



PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

TITLE:

“VOCABULARY TECHNIQUES TO IMPROVE ENGLISH WRITING SKILLS, TO STUDENTS OF EIGHTH YEAR AT PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA PROVINCE. 2017 - 2018”.

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR: TANNY ALEXANDRA ALVARADO DE LA TORRE

ADVISER: MSc. JORGE ESTEBAN CEVALLOS SALAZAR

LA LIBERTAD – ECUADOR

2017

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

TEMA:

**“VOCABULARY TECHNIQUES TO IMPROVE ENGLISH
WRITING SKILLS, TO STUDENTS OF EIGHTH YEAR AT
PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA
PROVINCE. 2017 – 2018”.**

Trabajo de Titulación

Previo a la obtención del Título de:

LICENCIADA EN INGLÉS

AUTOR: TANNY ALEXANDRA ALVARADO DE LA TORRE

TUTOR: MSc. JORGE ESTEBAN CEVALLOS SALAZAR

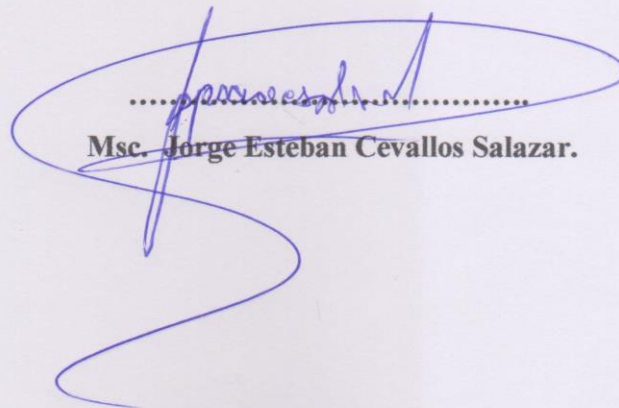
LA LIBERTAD – ECUADOR

2017

ADVISER'S APPROVAL

In my role as Advisor of the research paper under the title " VOCABULARY TECHNIQUES TO IMPROVE ENGLISH WRITING SKILLS, TO STUDENTS OF EIGHTH YEAR AT PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA PROVINCE. 2017 - 2018." prepared by TANNY ALEXANDRA ALVARADO DE LA TORRE undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its evaluation to the Board of Examiners.

Sincerely

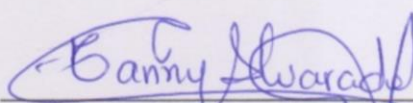


.....

Msc. Jorge Esteban Cevallos Salazar.

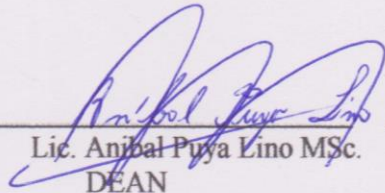
STATEMENT OF AUTHORSHIP

I, TANNY ALEXANDRA ALVARADO DE LA TORRE with ID number. 0911750545, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "Vocabulary Techniques to Improve English Writing Skills, to students of eighth year at Presidente Tamayo School, Salinas, Santa Elena province. 2017 – 2018", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



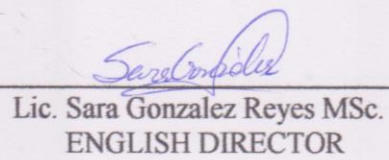
Tanny Alexandra Alvarado De La Torre
ID: 0911750545

BOARD OF EXAMINERS

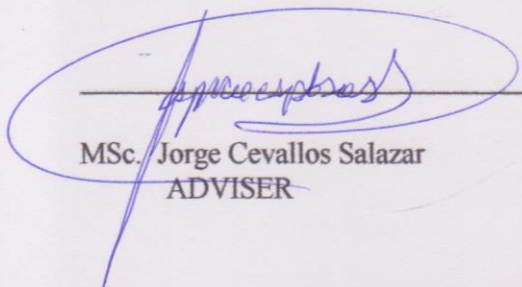


Lic. Anibal Puya Lino MSc.
DEAN

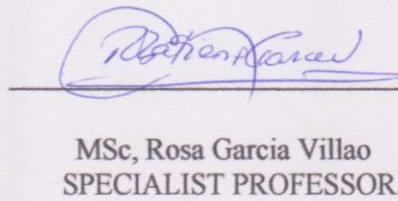
Faculty of Education and Languages



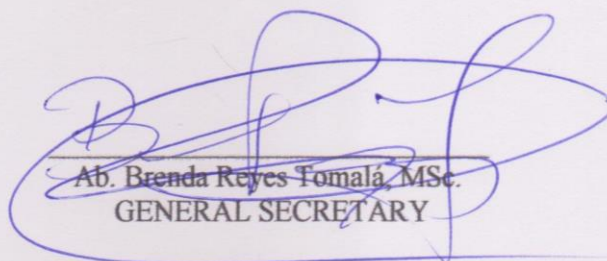
Lic. Sara Gonzalez Reyes MSc.
ENGLISH DIRECTOR



MSc. Jorge Cevallos Salazar
ADVISER



MSc. Rosa Garcia Villao
SPECIALIST PROFESSOR



Ab. Brenda Reyes Tomalá, MSc.
GENERAL SECRETARY

DEDICATION

I dedicate this work to my beloved family who encouraged me every day to finish this goal.

