increase the writing skills among students of 10<sup>TH</sup> GRADE of this institution.

### **2.2.1 English teaching**

English teaching is an activity carried through around the world, and the leading purpose is to support people to communicate in order to improve professional development and ease human being's contact on Earth. Also, English is taught in different circumstances, and varied arrangements in the classroom, in the office or in the work fields, in the world over. Thus what teachers teach and how they teach it is significant in order to reach learnings objectives.

On the other hand, teaching English as a second language is a significant job that produces big recompenses. First, the emotion and gratitude that the teacher feel when a change in the life of students is made. Second is the influence of the international community by the presence of new speaker of the English language. Teaching English as a second language is a calling that involve students to take their places in the global community and converted in active participants in the global conversation.

Nowadays English language learners are a varied group of businesspeople, students and immigrants that share a devotion to the English language and their love of learning. Teaching English as a second language or many scholars is an

honor and a pleasure, the professor's share with all persons who struggle to offer to student the tools they need to engage in new business and reach their dreams. To know a second language is a window to the world, in which contains a lot of conversation, information, and comprehension that the other form was closed to the students who want to learn a new language.

Harmer (2008) teachers in general must love their job, they need to be immersed in the teaching-learning process since on the contrary, and their work would be boring and students will get uninteresting about the lesson.

### **2.2.2 Importance**

English teaching is important in the world; it allows the communication with people of different countries obtaining great benefits. In Ecuador teaching English as a foreign language in public schools is necessary for our achievements, because it increases our level of understanding and global competitiveness in an increasingly globalized and competitive world.

The benefits of teaching English on a large scale, as an individual form are numerous, English being a global language, increases the competitiveness of the economy of a country, increases its global reach and let the security and public interest. Furthermore, a multilingual person can appreciate cultural differences and be more prudent, can unfold in an easy manner an even occupy a place of work where he stay.

Teaching English is an opportunity form that elevates the standard of education at public schools by preparing students with the necessary skills needed to influence their development.

### **2.2.3 English teaching at general Basic Education.**

It is confirmed that English is undeniably the language for excellence. It is not only used in the different implicit fields, it is also included in the writing skill since it is indispensable to interrelate and communicate in the current world. Furthermore, education must face the current challenges and contribute to the growth of the skills in order to be able to interconnect in speeches with the people around.

The Ecuadorian Ministry of Education with its guidelines in knowledge disposes three key matters that are the meaningful part of English as a tool with different implements, allowing the recognition of values beyond geographic and linguistic limits.

Another requirement of an English program is to study with values such as the Common European Framework of Reference: teaching, learning assessment that is globally renowned and delivers a collective basis for the expansion of the language syllabus and the last one is the communicative approach that is the most acknowledged and established norm in the field of Education.

According to Rodgers (2001) the objective of the Ecuadorian Ministry of Education is to contribute with the development of students skills through important reflections such as that the language is a method that expresses the meaning of words, and the principal objective of language is communication and interaction.

#### **2.2.4 What is the CEFR?**

The Common European Frame References (CEFR) is an arrangement tool that suggests management for Teacher, Trainers, Educational Administrators, Examiners and Textbook Writers. It also shows a dominant character in language and worldwide education policy since it systematically defines what learners must be able to do at diverse phases of the teaching-learning process and what knowledge with their respective skills they need to enhance the writing effectively in the dominant role.

The CEFR fundamentally suggests a scale of six language ability standards that starts from A1 that is the beginning level, to C2 that is for people that can use the language in a high level of dissertation. The CEFR shortens with a measure the progress during the teaching-learning process and qualifies the requirements of teachers, students.

As a good consequence, the CEFR allows administrators and educational institutions to easily compare scores and how they relate the measures at a local level, such as international exams, which are elaborated to procure a common

basis for language knowledge. Besides, the CEFR contributes to the evaluations indicators for each skill.

#### **2.2.4.1 CEFR Common Reference Stages.**

The six stages scheduled through the CEFR define the next phases: A1-A2 for simple knowledge; B1-B2 for independent administrators of language; and C1-C2 progressive users of the idiom. Consequently, the principle objective of this study program is that learners reach a B1 standard of ability, allowing them to talk in an effective way as autonomous coaches of English.

Level A1 contributes to use the language everyday with expressions that are used commonly in the daily life. In this level, students or beginners are able to communicate or introducing themselves or others and offer the own data about their home and possessions.

Level A2: In this level beginners or students are capable to understand habitually used expressions such as elementary information about themselves, interesting places or purchases. In this level, beginners or students are capable to implement simple chores that do not require a lot oral interaction where the information is linked to expected activities. (National curriculum guidelines EFL Min. Edu, 2014, p. 6).

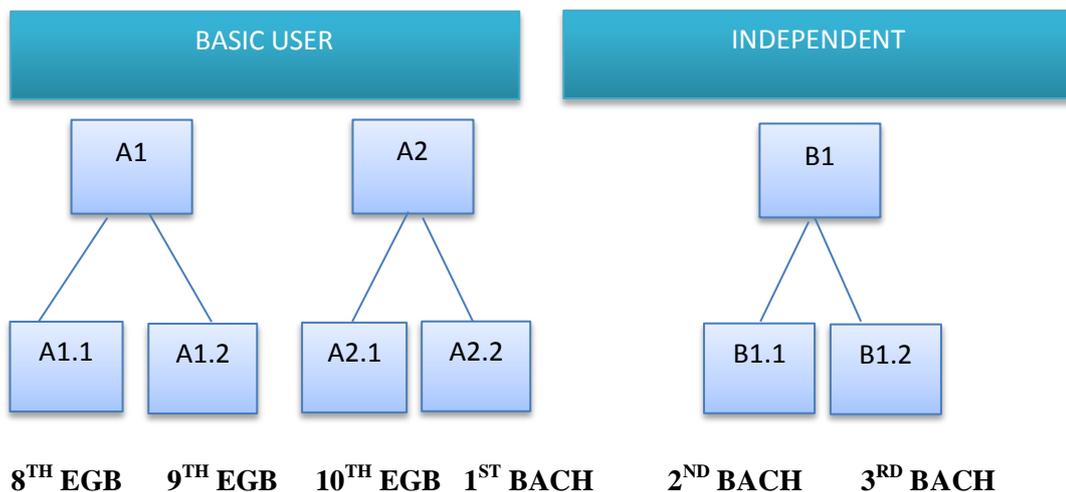
### 2.2.4.2 CEFR Common Reference Stages in the Ecuadorian Educational Scheme

The CEFR establishes breakpoints through levels of flexibility, allowing up levels to local needs, and relates to a common system of three levels above language proficiency, and apply gradually the public education system through a branching approach as shown in the figure 1. Scale of competition and their request per school year.

### 2.2.5 Levels of Ability: Branching approach.

According to the national curriculum this are the level of proficiency

**Chart # 2: Levels of proficiency.**



Source: National Curriculum Guidelines EFL Min.Edu, 2014, p.7

Author: Ministry of Education of Ecuador.

### **2.2.6 English in the Tenth Grade EGB of general basic education**

According to the National curriculum guidelines EFL (Min.Edu, 2014) the A2.1 level: at the end of 10<sup>th</sup> year EGB, students can: Create extended, more detailed, difficult transactional and expository texts such as formal emails, fictional biographies and others, apart from those existing in the 9<sup>th</sup> year EGB making a difference in sentence construction and lexical scale.

In the A2.2 level: Complementary to what was studied in 10<sup>th</sup> year EGB, ending the 1<sup>st</sup> year bachelor degree, students will have the ability to: Create modest practical and narrative writings with some aspect and differences in sentence construction, however still contains some practice mistakes.

According to A2.1 level : 10<sup>th</sup> year EGB: Learners can write short opinions that are within their vocabulary with sensible phonetic exactness, write extensive definitions about people, existing conditions, and educational training, write a structure of development questions for a dialogue with the sustenance of a dictionary, write small meanings used for persons, things, places, etc. By presentation their characteristics or use, write short metaphors of actions, older activities and private experience, write small, modest formal letters and invented biographies.

### **2.2.6.1 Writing skills.**

Writing is an important medium of communication that represents language through the inscription of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology. Within a language system, writing relies on many of the similar structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet.

### **2.2.6.3 Types of writing**

**Expository writing:** Expository writing is used to inform readers about specific topics. This segment of writing include meanings, commands, instructions and other basic associations and explanations, expository writing is missing of descriptive aspect and opinion.

**Descriptive writing:** Descriptive writing is a technique in which the writer uses language to stimulate the senses of the reader; it is also used to generate a vivid scene of a thoughts, places or people. Is focused on a theme and use precise details to define something, descriptive writing is similar to painting with words.

**Narrative Writing:** Narrative writing is the kind of writing that express a story; it is common in novels, fictional stories, poetry and profile. They tell stories of life and include weft and arguments. The narrative is interesting to read, since you can

substitute the writer himself and will perceive as if the story happens in the real life.

**Persuasive writing:** Persuasive writing is more sophisticated, its considered as a debate in writing acquires the opinion of the writer or issuing what the writer is writing, the persuasive writing is frequently in the article form, includes an reason of the other viewpoint and uses circumstances or statistic to support the opinion.

### **2.2.6.3 The process of writing**

Richards and Renandya (2002 p.316) state that the process of writing integrate four basic phases: Planning, drafting, revising and editing and three other phases externally enforced on students by the teacher, namely responding, evaluation and post-writing. The writing process in the classroom is extremely structured, teachers frequently plan appropriate classroom activities that support learning of specific writing skills at every phase. Below are the writing processes:

1. **Planning:** Planning is an activity in the classroom that encourages students to write. It stimulates thought for getting started. In point of fact, it moves students' way from having to face blank page on the way to generate tentative ideas and gathering information for writing.
2. **Drafting:** The drafting phase focuses on the fluency of writing and is not preoccupied with grammatical accuracy of neatness of the draft.

3. **Revising:** Revising writing can be stated by making decisions about how you want to enhance, looking at your writing from a different point of view and picking places where your writing should be clearer, more interesting, more informative and more concise to the reader. The students re-examine what they write to see how effective they communicate their ideas of the reader.
  
4. **Editing:** In this phase, the students are engaged in tidying up their text as they prepare the final draft for evaluation by the teachers. The phase of writing are planning, drafting, revising and editing. The first phase, that is planning is the most influencing phase for it is the beginning of the writing.

#### **2.2.6.4 Writing activities**

1. **Write a journal:** To write a journal consists in write the most important things that happen in the life, it is necessary to know some techniques to write a good journal, it constitutes twenty percent of the level, a good journal can have great effect.
  
2. **Create a written dialogue:** Written dialogue is a technique in which the writer engages two or more characteristics to be involved in a conversation with each other. The use of dialogues can be seen often in classical literature.

3. Language experience stories: It is an entire language approach that encourages interpretation and text by means of the use of individual practices and spoken language; it can be applied in tutorial or classroom settings with same or varied groups of learners.
  
4. Free writing: It is a prewriting technique in which students writes continuously for a period of time without regarding the spelling, grammar or topic. It is always used in prose or writers and writing teachers.
  
5. Paraphrasing: It is to use your own words to express ideas or a message, in a paraphrasing is important to maintain the ideas and meaning of the original source. The principal ideas should be written in their own words.
  
6. Do an advice column: Advice columns are usually written for the print media or online, in that the author provides advices and recommendations are create to attract the reader interest, it is also used to answer questions posed by readers.
  
7. Write down a dream: It is similar to a diary in which the dream experiences are recorded; a dream diary can include a recorded of nocturnal dreams, particular reflections and awakening dream experiences. It is frequently used in the study dream and psychology.

### **2.2.6.5 Bulletin Boards**

Bulletin board (called also bulletin boards, pin board) is a media that is normally done by students with the assistance of a teacher, using a variety of themes, it is also an area selected for the publication of important events or to highpoint issues such as traditions, arts, customs or important topics learned in class. Bulletin boards are often made of a material such as cork or flannel to facilitate the annexed of information to publish, a bulletin board is not a simple collage of pictures, text or images, it is created in order to develop a real learning therefore you must follow some steps for the preparation of an excellent bulletin board, which are also frequently used in colleges and universities.

The purpose of the bulletin board is to promote dialogue, exchange of ideas, knowledge and explanations, through incorporating the group and team work, in each of the groups involved many responsibilities in the moment to create the bulletin board, with this media the students can develop creativity, critical and analytical skills.

It not only shows articles in its columns, but also the creation of visual arts. Creativity art not only brings beauty, it considers too, the economic aspect and the use of objects around. The editor needs to be intelligent in the moment to choose the news existing in the environment and then process them into an interesting story.

From the bulletin board, readers and editor will learn a great deal. The editor in preparing for the beginning of the bulletin board, in each edition would require a lot of knowledge or information. Indirectly, the students who are assigned to write

one article will read a lot. After all, they have to be prepared with knowledge the writing skills.

While for the readers of the bulletin board, instead of getting all the information, they will be motivated to obtain more information. All items in the bulletin board are terse since of the limitation of the space. For more information the readers can discovery it through other media (reporters, internet, etc.)

Bulletin Board have great importance for students and teachers, it must be well managed in order to maintain its permanence. With a good administration, it is expected that it will continuously be published in period with the topics and shows that are attractive. Column of the bulletin board at inferior level are usually dominated by opinion and literature, the rest will be occupied by columns associated with creative arts, such as photographs, poems, short stories.

#### **2.2.6.6 School bulletin board management**

Managing information requires good management; it should be good organized and conducted in accordance with their duties and functions to avoid problems. Make a bulletin board requires direct responsibility at the time to publish any information; you must also have good writing for the readers can read without drawbacks. It needs to be supervised by the teacher.

### **2.3 Philosophical basis**

According to Junco (1997) founder of the bulletin board it was created to promote information to readers. Currently they are still used for educational purpose or only to publish important events using different sources of information.

Schrock (2002) states that bulletin board and demonstration areas are a significant element of the classroom environment. It has two purposes; first, a space is created to showcase the work of students, leading to improved self-esteem when students see their work published. Second, it provides additional room for teacher in the class, in which he can enter a unit, stimulate interest, or just have fun with a subject.

According to Power M (2009) students like to read on the bulletin board, throughout the day they read about two or three minutes. This activity involves students in the process of reading and writing and gives them spectators for special news. It also bestow more time in the morning to begin our day of instruction. The students are very happy to share their news and stories; the only difference is that now share through the writing in the bulletin board.

Nantais (2009) affirms that the best strategy to obtain the better development of the ability inside the classroom is that teachers must be a mediator; he must provide an entertaining class, and makes that students feel comfortable being a good guide or instructor, innovating the teaching-learning process.

"A room without bulletin boards is unproductive," "Students need to have something to look at besides simple walls. Bulletin boards teach, inform, inspire, and add a feeling of hominess to the classroom (Steele 2002).

According to Arief (2014 pag. 23) are many benefits that can be derived from the bulletin board. It can be used as communication media. Posts on it are a particular form of communication between certain parties. They present information or events that occur within a certain scope. For example, bulletin board in schools; it writes news or information regarding the activities of the school, it will not be obtained from newspapers or magazines in general. Readers who are concerned with the news is probably not just read, but also respond or react. This is where communication will occur between the editorial with the readers, and the readers with other readers

Bulletin board is also important to improve the ability of students and organization, to train the discipline since they have to work on schedule, to learn to be more creative in discovery new ideas for themes and display of the bulletin board, and to train students to be more responsible for the task to be done.

It is confirmed that students in general can work or develop any job in collaboration with other students or any person that want to work with, they can involve interesting topics, they can contribute with a brainstorming, or with any idea which allows developing this ability.

## 2.4 Educational basis

According to Jeremy Harmer (1988), “The aims for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right”. Each one has an important role; reinforcement, the students acquire languages in a purely oral way, the benefit greatly from seeing the language written down. Language development, is the real process of writing, it helps as to learn as we go along. The mental activity is based on to construct proper written texts created on the learning experience. Learning style is a reflective activity, is a basic language skill, in that students need to apply punctuation and paragraphs construction.

Krashen (1984) states that writing is a special dialect which, like a second language, is acquired. Not learned. The writing an important part in the learning, to improve performance one needs to practice constantly the writing.

Smith (1988) defines that writing has other virtues, he explain two reasons; first is most obvious and is used to communicate with other persons, but the most important is that is used frequently to write for ourselves, to clarify and simulate our thinking.

Elbow (1973) states that it is complicated to have more than one thought in mind at a time. When we write our ideas, the vague and abstract becomes clear and real. When thoughts are on daily, we see the associations among them, and arise with better thoughts. Writing, in other terms, can make us cleverer. The writing skills permit to write the thoughts and to keep in a diary, many people always write their

problems in a notebook and when they write the problems they feel that the problems disappears.

Oberman (2001) states the writing can be improved by learning through repetition. If the teachers would be aware of the writing process, this would help in teaching appropriate strategies and that would also improve the writing abilities of students in education environment. Therefore, when teachers prepare their classes, they must do it thinking on the different students that are in the classroom, they must study them for the appropriateness of them.

Cassany, Smith and Krashen (1994-1991) states that teaching writing it has shown as a sign system used to translate spoken language, as a resource to transfer letters by spoken language, on the other hand is not a simple transcription system. Furthermore constitutes a complete and independent idiom, it is a real medium.

According to Balbi (1993) teachers must be distinguished educators, they must not be only teachers as its names say, they must be guiders and facilitators of education, being conscious on a diverse available material for improving the different skills that students own in this case the implicit one, the writing skill. Therefore, teachers must be focused on the self-determining usage of these materials for contributing a good guidance in relationship of schooling resources.

Richards (2009) states that the education process is the time where students can obtain or acquire general knowledge, students can develop their skill while they are studying or preparing for the future, they must concern on the changes of education and of course not in the personal life, since the change of the society starts in education.

According to Zampardo (2008) affirms that the most adopted teaching model that helps in developing writing skills in the balanced literacy approach is the method of writing process. It means that there are different types of writing, and for the development of the same, it must be used the appropriate one, they writing type do not mix in them, since there are editing, drafting, etc.

Casewell (2008) states that for learning the writing process is so significance since it enables students to express their ideas, thoughts, feelings efficiently. Therefore, if they practice writing, the can express themselves efficiently. If teachers make that students practice more inside the classroom, they will practice expressing them in many ways about it.

According to Sharples (1996) in order to make students to write creatively, it is so important that their thoughts must not be restricted in any way. The students are creative all the time, but at the moment teachers must be conscious about their thoughts, they are free to think whatever they want but it must be according to studies, they can imagine for example what they would do if they were professional, they can write in an open way to express themselves.

Bajarano (1997) states that students can write or develop these skills if they work in small groups since they can contribute with small ideas to write it, this is called as the brainstorming. Today, teachers in educative institutions work with small workgroups inside the classroom, and the results are effective.

According to Tomkins (2004) the writing process looks like a road map since the educator can monitor all the activities from the beginning to the end, therefore, all the written information can be read by the teacher and search what are the

principal deficiencies in the writing process of their student, for obtaining the better resolution for them.

## **2.5 Legal basis**

This research project is legally based on:

According to the Constitution of Ecuador: in its article 347 The National education system disposes of its main objective that allows the learning, the creation and the usage of knowledge, techniques, art and culture, working in flexible, competent and enthusiastic way. The National education scheme will include an intercultural vision according to the geographic diversity and the respect to the rights of the communities and nationalities.

The Law of Intercultural Education in its article. 2, section B states that strengthening and potentiating the education contribute to the care and preservation of the identity according to cultural diversity and methodological particularities of teaching, from initial level until superior level, law quality criteria.

Finally, The Childhood and Adolescence Code establishes in its article 37, section 4, that kids and teenagers count with educators, educational resources, workrooms, places, services, resources and appreciate a promising surroundings for students. This right contains real access to primary infantile education from zero to five ages, and consequently flexible and open programs and schemes adequate to the cultural requirements of students.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. - RESEARCH APPROACH**

This Chapter shows the methods which have been used in this research, the research was based on qualitative methodology, this method will allow to acquire specific and necessary information about the enhancing of writing skill through the use of bulletin boards among students of tenth grade at Unidad Educativa Manglaralto.

##### **3.1.1. Qualitative Method**

The qualitative method was used in this research, in order to gather information about writing skill, the researcher interviewed several professionals and specialist: the principal, director, teachers and students.

##### **3.1.2. Inductive-deductive Method**

Both approaches inductive and deductive were implemented in this research. The deductive method was used to obtain information for the application of bulletin

boards, the information need to studied, contrasted between authors, and finally simplified for the project. In contrast the deductive method was used to carry observations inside the classroom, also to analyze and use the interviews to know the opinion of students, teachers, specialist and the director of the institution, about the writing skill among students of tenth grade at Unidad Educativa Manglaralto.

### **3.1.3. Scientific Method**

This method allowed to show the improvement of the writing skill among students of tenth grade at Unidad Educativa Manglaralto, using bulletin boards. The purpose of the qualitative paradigm is to search changes and find possible solutions to possible problems and on this basis to increase the proposal.

### **3.1.4. Observation Method**

This method helped to find out detailed information about causes and effects of the problem related to the use of bulletin board to enhancing the writing skill among students of tenth grade at Unidad Educativa Manglaralto. Through this method the teacher are in direct contact with the students and the objectives, natural events, physical and human phenomena, forming a clear and concrete concept of it.

## **3.2. - LEVEL OR TYPE OF RESEARCH**

### **3.2.1 Field Research**

It was important and necessary to get efficient information on the present status of Unidad Educativa Manglaralto specifically at the English Language teaching regarding the implementation of bulletin boards during the enhancing of writing skill; it was applied in the context of tenth-grade students since it is the target population involved in the problem.

### **3.2.2 Bibliographic research**

It allowed to search and select scientific-theoretical foundations on the subject of investigation; the main topics listed within the theoretical framework related Bulletin Boards for enhancing the writing skills in secondary education were established using this level of research.

### **3.2.3 Correlational Research**

This method identified the theoretical framework to create a Bulletin board for the enhancing of writing skills among students of 10th grade at Unidad Educativa Manglaralto and the proposal implementation of bulletin boards for enhancing the writing skills.

### 3.2.4 Applied Research

This type of research allowed the implementation of bulletin boards in order to enhance the writing skills among students of 10th grade at Unidad Educativa Manglaralto.

## 3.3 POPULATION AND SAMPLE

### 3.3.1 Population

The population of this research was composed by 45 students, 3 teachers, 1 specialist and the director of Unidad Educativa Manglaralto.

**Chart # 3: Population**

<b>N°</b>	<b>DESCRIPTION</b>	<b>QUANTITY</b>	<b>%</b>
1	Principal of Unidad Educativa Manglaralto	1	2%
2	English teachers at Unidad Educativa Manglaralto	2	4%
3	Tenth grade students from Unidad Educativa Manglaralto	45	92%
4	English language specialist	1	2%
<b>TOTAL</b>		<b>49</b>	<b>100%</b>

**Source: Unidad Educativa Manglaralto.**

**Author: María Soraida Ángel Bazán.**

### **3.3.2 Sample**

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

### 3.4 VARIABLES OPERATIONALIZATION

**Independent Variable:** Bulletin Boards.

**Chart # 4: Independent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Bulletin Boards are a surface intended for the posting of public messages, or announce events, or provide information. Bulletin boards are often made of a material such as cork to facilitate addition and removal of messages.	Teaching Process Tools Results Bulletin Boards	Classroom Skills Teaching resource Bulletin Boards Worksheets	Are students allowed to improve their skill and strengths? Does the teacher apply appropriate teaching resource in the classroom? Does your teacher use bulletin boards in classes? How often use the teacher the bulletin boards in the classroom? Do you consider that bulletin boards contribute to enhance the English writing skill among students of 10 <sup>th</sup> grade?	Observation sheet Survey Interview Camera

**Source:** Unidad Educativa Manglaralto

**Author:** María Soraida Ángel Bazán.

**Dependent Variable:** Writing skills.

**Chart # 5: Dependent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Writing skills is an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.</p>	<p>Teaching methodology and strategies</p> <p>Significative Learning.</p> <p>Writing skills</p>	<p>Teaching Competence</p> <p>Teaching Resources</p> <p>Formative and summative Assessment</p> <p>Motivation</p>	<p>Are students enhancing the skills and strengths their abilities?</p> <p>Dou you consider that your writing skill have been developed satisfactorily?</p> <p>What activities apply you teacher in class for enhances the writing skills?</p> <p>Will the bulletin boards enhance the writing skills of the students of tenth grade at Unidad Educativa Manglaralto?</p>	<p>Lesson Plans</p> <p>Observation sheet</p> <p>Interview</p> <p>Survey</p> <p>Video-camera</p>

**Source:** Unidad Educativa Manglaralto  
**Author:** María Soraida Ángel Bazán.

## **3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

### **3.5.1 Techniques**

The following techniques were applied during this research: Observation, Survey and interview.

#### **3.5.1.1 Observation**

It was applied directly to students of tenth grade in Unidad Educativa Manglaralto, the observation can be direct or indirect, and this technique allowed observing carefully the methodologies and strategies applied in the class.

#### **3.5.1.2 Survey**

This technique was applied to collect detailed information through direct questions regarding the problem and the proposed solution; it allowed gotten results about the advantages and disadvantages of the implementation of bulletin boards to enhance the writing skill among students of tenth grade. The survey is applied directed to the total population of the research.

#### **3.5.1.3 Interview**

This technique was used to obtain direct information from the director and teachers of Unidad Educativa Manglaralto, from the first interviewed was possible to know about the important of use Bulletin boards in the classroom, with the

interview of the specialist was possible to compare the use of bulletin board and to take advantage of its application.

#### **3.5.1.4 Recording**

It was applied directly to students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto; this technique was allowed obtain information with records thoroughly the methodologies and strategies applied on Bulletin Boards with activities.

### **3.5.2 Research Tools**

#### **3.5.2.1 Camera, video – camera**

This instrument was important, it was used to capture pictures and video recorder in order to reproduce them later and have an evidence of the implementation of the enhancing of writing skill using bulletin boards.

#### **3.5.2.2 Notebook**

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

#### **3.5.2.3 Focus group**

The focus group is a method that allowed to collect important information, it consists in gathering a small group of students in order to interview them and generate a discussion about a product, service, idea, publicity, etc.

### 3.6 DATA COLLECTION PLAN

The data was acquired through a research process using interview and surveys which were processed and analyzed once the information was collected doing statistic calculations. This process was applied in order to get real information for the research and make easier and realizable following the necessary promissions. The interview and surveys were applied among students of 10<sup>th</sup> grade, teachers and principal of the institution.

**Chart # 6: Data Collection plan**

BASIC QUESTIONS	EXPLANATION
1. What for?	To enhancing the writing skill.
2. From which people or objects?	Students of 10 <sup>th</sup> grade at Unidad Educativa Manglaralto
3. About what aspects?	Writing skill
4. Who?	Author: María Soraida Ángel Bazán
5. To Whom?	Students, professors, principal at Unidad Educativa Manglaralto.
6. When?	2015 - 2016.
7. Where?	At Unidad Educativa Manglaralto.
8. How many times?	One month during the academic year 2015 - 2016.
9. How?	Individually and by group
10. What data collection techniques?	Observation, survey, interview and rubrics.
11. With what?	Cameras, Smartphone and laptop.

**Source: Unidad Educativa Manglaralto**

**Author: María Soraida Ángel Bazán.**

### 3.7 DATA PROCESSING PLAN

Chart # 7: Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low level of practice of writing skills is a big problem that was determined through surveys directed to students and professors of 10th grade at Unidad Educativa Manglaralto, the use of bulletin boards to enhancing the writing skills of students was justified.</p>	<p>When the problem was discovered the researcher started looking for related information at: Books, articles, internet, among others. Besides the interview with specialist the Director, and English teachers at Unidad Educativa Manglaralto.</p>	<p>Once the problem was confirmed among students of 10<sup>th</sup> grade, of this educational institution, through interviews, observations and surveys were made for students and interviews for the principal, an English teacher and a specialist, gathered were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected Data that proved the low level of writing skills among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto, it was important to involve the principal of the institution and professors in the incoming process in order to enhance the writing skills in each student.</p>	<p>Implementing the bulletin boards for enhancing the writing skills among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto.</p>

**Source: Unidad Educativa Manglaralto**

**Author: María Soraida Ángel Bazán.**

### **3.8 ANALYSIS AND INTERPRETATION OF RESULTS**

#### **3.8.1 Interview directed to the principal of Unidad Educativa Manglaralto.**

**Question 1:** What is your criteria about the education in Ecuador?

**Interpretation:** The principal of Unidad Educativa Manglaralto, Msc John Lainez Quirumbay said that the president of the republic has made great changes in education, giving facility for students with few economic resources; he considers that education had changed and continues to change for youth and the Ecuadorian people will be better.

**Question 2:** What is your appreciation about education in Santa Elena province?

**Interpretation:** The principal said that the District **24D01** in the Santa Elena Province is good, and it is considered at the national level, as one of the best districts, and this means that the education is advancing.

**Question 3:** Do you consider that English is important in the learning process?

**Interpretation:** The director said, English is important in the learning process, and they focus more on a tourist way, a tourist country, because the institution has Information and tourism marketing as one of this specialties and obviously English is important, students and teachers need to know English language, for the future they can understand international visits.

**Question 4:** What are the skills that students develop more easily?

**Interpretation:** The director said that, he as authority knows that students develop more easily speaking and listening skills.

**Question 5:** Do you consider that the writing skills have been developed satisfactorily?

**Interpretation:** The director said the new education focuses more on writing and reading, which are fundamental part in the people formation, the director consider that the writing skill has been develop successfully, because teachers and tutors are preparing for that and for students will be better.

**Question 6:** Have you ever used bulletin boards that contribute to enhance the English writing skills?

**Interpretation:** The director answered yes; they have used the bulletin boards in the institution.

**Question 7:** Do you consider that bulletin boards could enhance the writing skills on students?

**Interpretation:** The director said that not only bulletin boards are important, all that will help to enhance writing skills, the understanding, for better understanding of English is important.

**Question 10:** Would you support the implementation of bulletin boards with activities for enhancing the writing skills in students of tenth grade of your institution?