To my husband and son who gave me the necessary support and understanding during the development of this paper, without them none of this would be possible, also to my dear daughter Naomi Heredia Alvarado.

Tanny

ACKNOWLEDGMENT

First of all I thank God, who guided me throughout this process, to my adviser, MSc, Jorge Cevallos Salazar, who always gave me his help during this process and motivated me, to UPSE and to all my professors for their dedication and patience.

Tanny

DECLARATION

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

DECLARATORIA

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

Tanny Alexandra Alvarado De La Torre
0911750545

TABLE OF CONTENTS

ADVISER'S APPROVAL.....	II
STATEMENT OF AUTHORSHIP.....	III
BOARD OF EXAMINERS.....	IV
DEDICATION	V
ACKNOWLEDGMENT.....	VI
DECLARATION.....	VII
TABLE OF CONTENT.....	VIII
CHARTS PAGE.....	XII
GRAPH.....	XIII
ILLUSTRATIONS.....	XIV
ABSTRACT	XV
INTRODUCTION.....	1
CHAPTER IS	
RESEARCH PROBLEM	
1.1Title.....	3
1.2 Problem statements.....	3
1.3 Context of the problem.....	4
1.4 Research Questions	6
1.5 Rationale....	6

1.6 Research objective	7
1.7 Idea to defend	7
1.8 Scientific Task	7

CHAPTER II

TEORETICAL BASE

2.1 –Previous research	8
2.2 Philosophical basis	9
2.3 Educational basis	9
2.3.1 Writing skill	9
2.3.2 The develop of writing	10
2.3.3 Why to teach writing and benefits	10
2.3.4 How to teach writing	11
2.3.5 Importance of vocabulary in the writing skill	12
2.3.6 Vocabulary	12
2.3.7 The importance of vocabulary	12
2.3.8 The advantage of vocabulary in teaching and learning of english language	13
2.3.9 How teach vocabulary	13
2.3.10 Essential to teach vocabulary	14
2.4 Legal basis	14

CHAPTER III

METHODOLOGY

3.1 Research approach	16
3.2 Level or Type of Research	17
3.3 Population and Sample	17
3.4 Data collection	19
3.5 Data Collection Plan	20
3.6 Data Collection Processing plan.....	21
3.7 Analysis and Interpretation of Results	22
3.7.1 Interview to Teacher from Presidente Tamayo School.....	23
3.7.2 Survey to eighth grade students from “Presidente Tamayo School”	26
3.7.3 Analysis of results -students	36
3.8 Conclusions and recommendations.....	37

CHAPTER IV

PROPOSAL

4.1 Name of the Proposal.....	38
4.2 Description of the Proposal.....	38
4.2.1 Information and location.....	38

4.3 Proposal background.....	39
4.3.1 General.....	39
4.3.2 Specific	39
4.4 DESIGN AND DEVELOPMENT OF THE PROPOSAL.....	40
4.4.1 What is wix?	41
4.4.2 How was the website designed.....	42
4.4.3 Website "Vocabulary Techniques to Improve English writing Skill.....	43
4.4.4 What is a technique?.....	44
4.4.5 What are vocabulary techniques?	44
4.4.6 Benefits of using a guide of vocabulary technique.	45
4.4.7 Using vocabulary to improve writing skills.....	46
4.4.8 Techniques to teach vocabulary	47
4.5 Strategies of improvement	57
4.6 Evaluation	58
4.7 Analysis of the students' results	61
4.8 Conclusions and Recommendations	62
4.9 Timetable.....	63
4.10 General Resources.....	64
4.11 Bibliography.....	65
APPENDIXES	