**Interpretation:** The Principal assured his support to the bulletin boards for enhancing writing skills.

### 3.8.2 Interview to specialists

**Chart # 8: English Language Expert's Information**

<b>PERSONAL INFORMATION OF ENGLISH LANGUAGE SPECIALIST</b>	
<b>Full name degree and qualifications</b>	<b>Msc. Rosario Cedeño</b>
	<b>Msc. In Curriculum design</b>
<b>Current Job</b>	<b>English Teacher at Guillermo Ordoñez Gomez High School</b>

**Source:** Msc Rosaro Cedeño

**Author:** María Soraida Ángel Bazán.

**Question 1:** ¿What is your appreciation about the English teaching process in Santa Elena province?

**Interpretation:** The specialist Msc Rosario Cedeño considered that the English learning process had not been developed correctly, since the ministry of education doesn't have many English teachers and it is a problem to students achieves the correct level of knowledge.

**Question 2:** How do you consider the level of English in Santa Elena province?

**Interpretation:** The specialist said that is not only in Santa Elena province, really Ecuador does not have a good English language, the level is low, it is important to improve the English language education in Ecuador, in addition teachers should be prepared all the time.

**Question 3:** What are the skills that students develop more easily?

**Interpretation:** The specialist said that grammar, reading and writing are the skills that students develop easier.

**Question 4:** How important are the writing skills among the other ones?

**Interpretation:** The specialist said the writing skill is really important because through it students can transmit all their ideas.

**Question 5:** ¿According to your experience, ¿What factors should be considered to determine the level of the writing skills in students?

**Interpretation:** The specialist said that it is important that teachers apply specific evaluation to students, in order to know the level of English in each student.

**Question 6:** Have you worked with any specific activity to enhance the writing skills?

**Interpretation:** The specialist affirmed that she had worked with special activities such as short history; choose a specific topic for write their ideas. Grammatical structures and solve exercises.

**Question 7:** have you ever worked with bulletin boards?

**Interpretation:** The specialist said that she had used the bulletin boards with short stories or statements.

**Question 8:** Do you consider that bulletin boards could enhance the writing skills?

**Interpretation:** The specialist considered that the bulletin boards is very important to enhance the writing skill

**Question 9:** What are the advantages of using bulletin boards?

**Interpretation:** The specialist said that bulletin boards are used as support to express the student's ideas or statements.

**Question 10:** What suggestions would you give to teachers that want to implement bulletin boards to develop the writing skills?

**Interpretation:** The specialist said that is necessary to use different activities that involve students, for example: Songs, specific vocabulary for writing a summary or composition, it is necessary that students choose a specific vocabulary to transmit their ideas, and is important students know verbs because is so essential to write a specific information or statement.

**Question 11:** Which activities may be included in the bulletin boards that enhance writing skill?

**Interpretation:** The specialist said that she used short stories, free writing, with these they can choose the preferred topic, and it is easier for students.

**Question 12:** Do you agree with the implementation of Bulletin boards for enhancing the writing skills in students of tenth grade?

**Interpretation:** the specialist agreed with the project, because it is important all teachers look for the best way in that students enhance the writing skills.

### 3.8.3 Survey directed to English teacher

**Question 1:** What is your appreciation about the English learning process at Unidad Educativa Manglaralto?

**Interpretation:** Teachers Anibal Emiliano Tumbaco and Darwin De la Cruz Garcia, teachers said that they follow instructions or process in public high schools. Ecuador signed a project along with England, which purpose is to make students speak and write in English correctly, they mentioned that is difficult to teach English to students of eight EGB since didn't have classes in the basic grades.

**Question 2:** How do you consider the level of English in students of tenth grade?

**Interpretation:** Both teachers considered that the level of English is low, they advised the importance to improve some specific classes such as, grammar and other skills, one of the reasons of the low level is that students don't know much English, and other factor is the limited time of class.

**Question 3:** What are the skills that students develop more easily?

**Interpretation:** Both teachers said the skills that student's develop more easily are listening, reading and speaking.

**Question 4:** Do you think that the writing skill is important in the teaching learning process?

**Interpretation:** Both teachers said that the writing skill is so important because students develop one of the most important skill, so they should write because it is

the way to demonstrate that they use the language very well, additionally the institution have a tourism career, where the students in some occasions need to write touristic packages or to complete different activities in English, that is the moment when students develop more those skills.

**Question 5:** According to your experience, ¿What factors should be considered to determine the level of the writing skill in students?

**Interpretation:** Both teachers said that the factor considered to determine the level of writing should be grammar.

**Question 6:** What techniques do you use to teach writing?

**Interpretation:** Both teachers said that they use different techniques such as: free writing, describe picture, and write letter, poem and others, is the opportunity that they develop this skills.

**Question 7:** Do you use bulletin boards in your English class?

**Interpretation:** Both teachers said that they do not use bulletin boards, but they considered it as a good way to motivate students to write.

**Question 8:** Do you consider that the use of bulletin boards is important in the English teaching- learning process?

**Interpretation:** Both English teachers said that is important, many strategies that can be used to improve the language are important, in this case bulletin boards is the opportunity to demonstrate to other people about what they are learning.

**Question 9:** What suggestions would you give to teachers that want to implement bulletin boards in the classroom to enhance the writing skills?

**Interpretation:** Both teachers suggested motivating students, existing different techniques for example, describing picture, bulletin boards, writing in Facebook, many things that the teacher can doing, is the correct way to motivate students.

**Question 10:** What suggestions would you give to students that use bulletin boards in the classroom to enhance the writing skills?

**Interpretation:** Both teachers said students should write more than they can, they should do not felt worried; this is the best opportunity to practice more English, because when they practice more, they can learn more.

**Question 11:** Dou you agree with the implementation of Bulletin boards for enhancing the writing skill in students of tenth grade?

**Interpretation:** Both teachers agreed with the project, because they considered that it is the opportunity to learn more during the process

#### **3.8.4 Analysis of results – teachers**

It is important to consider that the interviewed teachers; Anibal Tumbaco Reyes and Darwin Laínez Borbor are not English teachers and do not have enough knowledge about the English language, they only collaborate with the institution due to the lack of teachers.

Results showed that teachers considered that writing skills are very important during the Teaching – Learning process of their student, they also considered that their students do not dedicate too many hours to practice English language, that is one of the reasons why their writing abilities have not been developed satisfactorily, in order to solve this problem teachers believe that the use of Bulletin boards could bring a solution since it will allow their students to work on their own schedule and rhythm.

On the other side, teachers considered that the implementation of Bulletin boards will help their students to improve their writing skill and finally teachers and the director of the institution showed their acceptance to involve their students in the proposed project.

### 3.8.5 Transcription of focus group

**Chart # 9: Details of focus group**

<b>Moderator :</b>	María Soraida Ángel Bazán
<b>Place:</b>	Unidad Educativa “Manglaralto”
<b>Date:</b>	May 5 <sup>th</sup> , 2017

**Source: Unidad Educativa Manglaralto**

**Author: María Soraida Ángel Bazán.**

**Objective:** To stablish the opinion of students, their experiences and recommendations about the implementation of Bulletin Boards, with activities those encourage students to enhance the writing skills.

Participants:

**Chart #10: Students of 10<sup>th</sup> grade**

1.- ALFONSO QUIROZ JIM BACKER 2.- ANASTACIO APOLINARIO BRENDA ALANA 3.- BALON AVILA ARELYS JELEINI 4.-BALON FLORENCIA ANABELLA BELEN 5.-BALON REYES JULEXI ANGELINE 6.- BALON SUAREZ MICHAEL ROGGER 7.-BAQUE MORA JULEXI NAYELI 8.-BAZAN ASECIO JENNIFFER LISSETTE 9.-BAZAN ROCAFUERTE KELYN VANESSA 10.-BAZAN SORIANO ANDERS JORDAN 11.-CASTILLO CHILAN JHON STEVEN 12.-CLAVIJO PANCHANA LUIS ALFONSO 13.-DE LA A SORIANO CRISTHIAN JOEL 14.-DE LA CRUZ MOREIRA DAVE JUAN 15.-DE LA CRUZ ORRALA ELOIT DALO 16.-DELGADO CHOEZ MELANI TIBISAY 17.-ECHAIZ ROCAFUERTE INGRID NAYELI 18.-ESCALANTE ALEJANDRO ANGIE MELISSA	
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- 19.-FIGUEROA VASQUEZ JOSUE JOEL
- 20.-FLORENCIA BACILIO MONICA VIVIANA
- 21.-FLORES BAQUE WASHINTONG WIDINSON
- 22.-GABINO FLORENCIA JAVIER CARLOS
- 23.-HOLGUIN MERA CHRIS JERICO
- 24.-LOPEZ MENDOZA GEORGE ARIEL
- 25.-MATIAS ROCAFUERTE CLAUDIA GABRIELA
- 26.-MERCHAN CATUTO JAMES JAIR
- 27.-POZO ORRALA LESLY ANABELL
- 28.-REYES BALON LADY XIMENA
- 29.-REYES POZO JERSON ENRIQUE
- 30.-REYES REYES ANTHONY ORLANDO
- 31.-ROCA REYES DERLY FIORELLA
- 32.-ROCAFUERTE REYES CRISTOPHER RIBALDO
- 33.-ROCAFUERTE RODRIGUEZ CRISTOPHER RODOLFO
- 34.-RODRIGUEZ BALON CATALINA BELEN
- 35.-RODRIGUEZ BELTRAN WINDEMBERT ADRIÁN
- 36.-RODRIGUEZ QUIMI JULEYDI MILENA
- 37.-SANTOS FLORES JAHAIRA SOLEDAD
- 38.-SORIANO DE LA CRUZ GINGER JAMILETH
- 39.-SUAREZ BAZAN KELVIN ALAIN
- 40.-SUAREZ PLUAS VANIA MARIA
- 41.-TINOCO MUÑOZ JORDY ADRIAN
- 42.-TOMALA GUILLEN STEFANIA VERONICA
- 43.-YAGUAL SUAREZ DAYSE GISELLA
- 44.-YAGUAL YAGUAL MIKE MANUEL
- 45.-ZAPATA FAJARDO ZULEMA ANAHI

STUDENTS OF  
10TH GRADE AT  
UNIDAD  
EDUCATIVA  
"MANGLARALTO"

**Source: Students of 10th grade**

**Author: María Soraida Ángel Bazán.**

### 3.8.6 TRANSCRIPTION

**Chart #11: Transcription of focus group.**

<b>TRANSCRIPTION</b>	
<b>Moderator:</b>	<b>Do you like English? Why?</b>
Julexy	“Yes, because is very important”
Dave	“Yes, because allow to communicate with foreign people”
<b>Moderator:</b>	<b>Do you consider English as a significant subject? Why yes or why not?</b>
Jame	“Yes, is so important”
Leslie	“Yes, is important to know English because to allow us maintain a good communication”.
<b>Moderator:</b>	<b>What are the skills that you develop more easily?</b>
Cristhian	“Listening”
Michael	“Reading”
<b>Moderator:</b>	<b>Dou you consider that writing skills is important in the learning process?</b>
Monica	“Yes, English Language is an important subject”
Claudia	“English is important because we live in tourist zone”
<b>Moderator:</b>	<b>Dou you consider that your writing skills has been developed satisfactorily?</b>
Zulema	“No, because teacher not apply many hour to practice English”
Cristopher	“No, because teacher is boring”
<b>Moderator:</b>	<b>What activities apply your English teacher in classes for enhances the writing skills?</b>

Jahaira	“Teacher use summary”
George	“teacher use complete task”
<b>Moderator:</b>	<b>Had you ever had any experience using bulletin boards to enhance the writing skills?</b>
Luis	“No, use bulletin boards in English”
John	“I only use the bulletin boards in Spanish”
<b>Moderator:</b>	<b>Does your teacher use bulletin board in classes?</b>
Ingrid	“Teacher never use bulletin boards in the class”
Eloy	“No, teacher no use these tools”
<b>Moderator:</b>	<b>How often your English teacher use bulletin boards in class?</b>
Anabella	“Never”
<b>Moderator:</b>	<b>How do you consider the use of bulletin boards within the English Learning Process?</b>
Melani	“I consider the English very important”
Josue	“I consider the English necessary for the future”
Zulema	“To know English as one of the best subject in the education”.
<b>Moderator:</b>	<b>Do you consider that bulletin boards with activities could contribute to enhance your writing skills?</b>
Monica	“I think that the bulletin boards could be important to learn more writing”
Javier	“These enhance our writing”
<b>Moderator:</b>	<b>Do you agree with the implementation of bulletin boards to enhance your writing skills?</b>
Angie	“Yes, totally agree”
Chris	“Yes, I’m agree”

**Source: Students of 10th grade**  
**Author: María Soraida Ángel Bazán.**

### **3.8.8 Analysis of results – Focus group**

Results showed that students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto consider that English language is very important during the Teaching – Learning process; learn English is an opportunity to communicate with foreign people, getting a good job, meeting new cultures and obtain benefits in their life, to know English open the door of the world.

Students considered that their teachers do not give them many hours to practice English language, the class always are boring and that is one of the reasons why their writing skills have not been developed satisfactorily, in order to solve this problem students believe that the use of Bulletin boards could bring a solution since it allow students to work on their own schedule and rhythm, practice writing skill is something that can be made in their house or in the class.

On the other side, they considered that the implementation of bulletin boards will allow enhancing their writing skill. However, they coincided with the argument that the combination of different activities such as stories, free writing and others, can be effective way to help them to enhance the writing skills.

## **3.9 CONCLUSIONS AND RECOMMENDATIONS**

### **3.9.1 CONCLUSIONS**

1. The writing skills among students of 10th grade at Unidad Educativa Manglaralto have not been developed satisfactorily; they have a low level of writing.
2. Most of the teachers in this institution have little knowledge of the English language, since they only cover hours for the necessity of professional teachers.
3. The application of Bulletin Boards is perceived as a good strategy to enhance the writing skills among students of 10<sup>th</sup> grade.

### **3.9.2 RECOMMENDATIONS**

1. It is recommended to implement more strategies or tools that contribute to enhance the writing skills.
2. It is recommended to hire professional English teachers, or to empower them in order to strength the knowledge and enhance the writing skills among students of 10<sup>th</sup> grade.
3. It is suggested the implementation of Bulletin boards, with activities for enhancing the writing skills among students of 10 TH grade at Unidad Educativa Manglararlto.

## CHAPTER IV

### THE PROPOSAL

#### 4.1 TITLE OF PROPOSAL PROJECT

IMPLEMENTATION OF BULLETIN BOARDS FOR ENHANCING THE WRITING SKILLS AMONG STUDENTS OF 10 TH GRADE AT UNIDAD EDUCATIVA MANGLARALTO, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.

##### 4.1.1 INFORMATIVE DATA

##### 4.1.2 Executing Institution

Unidad Educativa Manglaralto

**Illustration # 1: Unidad Educativa Manglaralto**



**Source: Unidad Educativa Manglaralto**  
**Author: María Soraida Ángel Bazán.**

### 4.1.3 Beneficiaries

Students of 10 TH grade at Unidad Educativa Manglaralto.

**Illustration # 2: Students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto**

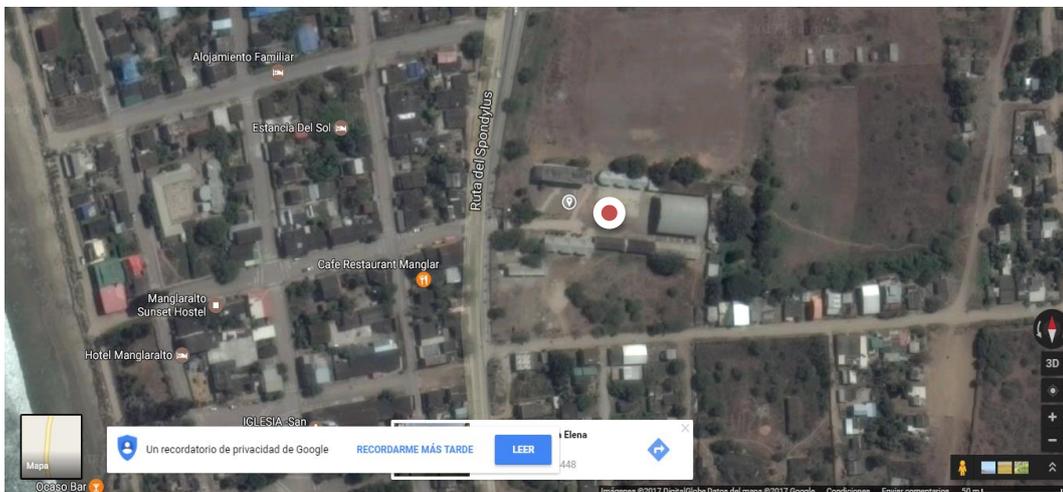


**Source: Students of 10<sup>th</sup> grade**  
**Author: María Soraida Ángel Bazán.**

### 4.1.4 Location

Manglaralto, Santa Elena, Province of Santa Elena.

**Illustration # 3: Location of Unidad Educativa Manglaralto**



**Source: Students of 10<sup>th</sup> grade**  
**Author: María Soraida Ángel Bazán.**

#### **4.1.5 Estimated time for execution**

3 weeks

#### **4.1.6 Responsibles**

**Author:** María Soraida Ángel Bazán

**Advisor:** Ing. Xavier Almeida Briones MSc.

#### **4.1.7 Feasibility:**

This proposal is feasible since it has the support of the principal of the Institution MSc John Lainez Quirumbay, who decided to cooperate with the development and application of the bulletin boards among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto, as target to enhance the writing skills. Bulletin boards is a significant resource to apply in the classroom to achieve the goals proposed by the education system, creating and interactive class.

### **4.2 PROPOSAL BACKGROUND**

After performing the research and the observation made to students and teachers of 10<sup>th</sup> grade, it was considered necessary to make a proposal about the use of the bulletin boards in English class, in order to allow students to enhance one of their abilities in this case the writing skill, this resource contains several activities involving the educational field.

This proposal will solve the problem which has been verified during the research using easy and simple writing exercises. Finally, this proposal has an effective application for students due to its structure and teaching resources that are applied in the classroom, the development of the proposal can be observed in the following pages.

### **4.3 SIGNIFICANCE**

This Proposal is of great significance in the education field using a common teaching recourse that supports students to enhance the writing skills. Bulletin boards have been used for many years and by many teachers around the world in order to obtain benefits and increase students autonomous work and collaborative work. In this proposal the direct beneficiaries of this proposal will be the 10th grade students at Unidad Educativa Manglaralto.

This proposal solves a practical problem, since it contributes to enhance the writing skills during the activities which is extremely important for learning using the bulletin boards, in accordance with student's contexts, they develop their capacity in a better way when it comes to written assignments and performance with teaching resources that develop their creativity and enhance the team group.

## **4.4 OBJECTIVES**

### **4.4.1 General Objective:**

To enhance the writing skills among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto, through the implementation of Bulletin Boards.

### **4.4.2 Specific Objectives:**

1. To determine the level of writing skills among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto
2. To design the appropriate pedagogical activities to enhance the writing skills among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto.
3. To implement the bulletin boards for enhancing the writing skills through activities among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto.
4. To evaluate the improvement of the writing skills through the implementation of the bulletin boards among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto.

## **4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL**

### **4.5.1 Bulletin Boards**

The use of Bulletin Boards is an important support in the development of the writing skills among students of 10th grade at Unidad Educativa Manglaralto, Santa Elena, province of Santa Elena, school year 2015-2016, this project will allow students to enhance this skill.

The writing activities performed by students in the bulletin boards are based on a reinforcement of the previous classes, these activities to allowed students to interact with their classmates, exchange information, promote dialogues and provide opinions, also increase collaborative work.

### **4.5.2 WHAT ARE BULLETIN BOARDS?**

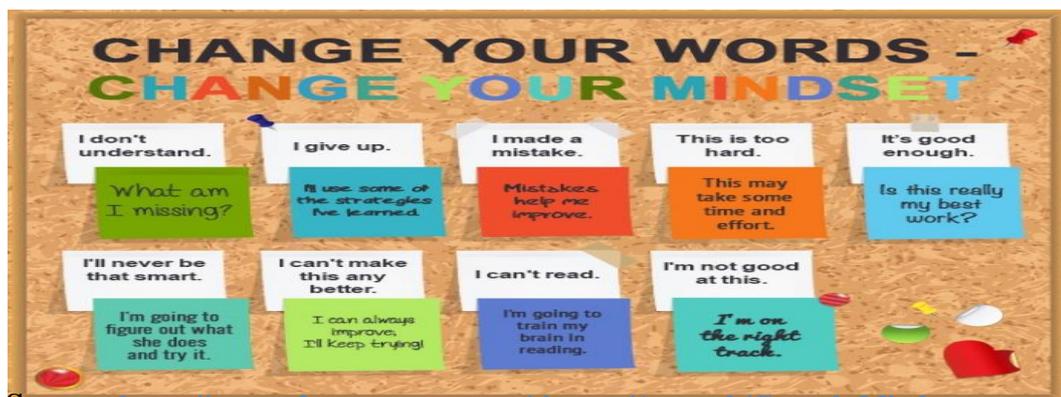
Bulletin Boards are a surface intended to announce events or provide important information, elaborated by students themselves with the teacher guidance. It is also an intermediary in the classroom where the teacher wants to put emphasis on a subject that has been studied in class. Is also used to post ephemeris, its potential encompasses other topics, such as the promotion of traditions and customs, art, culture and others. It is an ongoing project designed to support a social constructionist framework of education.

### 4.5.3 Characteristics of bulletin Boards

Well-made Bulletin Boards should not be a simple collage of texts and pictures, to have a true learning, it is necessary to follow a process with the following general steps:

1. Choose a good topic
2. Role Assignment
3. Search materials
4. Selection and discrimination of material
5. Summary.

#### Illustration # 4: Bulletin Boards



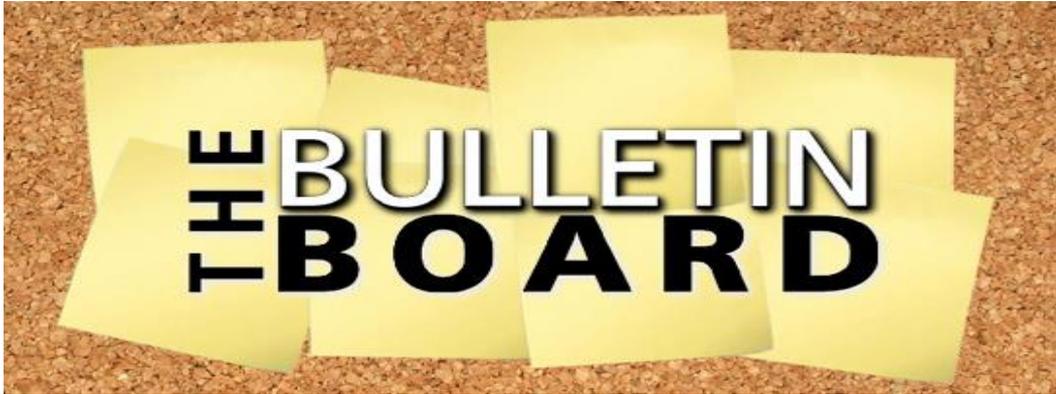
Source: <https://vspot.s3.amazonaws.com/sign-up/Artwork/Growth-Mindset-Bulletin-Board-Printable.png>

Author: María Soraida Ángel Bazán.

### 4.5.4 Choosing the title and cover of the Bulletin boards.

The topic of bulletin boards, like others mean of communication is necessary to establish a coherent, clear flashy and short theme. It can be made on iris cardboard using a favorite color, approximately 15 centimeters high, to each letter and wide approximately 8 centimeters.

### Illustration # 5: Bulletin Boards



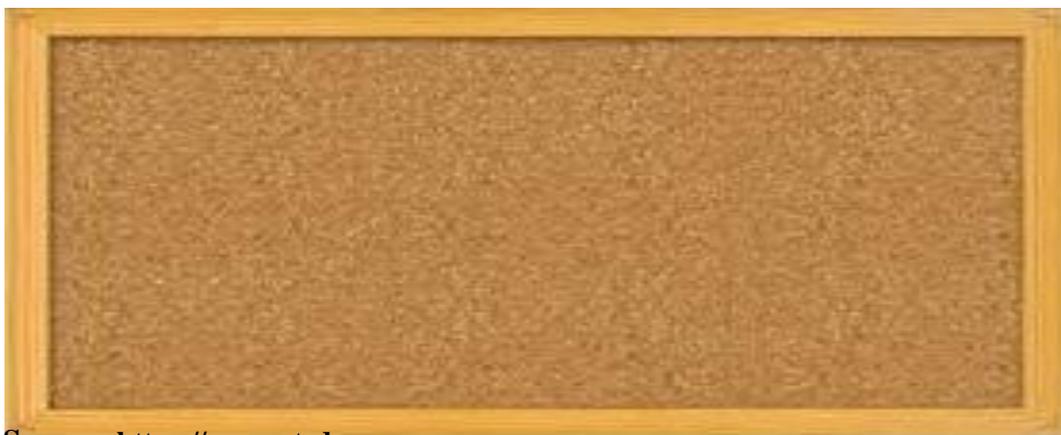
Source: [http://rogerstv.com/images/dimg/show\\_module/70/bulletin-jul2011-masthead1%20copy.jpg](http://rogerstv.com/images/dimg/show_module/70/bulletin-jul2011-masthead1%20copy.jpg)

Author: María Soraida Ángel Bazán.

#### 4.5.5 Bulletin boards materials.

Cork board is the most used material by students, although another material of the area can be used, is the foam. Bulletin boards should not be expensive they should be created using the creativity of students. The dimensions are variable, for example: of 1.20 meters high by 2.40 meters long.

### Illustration # 6: Cork Boards



Source: <https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTXiZtkNhRPQ6yhIsSv7pCAeK7dBvjWFB S1KztEi8W1zqRXXfJ>

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**Advantages:**

- a) Allow to present one or more topics
- b) Integrates text and image
- c) Integrates the collaborative group
- d) Focuses a topic from different perspectives
- e) Encourages student participation

**Disadvantages:**

- a) Have a little durability
- b) If it is not located in a visible space, it loses its informative function.

In order to be able to attract peoples' attention (Students and parents) it is advisable to use strong color paper, balance imagen and text since it should not link one imagen with other, do not leave blanks, and open spaces for comments.

**4.5.6 Design the writing activities through bulletin boards**

The activities that contained the bulletin boards required planning as they were connected with the teacher's classes and in this way strengthened the knowledge and skills of the students. Was important to apply a little feedback to encourage students with the activities of the before years.

**Describe Pictures or photo**

Describe a picture or photos are resources applied during the development of writing skills, teacher gave instructions and encourages students to practice the writing skills.

### Illustration # 7: Picture to describe



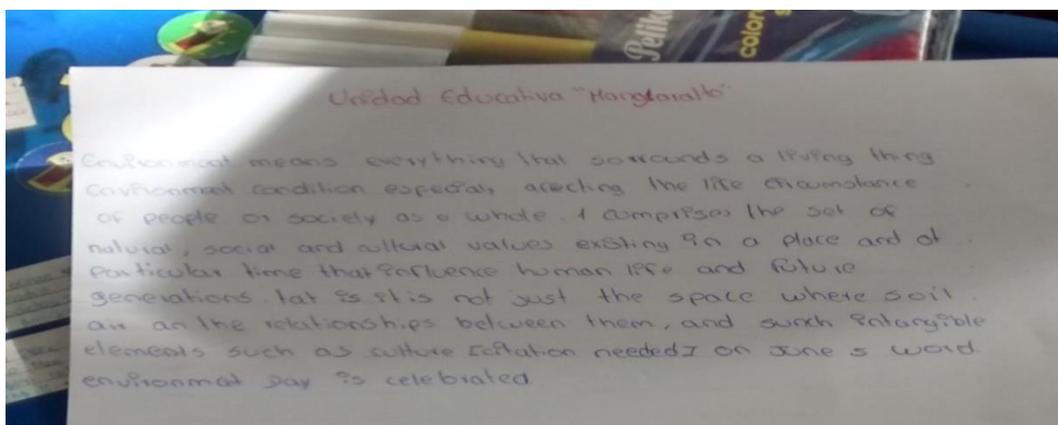
Source: [http://www.elintransigente.com/u/fotografias/m/2014/1/1/f300x0-170552\\_170570\\_0.jpg](http://www.elintransigente.com/u/fotografias/m/2014/1/1/f300x0-170552_170570_0.jpg)

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### Summary

Summaries were applied to describe a larger work, such as speech, research or project; summaries allow students to read, analyze and synthesize everything that they have read, in addition, develop several skills at the same time.

### Illustration # 8: student made a summary



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### **Illustration # 10: Student writes a short legend**



**Source: Unidad Educativa Manglaralto  
Author: María Soraida Ángel Bazán.**

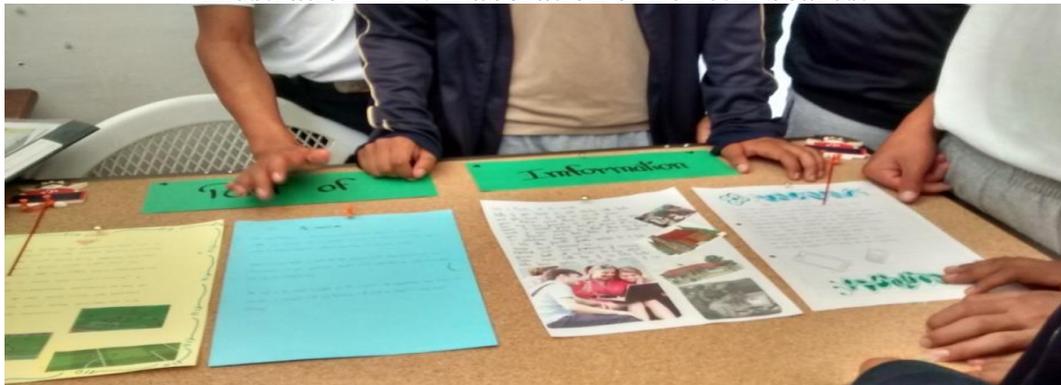
#### **4.6 Description of the elaboration process of bulletin boards.**

The implementation of bulletin boards was divided in three weeks, each week contained specific activities. In the first week teacher strengthened the issues, made a feedback about the regular and irregular verbs, structure of sentences, adverbs of frequency and used some activities that supported students remember the importance of made a good sentence.