CHARTS PAGE

Chart # 1: Problem tree.....	5
Chart # 2: Variety of study Techniques.....	11
Chart # 3: How to Teach Vocabulary to YL.....	13
Chart # 4: Population.....	18
Chart # 5: Data collection	20
Chart # 6: Data Processing Plan.....	21
Chart # 7: Importance of English.....	26
Chart # 8: English class	27
Chart # 9: Different activities	28
Chart # 10: Techniques for writing	29
Chart # 11: Ideas in English	30
Chart # 12: Knowledge of Words.....	31
Chart # 13: Writing skill	32
Chart # 14: Vocabulary techniques to develop writing.....	33
Chart # 15: If the teacher should increase vocabulary	34
Chart # 16: About Applying Techniques.....	35
Chart # 17: Analysis of result-students.....	36
Chart # 18: Informative date	38
Chart # 19: Strategies of improvement.....	57
Chart # 20: Results of the disgnostic.....	59
Chart # 21: Results of the post – test.....	60
Chart # 22: Timetable	63
Chart # 23: Budget.....	64

GRAPHS

Graph # 1: Importance of English	26
Graph # 2: English class.....	27
Graph # 3: Different activities	28
Graph # 4: Techniques for writing	29
Graph # 5: Ideas in English	30
Graph # 6: Knowing of Words.....	31
Graph # 7: Writing Skill.....	32
Graph # 8: Vocabulary techniques to develop writing.	33
Graph # 9: If the teacher should increase vocabulary	34
Graph #10: About Apply Techniques.....	35
Graph #11: Wix logo.....	41
Graph # 12: Sign in	42
Graph # 13 : Favorite template.....	43
Graph # 14: Template related to education.....	44
Graph # 15: Editor.wix.com.....	45
Graph # 16 : Final design of vocabulary.....	46
Graph # 17: Analysis of the students results.....	61

ILLUSTRATIONS

Illustration # 1 Use of the video.....	47
Illustration # 2 Demonstration of Real object, model and pictures.....	48
Illustration # 3 Context guess word.....	49
Illustration # 4 Related vocabulary.....	50
Illustration # 5 Vocabulary puzzles.....	51
Illustration # 6 Dealing with meaning.....	52
Illustration # 7 Use ICTS.....	53
Illustration # 8 Guess the word.....	54
Illustration # 9 Grammar.....	55
Illustration # 10 Website.....	56



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

“VOCABULARY TECHNIQUES TO IMPROVE ENGLISH WRITING SKILLS,
TO STUDENTS OF EIGHTH YEAR AT PRESIDENTE TAMAYO SCHOOL,
SALINAS, SANTA ELENA PROVINCE. 2017- 2018”.

Author: TANNY ALEXANDRA ALVARADO DE LA TORRE

Adviser: Msc. JORGE CEVALLOS SALAZAR

ABSTRACT

Nowadays it is very important to learn English effectively and to master all of its skills, the focus of this research project will be aimed at improving the writing skills with vocabulary techniques. In order to improve writing skills it is very important for educators and students the implementation of interesting vocabulary techniques inside the classrooms to make the learning – teaching process a great experience while improving writing. During the field research done at Presidente Tamayo School in Salinas there are problems in the learning English skills, but can be reinforced with appropriate methods. This project shows the improvement of eighth grade from President Tamayo School through vocabulary techniques that encourage students to develop their overall English fluency. Activities such as brainstorming, pre-writing, scanning, skimming, describing people, routines, and vocabulary related to occupations, daily activities, music, adjectives, verbs, food and more will be the basis in which this work is structured.

Keywords: Education, English, vocabulary techniques, writing skills

INTRODUCTION

Students write from the very beginning of their education. They initially write individual words, later complex writing structures, usually in class they complete and transform whole sentence according to the example given. Mostly they write short paragraphs, letters, short essays, compositions or reviews on various things. Thus for learners writing becomes discovery of new language forms, collocations, conventions and rules but on the other hand more mistakes can be made.

Learning the English Language means to use the four skills; productive skills: writing- speaking and receptive skills: reading-listening. The using of the four skills will improve and increase the learner abilities to communicate, writing and reading are important target language, when we are learning a foreign language is learn how to communicate with other people, talk and understand them, write to them and read what they have written.

English vocabulary is enormous, but students can only learn it with a lot of practice. Vocabulary technique benefits student's learning abilities to communicate as writing or speaking, facilitating a positive environment during the teaching-learning process. Teachers need to provide vocabulary techniques to improve the writing skills, using different tools, which will be the classroom and involve more interesting activities.

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

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

Chapter two is about literature review, it contains previous researches,

Philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter three is based on the methodology, in it you will find the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter four is about the proposal, it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Finally shows the administrative framework, it contains the resources (institutional, human, materials, economic)

CHAPTER I

RESEARCH PROBLEM

1. TITLE

“ VOCABULARY TECHNIQUES TO IMPROVE ENGLISH WRITING SKILL TO STUDENTS OF EIGHTH YEAR AT PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA PROVINCE 2017 - 2018”.