In the second week students made descriptions of pictures, shorts summaries and activities of free writing, students organized the activities, the teacher assigned each student one task, chose a specific topic with different information that will be posted on the bulletin board; this data was reviewed before to be posted by the teacher. It is important to emphasize that in the process of the writing, the teacher corrected errors founded in the paragraphs.

In the last week, teacher focused on correcting paragraphs of each group and selected the best summaries that will be posted on the bulletin board, finally student decorated with different colors and pictures using their creativity.

**Illustration # 11: Elaboration of Bulletin boards.**



**Source: Unidad Educativa Manglaralto**  
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#### 4.6.1 Table of Activities

Chart # 12: Table of activities.

N°	Activity	Objective	Resources	Activity	Response
1	Rain of Word	To remain and identify the quantity of words students know	Humans	To write the majority verbs that students remember	Students and teacher
2	Structure of sentences	To learn the correct structure using sentences in simple present.	Humans	Write sentences in the correct form	Students and teacher
3	Write sentences in past	To remain and identify the simple past through a sentences	Humans	Write sentences in past simple	Students and teacher
4	Creative grammar	To create sentences in creative way	Humans	To create sentences using adverbs of frequency	Students and teacher
5	How to make a good paragraph	To learn the correct way at the moment to create a paragraph	Humans	To learn and practice how to make a good paragraph applying the learning	Students and teacher
6	observe and describe a picture	To observe and describe a picture	Humans	Describe pictures using the imagination	Students and teacher

7	Fantasy story	To create a story observing a pictures	Humans	Observe analyze and describe according your criteria	Students and teacher
8	How was your holiday (free writing)	To develop the writing skills	Humans	write how do you do in your holidays	Students and teacher
9	Write a short legends	To practice writing and promote the culture through the legends using the past tense	Humans	write short legends using the past tense	Students and teacher
10	To plagiarize stories	To create a new story changing the characters, relationships and situations.	Humans	Students copying the structure of stories, but inventing other characters, relationships and situations between them.	Students and teacher
11	Elaboration of news for the bulletin boards	To practice writing	Humans	Students write interesting news	Students and teacher
12	Elaboration of the bulletin boards	To create a good bulletin boards	Humans	Choose the best news and post on the bulletin boards	Students and teacher

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## 4.7 Proposal activities

### Activity # 1: Rain of words.

<b>Activity:</b> Rain of words	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers.	<b>Time:</b> 40 minutes
<b>Vocabulary:</b> Regular and irregular verbs, and simple present.	
<b>Objective:</b> To identify the quantity of words that students previously know.	
	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>✚ Teacher writes a list of regular and irregular verbs and explains the rules.</li> <li>✚ Teacher encourages students to know the meanings of each word.</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>✚ Teacher gives students the instructions of the classwork.</li> <li>✚ Student's memorized some verbs and learn the meaning of each verb.</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>✚ Students work on the blackboard and use the verbs to form sentences.</li> </ul>

**Source:** Unidad Educativa Manglaralto

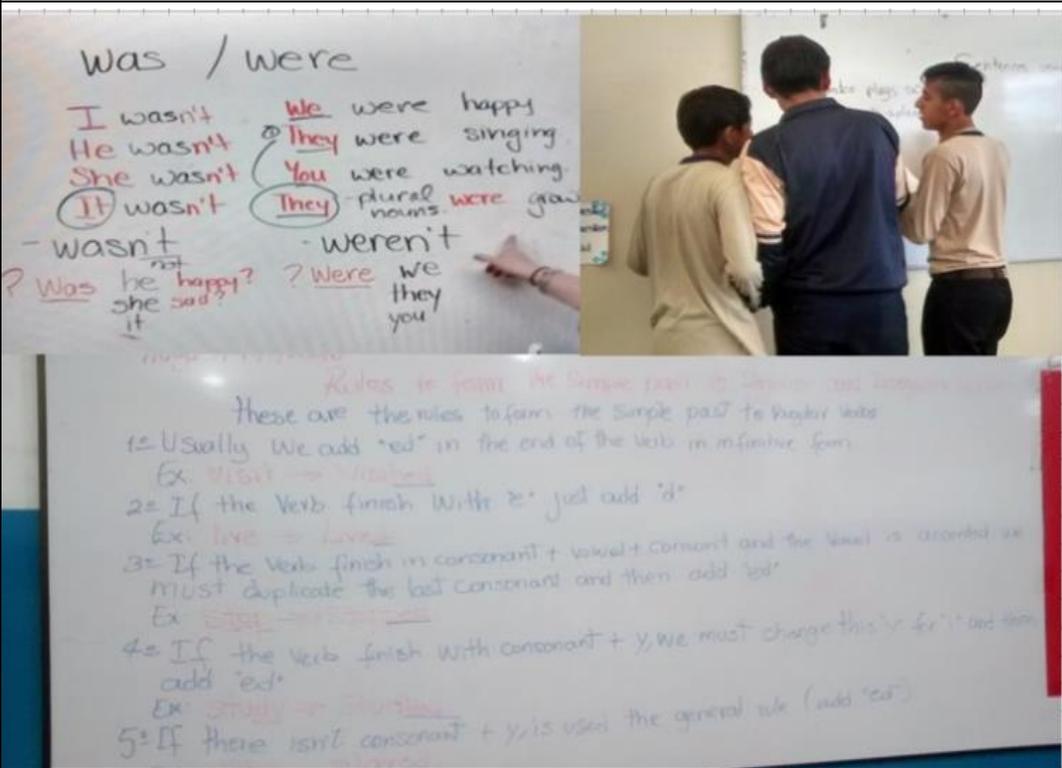
**Author:** María Soraida Ángel Bazán.

## Activity # 2: Structure of sentences.

<b>Activity:</b> Structure of sentences	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers	<b>Time:</b> 40 minutes
<b>Vocabulary:</b> Regular and irregular verbs	
<b>Objective:</b> To practice the correct structure using sentences in simple present.	
 <p style="text-align: center;"><i>Structure of Sentences</i></p> <p>1. A Simple Sentence has only one clause</p> <p>- the children <sup>nouns</sup> were <sup>Verb</sup> laughing <sup>complement</sup></p> <p>- John <sup>nouns</sup> wanted <sup>Verb</sup> a new bicycle <sup>complement</sup></p> <p>2. Compound Sentence</p> <p>Compound Sentence has two or more clauses</p> <p>- (We stayed behind) [and] (finished the job) [then] (We went home)</p> <p style="text-align: right;">Sustantivos = nouns Verbo = Verb Complementos (Complement)</p> <p style="text-align: right;">boy girl</p>	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>✚ Teacher writes a structure of sentences on the blackboard</li> <li>✚ Teacher encourages students to know the important to make a good sentence.</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>✚ Teacher gives students the instructions of the classwork.</li> <li>✚ Student's choose some verbs and form sentences.</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>✚ Students work in pairs and use the vocabulary to form sentences.</li> </ul>

**Source:** Unidad Educativa Manglaralto  
**Author:** María Soraida Ángel Bazán.

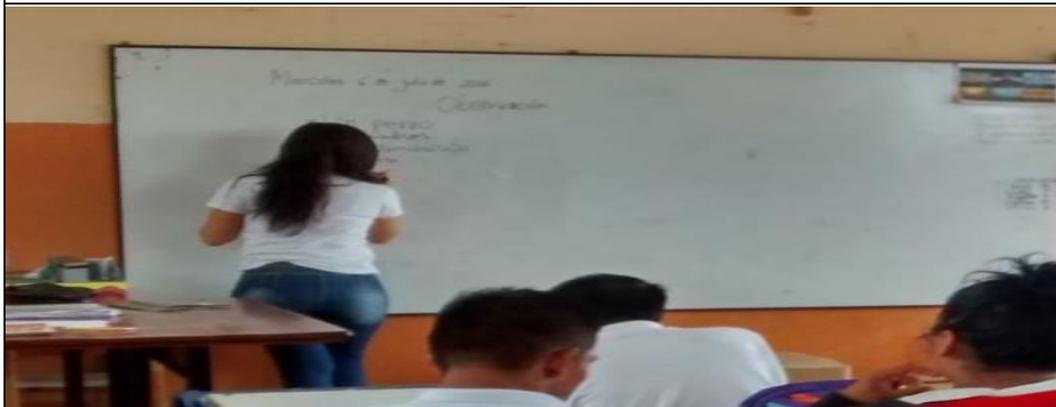
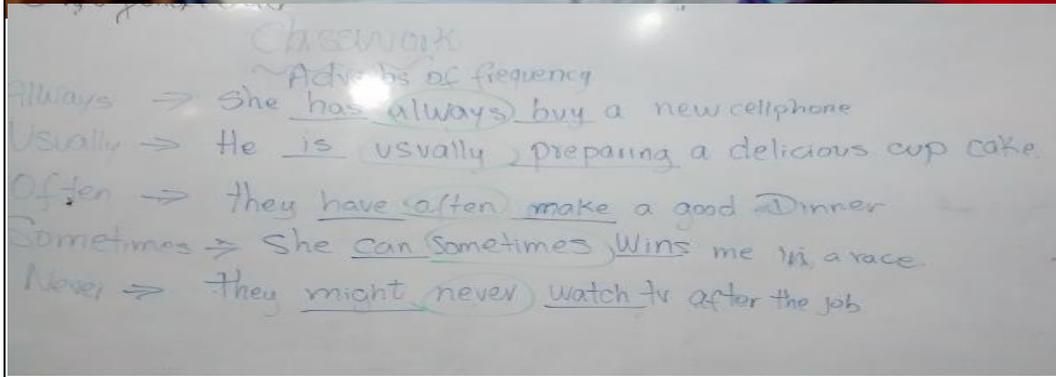
### Activity # 3: Structure of sentences in past.

<b>Activity:</b> Write sentences in past.	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers, Flashcards.	<b>Time:</b> 40 minutes
<b>Vocabulary:</b> simple past	
<b>Objective:</b> To identify the simple past through sentences.	
	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>✚ Teacher explains the structure of simple past and made some examples.</li> <li>✚ Teacher encourages students to practice more writing through sentences.</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>✚ Teacher gives students the instructions of the classwork.</li> <li>✚ Student's practice in their notebook</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>✚ Students participate writing their sentences on the backboard.</li> </ul>

Source: Unidad Educativa Manglaralto

Author: María Soraida Ángel Bazán.

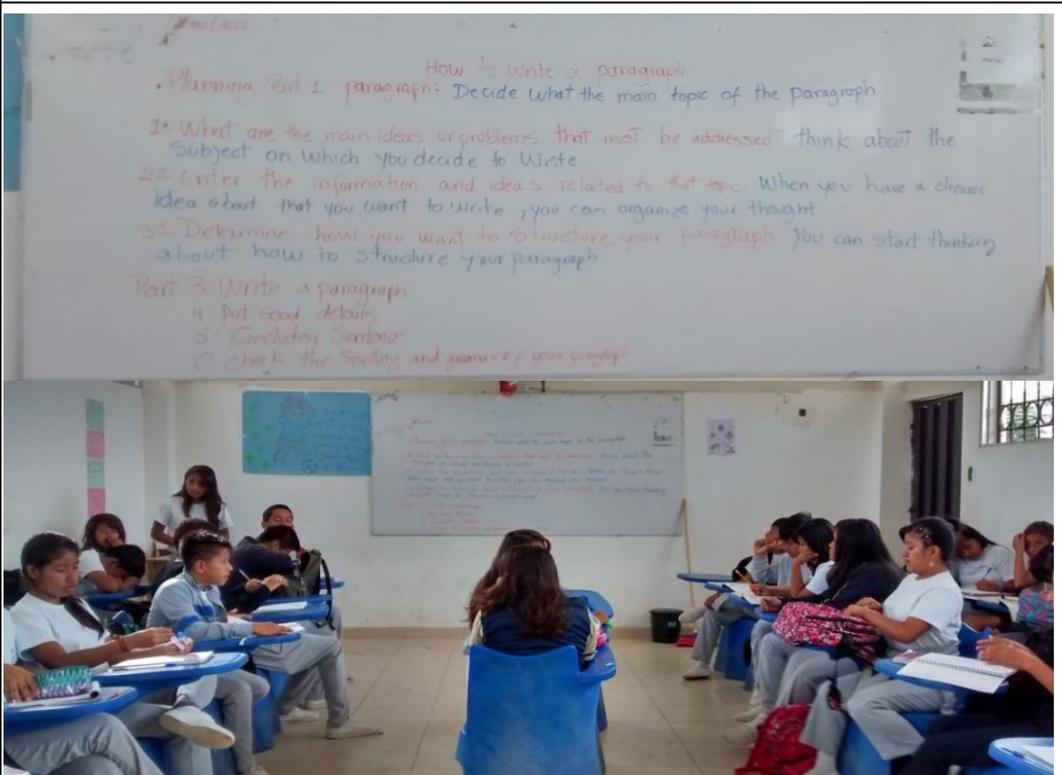
### Activity # 4: Creative grammar.

<b>Activity:</b> Creative grammar.	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers, Flashcards.	<b>Time:</b> 40 minutes
<b>Vocabulary:</b> Verb to be and Adverbs of frequency.	
<b>Objective:</b> To create sentences in creative way.	
	
	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>+ Teacher shows some flashcards with adverbs of frequency.</li> <li>+ Teacher encourages students to create phrases or sentences.</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>+ Teacher asks to students to create a phrases or sentences using the adverbs of frequency.</li> <li>+ Student's form phrases with the flashcards using the imagination.</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>+ Students work in pairs and use the flashcards to form phrases or sentence.</li> </ul>

**Source:** Unidad Educativa Manglaralto

**Author:** María Soraida Ángel Bazán.

### Activity # 5: Structure of a paragraph.

<b>Activity:</b> Structure of a paragraph	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers.	<b>Time:</b> 40 minutes
<b>Vocabulary:</b> simple present and simple past.	
<b>Objective:</b> To know the correct way at the moment to create a paragraph	
	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>✚ Teacher explains the important points about how to make a good paragraph.</li> <li>✚ Teacher encourages students to write the correct form</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>✚ Teacher gives students the instructions of the classwork.</li> <li>✚ Students analyze and practice.</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>✚ Students work in their notebook practicing a good paragraph with a free topic.</li> </ul>

**Source:** Unidad Educativa Manglaralto  
**Author:** María Soraida Ángel Bazán.

### Activity # 6: Describing pictures.

<b>Activity:</b> Describing pictures.	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers, Flashcards.	<b>Time:</b> 40 minutes
<b>Vocabulary:</b> Verb to be, simple present and past simple.	
<b>Objective:</b> To describe pictures correctly.	
	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>✚ Teacher shows flashcards with some pictures.</li> <li>✚ The teacher engages students and ask to students describe a picture.</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>✚ Teacher gives students the instructions of the classwork.</li> <li>✚ Students observe closely at the imagens</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>✚ Students write on their notebook all that they observed on the picture.</li> </ul>

**Source:** Unidad Educativa Manglaralto  
**Author:** María Soraida Ángel Bazán.

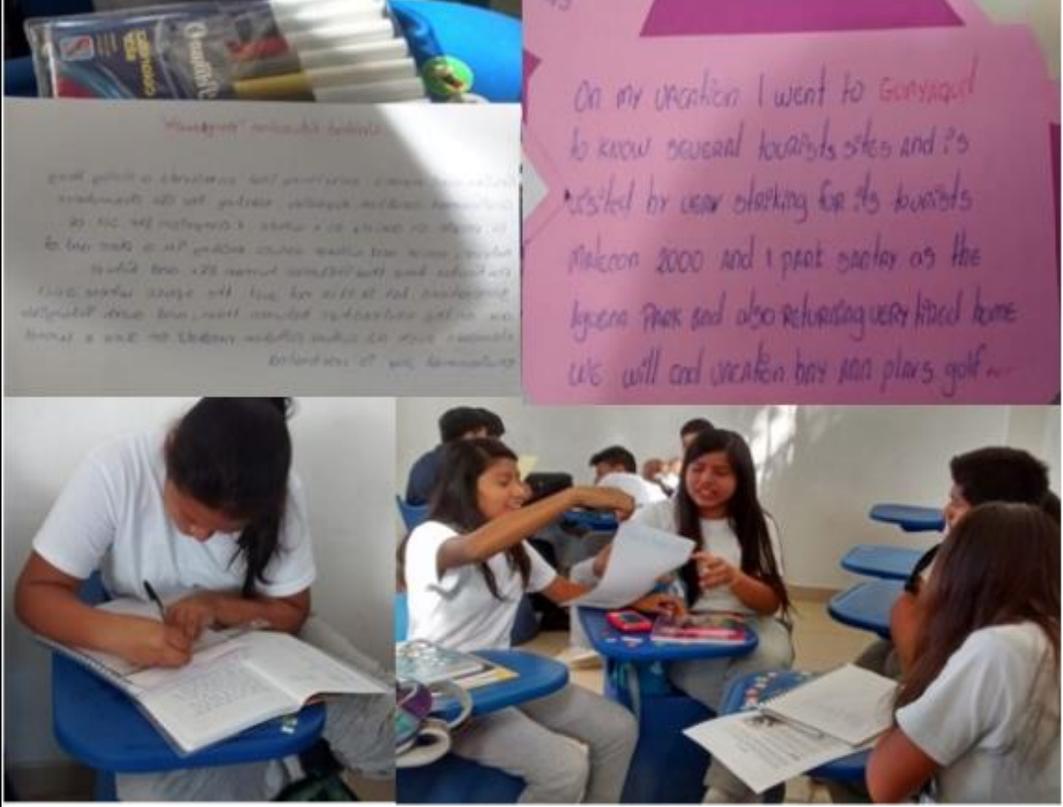
### Activity # 7: Fantasy story.

<b>Activity:</b> Fantasy story	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers, Flashcards.	<b>Time:</b> 40 minutes
<b>Objective:</b> To create a story using pictures	
	
	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>✚ Teacher shows pictures with different scene.</li> <li>✚ Teacher encourages students observe and create a story</li> <li>✚ Form groups of 6students</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>✚ Teacher form groups and ask to students observe and imagine a story.</li> <li>✚ Student's observe and create a story</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>✚ Students work in groups and create a fantasy story</li> </ul>

**Source:** Unidad Educativa Manglaralto

**Author:** María Soraida Ángel Bazán.

**Activity # 8: Describing your perfect holiday.**

<b>Activity:</b> Describing your perfect holiday. (Free writing)	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers	<b>Time:</b> 40 minutes
<b>Vocabulary:</b> Present simple and past tense	
<b>Objective:</b> To develop paragraphs using the imagination.	
	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>+ Teacher writes a little introduction on the blackboard.</li> <li>+ Teacher encourages students to made free writing.</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>+ Teacher gives students the instructions of the classwork.</li> <li>+ Student's write about their holidays</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>+ Students work individually and develop different writing.</li> </ul>

**Source:** Unidad Educativa Manglaralto  
**Author:** María Soraida Ángel Bazán.

### Activity # 9: Legends.

<b>Activity:</b> Legends	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers, Flashcards.	<b>Time:</b> 40 minutes
<b>Vocabulary:</b> Past tense	
<b>Objective:</b> To write paragraphs using the past tense.	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>+ Teacher gives the instructions about how to made a legend</li> <li>+ Teacher encourages students practice writing of a creative form.</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>+ Teacher forms group and gives some instruction about how to make a funny legends.</li> <li>+ Students</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>+ Students work in pairs and use the vocabulary to form sentences</li> </ul>

**Source:** Unidad Educativa Manglaralto  
**Author:** María Soraida Ángel Bazán.

### Activity # 10: Plagiarize stories.

<b>Activity:</b> To plagiarize stories.	<b>Course:</b> 10 <sup>th</sup> grade.
<b>Resources:</b> Blackboards, markers, Flashcards.	<b>Time:</b> 40 minutes.
<b>Objective:</b> To create new stories changing the characters, relationships and situations	
	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>+ Teacher gives the instructions about the classwork.</li> <li>+ Teacher encourages students to write a creative form.</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>+ Teacher gives students the instructions of the classwork.</li> <li>+ Students copying the structure of stories, but inventing other characters, relationships and situations between them, letting their imagination travel.</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>+ Students work in groups and write a good story.</li> </ul>

Source: Unidad Educativa Manglaralto  
 Author: María Soraida Ángel Bazán.

**Activity # 11: News for the bulletin boards.**

<b>Activity:</b> News for the bulletin boards	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers.	<b>Time:</b> 40 minutes
<b>Vocabulary:</b> Simple past, past simple	
<b>Objective:</b> To elaborate news for the bulletin boards	
	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>+ Teacher gives the instructions on the blackboard.</li> <li>+ Teacher encourages students write different topics</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>+ Teacher guide to students to make good news.</li> <li>+ Students choose one topic in a group and develop an interesting new</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>+ Students work in group and decorate the news.</li> </ul>

**Source:** Unidad Educativa Manglaralto  
**Author:** María Soraida Ángel Bazán.

### Activity # 12: Creating the bulletin boards.

<b>Activity:</b> Creating the bulletin boards	<b>Course:</b> 10 <sup>th</sup> grade
<b>Resources:</b> Blackboards, markers, picture, colorful cards.	<b>Time:</b> 80 minutes
<b>Objective:</b> To create good bulletin boards.	
	
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>✚ Teacher writes a list of regular and irregular verbs.</li> <li>✚ Teacher encourages students to know the meanings of each word.</li> </ul>
<b>Activity:</b>	<ul style="list-style-type: none"> <li>✚ Teacher gives students the instructions of the classwork.</li> <li>✚ Student's</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>✚ Students work in pairs and use the vocabulary to form sentences</li> </ul>

**Source:** Unidad Educativa Manglaralto  
**Author:** María Soraida Ángel Bazán.

## 4.8 STRATEGIES OF IMPROVEMENT

**Chart # 13: Strategies of improvement**

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none"> <li>✚ Traditional English class.</li> <li>✚ The teaching and learning process was not interesting because it lacked the use of teaching resource.</li> <li>✚ Students made many grammatical mistakes.</li> <li>✚ Students wrote in inappropriate structure.</li> <li>✚ Students could express their ideas most relevant to the topic and seemed trying to develop the ideas into supporting sentences but lacked detail</li> <li>✚ Most students had difficulties in organizing sentences into a good paragraph and write sentence with and incomplete sequencing.</li> <li>✚ The activities of writing applied in the classroom forced students to simply produce pieces of writing.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Creative work using a common teaching resource.</li> <li>✚ Increase the level of interaction with professor using interactive teaching resource.</li> <li>✚ Students' grammatical mistakes were decreased.</li> <li>✚ Students have knowledge about the structure of a paragraph and can make a good writing.</li> <li>✚ Students could express their ideas relevant to the topic and supporting sentences.</li> <li>✚ Students made paragraphs organized with logical sequencing and cohesive.</li> <li>✚ Students made writing voluntary and felt motivated when they write.</li> </ul>

**Source: Students of 10<sup>th</sup> grade**  
**Author: María Soraida Ángel Bazán.**

#### **4.9 Evaluation:**

Before the proposal implementation, it was necessary to determine the level of writing among students of 10<sup>th</sup> grade at Unidad Educativa Manglaralto. Therefore, a test was taken in order to evaluate students and thus identify the aspects that students need to enhance. This pre-test was designed taking into account the level of students and it contained simple activities in which students has to make short writing with basic vocabulary.

At the end of the proposal implementation, a different test was taken in order to establish the writing skill improvement of 10th grade students. Furthermore, this post-test was designed taking into account the writing content of this proposal and it contained exercises in which students demonstrated a good writing following important points.

Based on the result of the research, the activities applied through the bulletin board were effective to enhance students writing skill, the activities includes content, vocabulary, language use and organization. The use of bulletin board also improves the students' motivation in the teaching and learning process of writing. It implies that it would be better for teachers to use bulletin board as a media in their teaching and learning process of writing to make the students' motivation in writing improve.

#### 4.10 Rubrics

Chart # 14: Rubrics to assess writing skills

<b>Rubrics to assess writing skill.</b>				
<b>PUNCTUATION</b>	<b>CONTEXT</b>	<b>ORGANIZATION</b>	<b>GRAMMAR</b>	<b>SPELLING AND PUNCTUATION</b>
<b>EXCELLENT 9-10</b>	<ul style="list-style-type: none"> <li>* Focuses on the topic</li> <li>* Uses a clear consistent organization patterns</li> </ul>	<ul style="list-style-type: none"> <li>* Includes (introduction, body and conclusion)</li> <li>* Shows creativity cohesion.</li> <li>* Uses many relevant supporting details</li> </ul>	<ul style="list-style-type: none"> <li>* Uses accurate grammar structures</li> <li>* Usually precise and creative in word choice.</li> </ul>	<ul style="list-style-type: none"> <li>* Contains few spelling and punctuation errors</li> </ul>
<b>GOOD 8</b>	<ul style="list-style-type: none"> <li>* States topic clearly and generally stays on the subject</li> <li>* Tries to achieve the</li> </ul>	<ul style="list-style-type: none"> <li>* Uses an organizational pattern with few lapses</li> <li>* Uses adequate supporting details but come may be</li> </ul>	<ul style="list-style-type: none"> <li>* Has adequately precise word choice</li> <li>* Contains a few grammar and some errors</li> </ul>	<ul style="list-style-type: none"> <li>* Contains a few spelling and punctuation errors</li> </ul>

	task	irrelevant		
<b>SATISFACTORY 6-7</b>	* States topic but may include unrelated ideas	* Uses an organizational pattern with lapses * Details to explain reasoning are not fully develop	* Has adequate word choice not always precise * Contains some grammar and some errors	* Has some spelling and punctuation errors
<b>NEEDS IMPROVEMENT 4-5</b>	* Has no clear topic.	* Has little organization	* Has limited or inadequate word choice * Has many grammar and errors	* Has many spelling and punctuation errors
<b>INSUFFICIENT 2-3</b>	* Has many spelling and punctuation errors.	* Has no organization	* Has major errors in grammar	* Has major spelling and punctuation errors

**Source: María Soraida Ángel Bazán.  
Author: María Soraida Ángel Bazán.**

#### 4.11 Achievement and expect results

**Chart # 15: Result of proposal implementation**

##### Pre-test results

<b>Nº</b>	<b>STUDENTS OF 10 TH GRADE</b>	<b>QUANTITATIVE</b>	<b>QUALITATIVE</b>
1	ALFONSO QUIROZ JIM BACKER	4	NEEDS WORK
2	ANASTACIO APOLINARIO BRENDA ALANA	4	NEEDS WORK
3	BALÓN AVILA ARELYS JELEINI	5	NEEDS WORK
4	BALÓN FLORENCIA ANABELLA BELEN	4	NEEDS WORK
5	BALÓN REYES JULEXI ANGELINE	5	NEEDS WORK
6	BALÓN SUAREZ MICHAEL ROGGER	4	NEEDS WORK
7	BAQUE MORA JULEXI NAYELI	7	SATISFACTORY
8	BAZÁN ASECIO JENNIFFER LISSETTE	4	NEEDS WORK
9	BAZÁN ROCAFUERTE KELYN VANESSA	7	SATISFACTORY
10	BAZÁN SORIANO ANDERS JORDAN	4	NEEDS WORK
11	CASTILLO CHILAN JHON STEVEN	5	NEEDS WORK
12	CLAVIJO PANCHANA LUIS ALFONSO	4	NEEDS WORK
13	DE LA A SORIANO CRISTHIAN JOEL	4	NEEDS WORK
14	DE LA CRUZ MOREIRA DAVE JUAN	5	NEEDS WORK
15	DE LA CRUZ ORRALA ELOIT DALO	5	NEEDS WORK
16	DELGADO CHOEZ MELANI TIBISAY	4	NEEDS WORK
17	ECHAIZ ROCAFUERTE INGRID NAYELI	7	SATISFACTORY

18	ESCALANTE ALEJANDRO ANGIE MELISSA	4	NEEDS WORK
19	FIGUEROA VASQUEZ JOSUE JOEL	4	NEEDS WORK
20	FLORENCIA BACILIO MONICA VIVIANA	4	NEEDS WORK
21	FLORES BAQUE WASHINTONG WIDINSON	5	NEEDS WORK
22	GABINO FLORENCIA JAVIER CARLOS	4	NEEDS WORK
23	HOLGUIN MERA CHRIS JERICO	4	NEEDS WORK
24	LOPEZ MENDOZA GEORGE ARIEL	4	NEEDS WORK
25	MATIAS ROCAFUERTE CLAUDIA GABRIELA	4	NEEDS WORK
26	MERCHAN CATUTO JAMES JAIR	5	NEEDS WORK
27	POZO ORRALA LESLY ANABELL	4	NEEDS WORK
28	REYES BALON LADY XIMENA	4	NEEDS WORK
29	REYES POZO JERSON ENRIQUE	7	SATISFACTORY
30	REYES REYES ANTHONY ORLANDO	4	NEEDS WORK
31	ROCA REYES DERLY FIORELLA	5	NEEDS WORK
32	ROCAFUERTE REYES CRISTOPHER RIBALDO	4	NEEDS WORK
33	ROCAFUERTE RODRIGUEZ CRISTOPHER RODOLFO	5	NEEDS WORK
34	RODRIGUEZ BALON CATALINA BELEN	4	NEEDS WORK
35	RODRIGUEZ BELTRAN WINDEMBERT ADRIAN	5	NEEDS WORK
36	RODRIGUEZ QUIMI JULEYDI MILENA	4	NEEDS WORK
37	SANTOS FLORES JAHAIRA SOLEDAD	4	NEEDS WORK

38	SORIANO DE LA CRUZ GINGER JAMILETH	7	SATISFACTORY
39	SUAREZ BAZAN KELVIN ALAIN	4	NEEDS WORK
40	SUAREZ PLUAS VANIA MARIA	5	NEEDS WORK
41	TINOCO MUÑOZ JORDY ADRIAN	4	NEEDS WORK
42	TOMALA GUILLEN STEFANIA VERONICA	4	NEEDS WORK
43	YAGUAL SUAREZ DAYSE GISELLA	7	SATISFACTORY
44	YAGUAL YAGUAL MIKE MANUEL	5	NEEDS WORK
45	ZAPATA FAJARDO ZULEMA ANAHI	7	SATISFACTORY

**Source: Unidad Educativa Manglaralto.**

**Author: María Soraida Ángel Bazán.**

**Chart # 16: Result of proposal implementation**

**Result of post test**

<b>N°</b>	<b>STUDENTS OF 10TH GRADE</b>	<b>QUANTITATIVE</b>	<b>QUALITATIVE</b>
1	ALFONSO QUIROZ JIM BACKER	7	SATISFACTORY
2	ANASTACIO APOLINARIO BRENDA ALANA	7	SATISFACTORY
3	BALON AVILA ARELYS JELEINI	8	GOOD
4	BALON FLORENCIA ANABELLA BELEN	7	SATISFACTORY
5	BALON REYES JULEXI ANGELINE	8	GOOD
6	BALON SUAREZ MICHAEL ROGGER	7	SATISFACTORY
7	BAQUE MORA JULEXI NAYELI	9	EXCELLENT
8	BAZAN ASECIO JENNIFFER LISSETTE	7	SATISFACTORY
9	BAZAN ROCAFUERTE KELYN VANESSA	9	EXCELLENT
10	BAZAN SORIANO ANDERS JORDAN	7	SATISFACTORY
11	CASTILLO CHILAN JHON STEVEN	8	GOOD
12	CLAVIJO PANCHANA LUIS ALFONSO	7	SATISFACTORY
13	DE LA A SORIANO CRISTHIAN JOEL	7	SATISFACTORY
14	DE LA CRUZ MOREIRA DAVE JUAN	8	GOOD

15	DE LA CRUZ ORRALA ELOIT DALO	8	GOOD
16	DELGADO CHOEZ MELANI TIBISAY	7	SATISFACTORY
17	ECHAIZ ROCAFUERTE INGRID NAYELI	9	EXCELLENT
18	ESCALANTE ALEJANDRO ANGIE MELISSA	7	SATISFACTORY
19	FIGUEROA VASQUEZ JOSUE JOEL	7	SATISFACTORY
20	FLORENCIA BACILIO MONICA VIVIANA	7	SATISFACTORY
21	FLORES BAQUE WASHINTONG WIDINSON	9	EXCELLENT
22	GABINO FLORENCIA JAVIER CARLOS	7	SATISFACTORY
23	HOLGUIN MERA CHRIS JERICO	7	SATISFACTORY
24	LOPEZ MENDOZA GEORGE ARIEL	7	SATISFACTORY
25	MATIAS ROCAFUERTE CLAUDIA GABRIELA	7	SATISFACTORY
26	MERCHAN CATUTO JAMES JAIR	8	GOOD
27	POZO ORRALA LESLY ANABELL	7	SATISFACTORY
28	REYES BALON LADY XIMENA	7	SATISFACTORY
29	REYES POZO JERSON ENRIQUE	9	EXCELLENT
30	REYES REYES ANTHONY ORLANDO	7	SATISFACTORY
31	ROCA REYES DERLY	7	SATISFACTORY

	FIGURELLA		
32	ROCAFUERTE REYES CRISTOPHER RIBALDO	7	SATISFACTORY
33	ROCAFUERTE RODRIGUEZ CRISTOPHER RODOLFO	8	GOOD
34	RODRIGUEZ BALON CATALINA BELEN	7	SATISFACTORY
35	RODRIGUEZ BELTRAN WINDEMBERT ADRIAN	8	GOOD
36	RODRIGUEZ QUIMI JULEYDI MILENA	7	SATISFACTORY
37	SANTOS FLORES JAHAIRA SOLEDAD	7	SATISFACTORY
38	SORIANO DE LA CRUZ GINGER JAMILETH	9	EXCELLENT
39	SUAREZ BAZAN KELVIN ALAIN	7	SATISFACTORY
40	SUAREZ PLUAS VANIA MARIA	8	GOOD
41	TINOCO MUÑOZ JORDY ADRIAN	7	SATISFACTORY
42	TOMALA GUILLEN STEFANIA VERONICA	7	SATISFACTORY
43	YAGUAL SUAREZ DAYSE GISELLA	9	EXCELLENT
44	YAGUAL YAGUAL MIKE MANUEL	8	GOOD
45	ZAPATA FAJARDO ZULEMA ANAHI	9	EXCELLENT

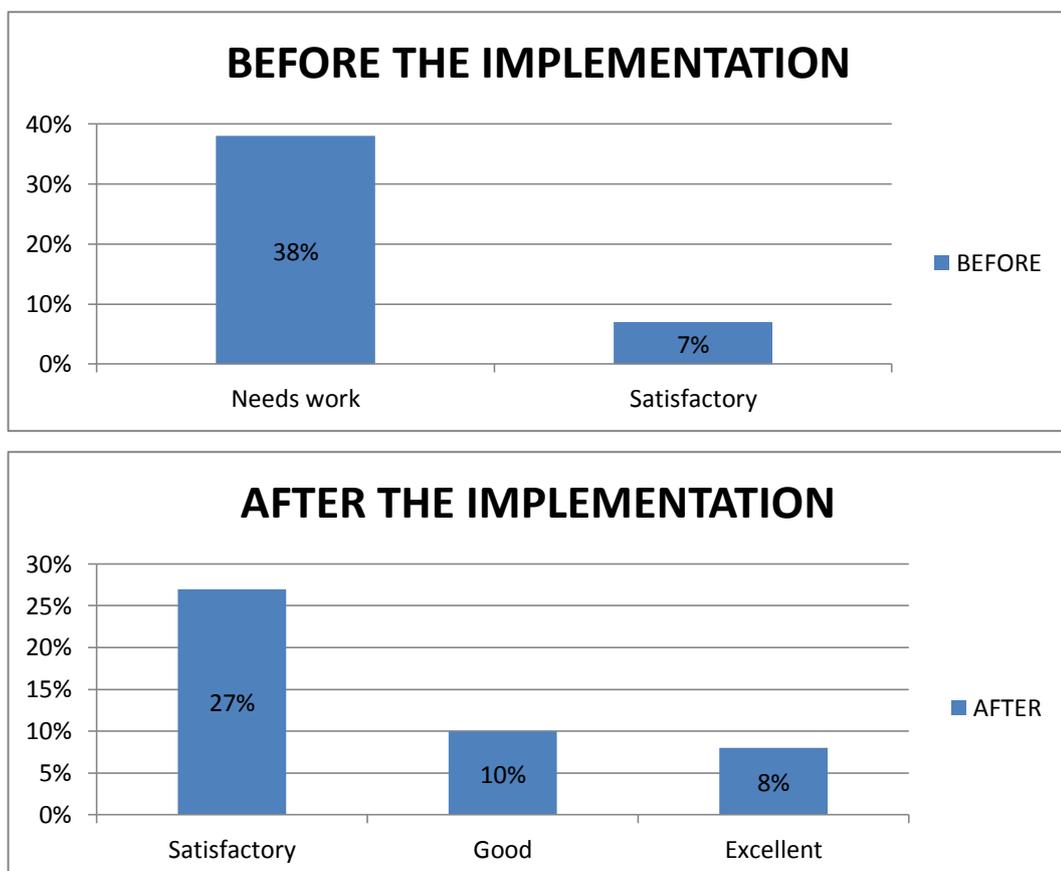
**Source: Unidad Educativa Manglaralto.**

**Author: María Soraida Ángel Bazán.**

#### 4.12 Analysis of the final results

Students of 10<sup>th</sup> grade showed a low level in writings skills at the beginning of the project, after a process of teaching, students demonstrates a positive progress, when they finished the activities that were posted on the bulletin boards they enhance their writing skills. This project started with simple activities that were from a little vocabulary of regular and irregular verbs until structure of paragraph, it was connected with the classes given for the teacher in the last year. This project was an important support to students enhancing their writing skills.

**Chart # 17: Analysis of final results**



**Source: Unidad Educativa Manglaralto.  
Author: María Soraida Ángel Bazán.**

## **4.13 CONCLUSIONS AND RECOMMENDATIONS**

### **4.13.1 CONCLUSIONS**

1. After the implementation of the proposal it was evident that students of 10th grade at Unidad Educativa Manglaralto enhanced the writing skill in 45%.
2. Furthermore, it is concluded that the increase of activities is necessary for the development of the writing skills through the bulletin boards, students were more engaged during the teaching process and consequently they had the possibility to practice the writing skill properly.
3. Finally, the use of bulletin boards promoted the writing skills in students of 10 th grade at Unidad Educativa Manglaralto, through specific activities that encourage students to work collaboratively.

### **4.13.2 RECOMMENDATIONS**

1. It is recommended that teachers promote the enhancing of writing skills in students of 10 th grade at Unidad Educativa Manglaralto, in order to improve the communication since students live in a tourist zone and is necessary to know this foreign language.
2. It is recommended to increase the number of creative activities and additional resources as the bulletin boards to enhance the writing skills.
3. It is suggested to implement the bulletin boards to enhance the writing skills, since it is good strategy to develop this ability, and to engaged students to practice in a creatively way.

#### 4.14 TIMETABLE

ACTIVITIES	2015				2016												2017																			
	OCTOBER				NOVEMBER				APRIL				MAY				AUGUST				OCTOBER				JANUARY				FEBRUARY				MARCH			
	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
Socialization with the advisor		X																																		
Elaboration chapter I				X																																
Review of chapter I							X																													
Elaboration chapter II								X																												
Review of chapter II									X	X																										
Field research at Unidad Educativa Manglaralto													X	X																						
Survey and interviews application														X																						
Elaboration chapter III															x																					
Review of chapter III																	x	X			X															
Elaboration chapter IV																					X	X														
Elaboration chapter V																								X												
Elaboration of preliminary pages																									X											
Review of Thesis Draft																										X										
Delivery of final work																											X									
Thesis Pre-defense																																				
Thesis Defense-Graduation work																																				

## ADMINISTRATIVE FRAMEWORK

### 5.1 Budget

INSTITUTIONAL RESOURCE				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Unidad Educativa Manglaralto		\$ 0,00	\$ 0,00
<b>SUBTOTAL</b>				<b>\$ 0,00</b>

MATERIAL RESOURCES				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
	Bulletin boards	1	\$ 80,00	\$ 80,00
	Tacks	1 box	\$ 1,50	\$ 1,50
	Magazines	6	\$1.50	\$ 9,00
	Paper ream	3 reams	\$ 5,00	\$ 15,00
	Copies	100	\$ 0,05	\$ 5,00
	Prints	600	\$ 0,30	\$ 180,00
	Cds	5	\$ 0,75	\$ 3,75
<b>SUBTOTAL</b>				<b>\$ 294,25</b>

TECHNOLOGICAL RESOURCES				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
	Internet	6 months	\$ 20,00	\$ 120,00
	Flash memory	1	\$ 15,00	\$ 15,00
<b>SUBTOTAL</b>				<b>\$ 135,00</b>

OTHERS				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
	Communication	4 months	\$ 10,00	\$ 40,00
	Transportation	4 months	\$ 20,00	\$ 80,00
	unexpected expenses		\$ 50,00	\$ 50,00
<b>SUBTOTAL</b>				<b>\$ 170,00</b>

<b>TOTAL SUMMATORY</b>				<b>\$ 599,25</b>
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**Auhor: María Soraida Ángel Bazán.**

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## Appendix

### Appendix N° 1: Interview apply to students among 10th grade



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

**Objective to the interview:** To determine the opinion of each student at Unidad Educativa Manglaralto about the important of writing skill in the teaching learning process.

**Instruction:** Read each question and answer according your criteria.

**Question N° 1: Do you like English?**

Yes

No

**Question N° 2: Do you consider English as a significant subject? Why yes or why not?**

Yes  Why: \_\_\_\_\_

No  Why: \_\_\_\_\_

**Question N° 3: What are the skills that you develop more easily?**

Speaking

Listening

Reading

Writing

**Question N° 4: Do you consider that your writing skills have been developed satisfactorily?**

Yes

No

**Question N° 5: What activities apply your English teacher in classes for enhances the writing skills?**

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**Question N° 6: Had you ever had any experience using bulletin boards to enhance the writing skills?**

Yes

No

**Question N° 7: Does your teacher use bulletin board in classes?**

Yes

No

**Question N° 8: How often your English teacher use bulletin boards in class?**

Always

Usually

Sometimes

Never

**Question N° 9: How do you consider the use of bulletin boards within the English Learning Process?**

Very important

Important

Necessary

Unnecessary

**Question N° 10: Do you consider that bulletin boards with activities could contribute to enhance your writing skills?**

Totally agree

Agree somewhat

Disagree

Totally disagree

**Question N° 11: Do you agree with the implementation of bulletin boards to enhance your writing skills?**

Yes

No

**Thank you for you valuable support**

**Appendix N° 2: Focus group applies to students among 10th grade.**



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

**Objective to the interview:** To determine the opinion of each student at Unidad Educativa Manglaralto about the important of writing skill in the teaching learning process.

**Instruction:** Read each question and answer according your criteria.

**Pregunta N° 1:** Te gusta el inglés? porque?

**Pregunta N° 2:** Consideras el inglés como una materia importante? por qué si, porque no?

**Pregunta N° 3:** Cuáles son las habilidades que tú desarrollas fácilmente

Escritura

Hablar

Escuchar

Leer

**Pregunta N° 4:** Consideras que la escritura en inglés es muy importante en el proceso de aprendizaje?

**Pregunta N° 5:** Consideras que la habilidad de escritura ha sido desarrollada satisfactoriamente?

**Pregunta N° 6:** cuales son las actividades que aplica tu maestro para mejorar la escritura?

**Pregunta N° 7:** Usa tu profesora el periódico mural en clases?

**Pregunta N° 8:** Cuan a menudo utiliza tu profesora e periódico mural?

**Pregunta N° 9:**¿Cómo consideras el uso del periódico mural en el proceso de aprendizaje de inglés?

**Pregunta N° 10:** Consideras que el periódico mural con diferentes actividades podría contribuir a mejorar tu escritura?

**Pregunta N° 11:** Estas de acuerdo con la implementación del periódico mural?

**Thank you for you valuable support**

### **Appendix N° 3: Interview applied to professors**



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

**Objective to the interview:** To determine the opinion of the professor at Unidad Educativa Manglaralto about the importance of writing skill in the teaching learning process among students of 10<sup>th</sup> grade and the implementation of Bulletin boards during the process.

**Instruction:** Read each question and answer according to your criteria.

**Question 1:** What is your appreciation about the English learning process at Unidad Educativa Manglaralto?

**Question 2:** How do you consider the level of English in students of tenth grade?

**Question 3:** ¿What are the skills that students develop more easily?

**Question 4:** Do you think that writing skills are important in the teaching learning process?

**Question 5:** According to your experience, ¿What factors should be considered to determine the level of the writing skills in students?

**Question 6:** What techniques do you use to teach writing?

**Question 7:** Do you use bulletin boards in your English class?

**Question 8:** Do you consider that the use of bulletin boards is important in the English teaching- learning process?

**Question 9:** What suggestions would you give to teachers that want to implement bulletin boards in the classroom to enhance the writing skills?

**Question 10:** What suggestions would you give to students that use bulletin boards in the classroom to enhance the writing skills?

**Question 11:** Do you agree with the implementation of Bulletin boards for enhancing the writing skills in students of tenth grade?

**Thank you for your valuable support**

## Appendix N° 4: Interview applied to the Principal



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

**Objective to the interview:** To determine the opinion of the principal at Unidad Educativa Manglaralto about the important of writing skill in the teaching learning process among students of 10<sup>th</sup> grade and the implementation of Bulletin boards during the process.

**Instruction:** Read each question and answer according your criteria.

**Question 1:** What is your criteria about the education in Ecuador?

**Question 2:** What is your appreciation about education in Santa Elena province?

**Question 3:** Do you consider that English is important in the learning process?

**Question 4:** What are the skills that students develop more easily?

**Question 5:** Do you consider that the writing skills have been developed satisfactorily?

**Question 6:** Have you ever used bulletin boards that contribute to enhance the English writing skills?

**Question 7:** Do you consider that bulletin boards could enhance the writing skills on students?

**Question 8:** Would you support the implementation of bulletin boards with activities for enhancing the writing skills in students of tenth grade of your institution?

**Thank you for your valuable support**

## Appendix N° 5: Interview applied to the English language Expert



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

**Objective to the interview:** To determine the opinion of an English language expert about the important of writing skill in the teaching learning process among students of 10<sup>th</sup> grade and the implementation of Bulletin boards during the process.

**Instruction:** Read each question and answer according your criteria.

**Question 1:** What is your appreciation about the English teaching process in Santa Elena province?

**Question 2:** How do you consider the level of English in Santa Elena province?

**Question 3:** What are the skills that students develop more easily?

**Question 4:** How important is the writing skill among the other ones?

**Question 5:** ¿According to your experience, ¿What factors should be considered to determine the level of the writing skills in students?

**Question 6:** Have you worked with any specific activity to enhance the writing skills?

**Question 7:** have you ever worked with bulletin boards?

**Question 8:** Do you consider that bulletin boards could enhance the writing skills?

**Question 9:** What are the advantages of using bulletin boards?

**Question 10:** What suggestions would you give to teachers that want to implement bulletin boards to develop the writing skills?

**Question 11:** Which activities may be included in the bulletin boards that enhance writing skills?

**Question 12:** Do you agree with the implementation of Bulletin boards for enhancing the writing skills in students of tenth grade?

**Thank you for valuable support**

Appendix N° 6: Pre Test Applied to Students of 10<sup>th</sup> grade



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

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

Course: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Maria Soraida Ángel Bazán

1. - Analyze the image for 2 minutes, then describe the image or create a small story in 5 lines.



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2. - Daily Routine. Make a sentence according to the picture.



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**Complete the sentences with the correct form of the present simple.**

1. - I \_\_\_\_\_ at 4.30 in the morning. (+)
2. - My \_\_\_\_\_ breakfast at 6:30. (+)
3. - I \_\_\_\_\_ to bed at \_\_\_\_\_ o'clock in the evening. (+)
4. - I \_\_\_\_\_ TV in my bedroom. (-)
5. - My brother \_\_\_\_\_ TV every day. (+)
6. - My father \_\_\_\_\_ to the office by car, he \_\_\_\_\_ there by bus.  
(-)

**Appendix N° 7: Post Test Applied to Students of 10<sup>th</sup> grade**



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

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

**Course:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher: María Soraida Ángel Bazán**

**1. - write 5 sentences using present simple.**

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

**2. – Complete the paragraph using this verb.**

**Birds – live (2) - called - can – have (2) - watch**

**Penguins**

Penguins are among the most popular of all \_\_\_\_\_. They only \_\_\_\_\_ in and around the South Pole and the continent of Antarctica. No wild penguins \_\_\_\_\_ at the North Pole. There are many different kinds of penguins. The largest penguin is \_\_\_\_\_ the Emperor Penguin, and the smallest kind of penguin is the Little Blue Penguin. There are 17 different kinds of penguins in all, and none of them \_\_\_\_\_ fly. Penguins \_\_\_\_\_ to be able to survive in the some of the Earth's coldest and windiest conditions. They are great swimmers and have thick layers of fat to protect them from the bitter cold. Even in their freezing cold habitats, penguins still \_\_\_\_\_ to \_\_\_\_\_ out for predators such as killer whales and seals.

**3. Write a good paragraph about your last vacation in 5 lines.**

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## Appendix N° 8: Laws from constitution of Ecuador

### Chart # 18: Laws from constitution of Ecuador

ARTICLE	DESCRIPTION
Constitución del Ecuador 2008 Sección primera de educación art 347	Garantizar el sistema de educación intercultural bilingüe, en el cual se utilizará como lengua principal de educación la de la nacionalidad respectiva y el castellano como idioma de relación intercultural, bajo la rectoría de las políticas públicas del Estado y con total respeto a los derechos de las comunidades, pueblos y nacionalidades.
Ley intercultural de educación articulo 57 numerales 14-21 de la constitución de la republica	Desarrollar, fortalecer y potenciar el sistema de educación intercultural bilingüe, con criterios de calidad, desde la estimulación temprana hasta el nivel superior, conforme a la diversidad cultural, para el cuidado y preservación de las identidades en consonancia con sus metodologías de enseñanza y aprendizaje.
Código de la niñez y adolescencia, Articulo 37 sección 4	Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos

**Appendix N° 9: Interview with the specialist**



**Author: María Soraida Ángel Bazán.**

**Appendix N° 10: Interview with the specialist**



**Author: María Soraida Ángel Bazán.**

**Appendix N° 11: Pre Test of students 10<sup>th</sup> grade**



**Author: María Soraida Ángel Bazán.**

**Appendix N° 12: Class activity**



**Author: María Soraida Ángel Bazán.**

### Appendix N° 13: Class activity



Author: María Soraida Ángel Bazán.

### Appendix N° 14: Students participating in class



Author: María Soraida Ángel Bazán.

**Appendix N° 15: students working in group**



**Author: María Soraida Ángel Bazán.**

**Appendix N° 16: students preparing the material**



**Author: María Soraida Ángel Bazán.**

**Appendix N° 17: Students preparing the material**



**Author: María Soraida Ángel Bazán.**

**Appendix N° 18: Students preparing the news for the bulletin boards**



**Author: María Soraida Ángel Bazán.**

**Appendix N° 19: students preparing the Bulletin boards**



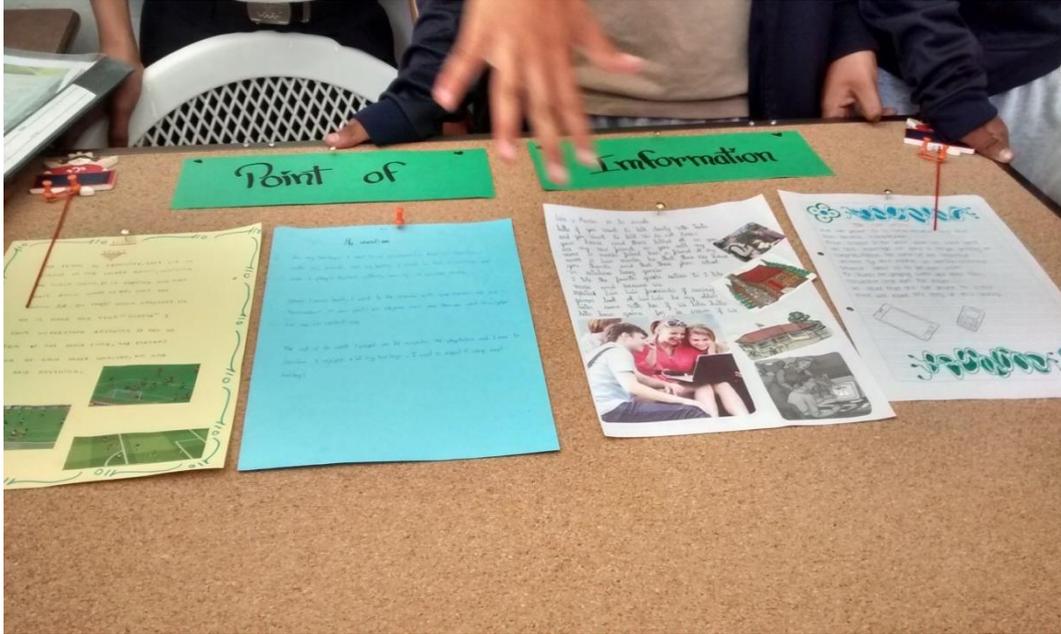
**Author: María Soraida Ángel Bazán**

**Appendix N° 20: students organizing the material**



**Author: María Soraida Ángel Bazán.**

**Appendix N° 21: students finishing the bulletin boards**



**Author: María Soraida Ángel Bazán.**

## Appendix N° 22: Request letter to apply the proposal

 **UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS** 

Oficio n. °: CLI -2015-311-OF  
La Libertad, 15 octubre de 2015

Economista,  
David Sabando Elizalde  
**DIRECTOR DISTRITO EDUCATIVO 24 D-01 SANTA ELENA**  
En su despacho.

De mis consideraciones:

La Srta. MARÍA SORAIDA ANGEL BAZÁN, C.I. 240008997-1, estudiante de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciado en Idioma Inglés, por lo que solicita efectuar investigación en la Unidad Educativa " Manglaralto", cantón Santa Elena, dirigido por la MSc. John Láinez Quirumbay.

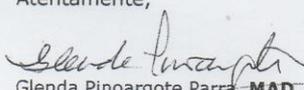
El tema de investigación a desarrollar se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
BULLETIN BOARDS FOR ENHANCING THE WRITING SKILLS AMONG STUDENTS OF 10 th GRADE AT UNIDAD EDUCATIVE MANGLARALTO, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.	MSc. Xavier Almeida Briones.	RCA-024-2015 (10-11-2015)

Solicito a usted se le dé las facilidades para realizar la investigación de campo y otras actividades pertinentes.

Gracias por su atención.

Atentamente,

  
Glenda Pinoargote Parra, **MAD.**  
**DIRECTORA CARRERA LICENCIATURA EN INGLÉS**



C.C Archivo

## Appendix N° 23: Acceptance of district of education to apply the proposal

 **Ministerio de Educación** 

**Oficio Nro. MINEDUC-CZ5-24D01-DDASR-2016-0002-O**  
**Santa Elena, 04 de enero de 2016**

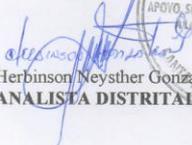
**Asunto:** SOLICITA AUTORIZACIÓN PARA DESARROLLAR PROYECTO EDUCATIVO EN LA UE "MANGLARALTO"

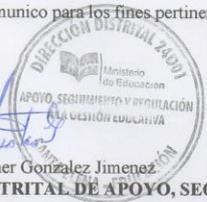
Señorita  
Maria Soraida Angel Bazan  
**Ciudadano**  
En su Despacho

Acuso recibo oficio No. CLI-2015-311--OF de fecha 15 de octubre del año en curso, firmado por la MAD Glenda Pinoargote Parra en calidad de Directora de la Carrera Licenciatura en Inglés de la Universidad Estatal Península de Santa Elena; quien solicita Autorización para que la Srta. MARÍA SORAIDA ÁNGEL BAZÁN con CI 2400089971 efectúe investigación referente a tema de tesis en la UE "MANGLARALTO" de la parroquia Manglaralto. Dando una respuesta al trámite ingresado a través de la Unidad Distrital de Atención ciudadana, cuyo número de documento responde al 24D01-9075 y considerando lo estipulado en el artículo 27 en concordancia con el 29 Sección Quinta-Educación, de la Constitución de la República del Ecuador, así como también lo citado en el Artículo 350 de la Ley Orgánica de Educación Superior; este despacho **AUTORIZA** lo peticionado por la MAD Glenda Pinoargote Parra, como requisito básico previo a la obtención del título de licenciada en la mencionada carrera y que responde al siguiente proyecto "BULLETIN BOARDS FOR ENHANCING THE WRITING SKILLS AMONG STUDENTS OF 10 th GRADE AT UNIDAD EDUCATIVA MANGLARALTO, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016".

Particular que comunico para los fines pertinentes.

Atentamente,

  
**Herbinson Neysther Gonzalez Jimenez**  
**ANALISTA DISTRITAL DE APOYO, SEGUIMIENTO Y REGULACIÓN**



Av. Amazonas N34-451 entre Av. Atahualpa y Juan Pablo Sanz  
Telf.: + (593 2) 3961300/1400/1500  
www.educacion.gob.ec 

\* Documento generado por Qesipuz 1/1

## Appendix N° 24: Certification of thesis advisor

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**



La Libertad, 16 de Febrero del 2017

### CERTIFICACIÓN DEL DIRECTOR DE TESIS

El suscrito, XAVIER ANTONIO ALMEIDA BRIONES, tutor del trabajo de titulación de la egresada ÁNGEL BAZÁN MARÍA SORAIDA.

### CERTIFICO:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación “**BULLETIN BORADS FOR ENHANCING THE WRITING SKILLS AMONG STUDENTS OF 10TH GRADE AT UNIDAD EDUCATIVA MANGLARALTO, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016**” estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

Particular que informo para los fines correspondientes.

Atentamente,

Ing. Xavier Almeida B. MSc.  
**DOCENTE TUTOR**

## Appendix N° 25: Urkund Report

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**



La Libertad, 16 de Febrero del 2017

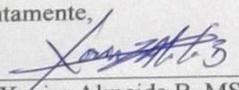
### CERTIFICADO ANTIPLAGIO

**010-TUTOR XAAB (XAVIER ANTONIO ALMEIDA BRIONES) 2017**

En calidad de tutor del trabajo de titulación denominado **“BULLETIN BORADS FOR ENHANCING THE WRITING SKILLS AMONG STUDENTS OF 10TH GRADE AT UNIDAD EDUCATIVA MANGLARALTO, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”**, elaborado por la estudiante **ÁNGEL BAZÁN MARÍA SORAIDA**, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e 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 0 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

  
Ing. Xavier Almeida B. MSc.

C.I.:0913534749  
DOCENTE TUTOR

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**



URKUND

Dirección de análisis: [salmeida.upse@analysis.urkund.com](mailto:salmeida.upse@analysis.urkund.com) » [Katuska Ponce](#)

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## Appendix N° 26: Certification of the proposal application

 **UNIDAD EDUCATIVA**   
**"MANGLARALTO"**  
Manglaralto-Santa Elena-Ecuador  
[colmanglaralto83@hotmail.com](mailto:colmanglaralto83@hotmail.com)

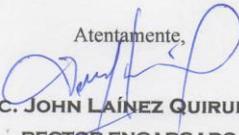
EL SUSCRITO RECTOR ENCARGADO DE LA UNIDAD EDUCATIVA  
"MANGLARALTO", A PETICION VERBAL DE PARTE INTERESADA:

**C E R T I F I C A :**

Que **ANGEL BAZAN MARÍA SORAIDA**, realizó con los estudiantes del DECIMO AÑO DE EDUCACION BASICA SUPERIOR de la institución que represento su PROYECTO DE TITULACION denominado "BULLETIN BOARDS FOR ENHANCING THE WRITING SKILLS AMONG STUDENTS OF 10 th GRADE AT UNIDAD EDUCATIVA MANGLARALTO, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015 – 2016" desde el 9 hasta el 31 de mayo del 2016.

Es todo cuanto puedo certificar, facultando a la interesada dar al presente documento el uso que a bien tuviere.

Manglaralto, junio 3 del 2016.

 Atentamente,  
  
**MSC. JOHN LAÍNEZ QUIRUMBAY**  
RECTOR ENCARGADO