1.1 Problem Statement

The education system in Ecuador has been changing, and Santa Elena province there are modification in the institutions to teaching English as a foreign language, years back teaching English started from the eighth grade and not at elementary school As result the learners have difficulties in the English language , due to the fact that they are from different schools, they do not have English basic knowledge on all in the writing, the lack of methodology in the teaching English plays an important role, it produce passive students, without interest to learn the foreign language.

Writing skills are considered part of communication, and important in the primary education, too can be used for numerous objectives, other a positive teacher attitude are great resources as help to the student, it develop sense of competence and control as a writer. Remember writing skills permit to communicate by message with precision and fast to distant larger audience that through face- to face or telephone conversations. Nowadays the students write mails, web forms, and messenger, write a report, plan or strategy at work, they need to write quickly and within a limited amount of words. (Brief notes to friends, answer on question forms, postcards, etc.) , but when everyone can be their own publisher. A poor writing skill creates an immediate negative reaction (spelling o grammatical mistakes). In

conclusion it is necessary to think about writing from grammar, spelling and punctuation that are key in written communication.

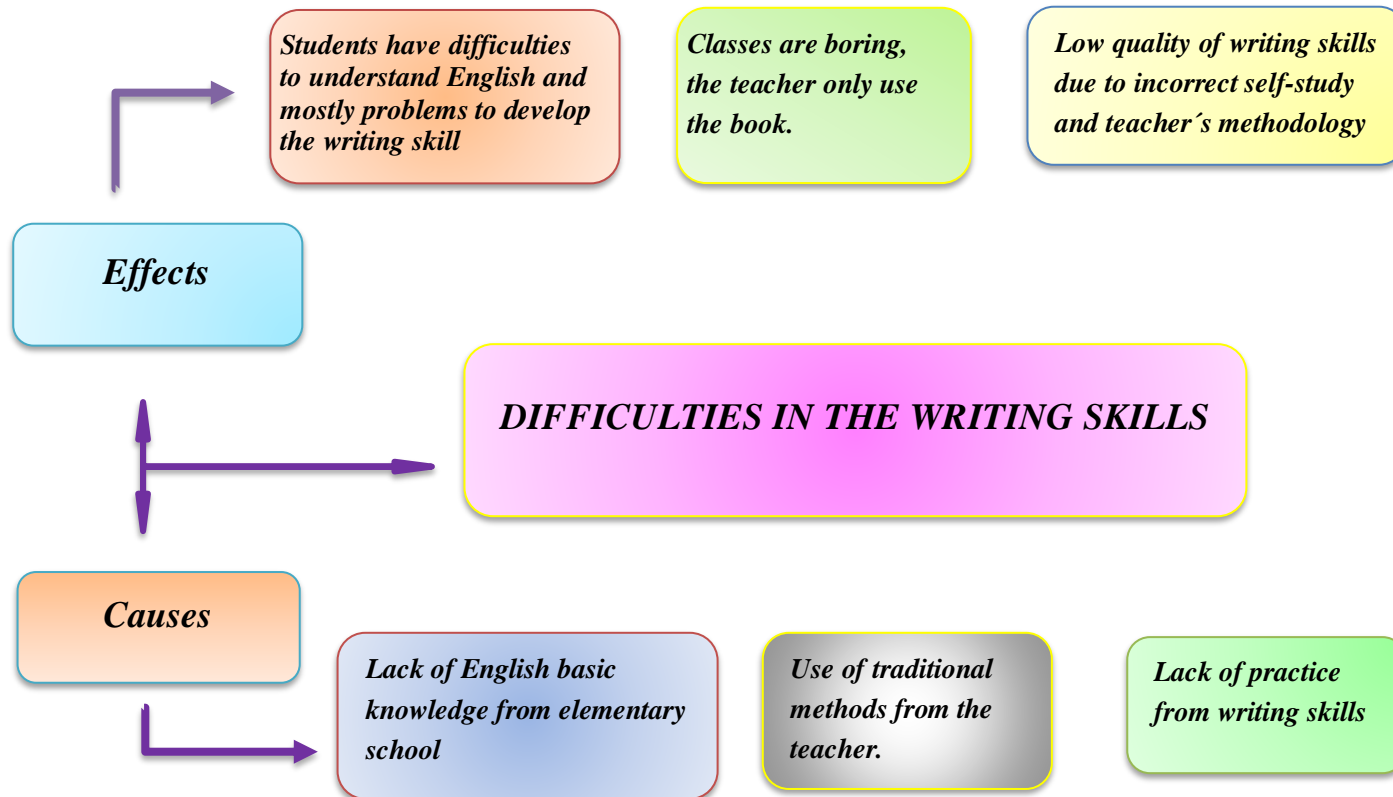
The development of vocabulary is a need in the learning process, as academic as not academic from students, it is a tool that helps them to increase in knowledge of new words, through techniques maybe visual, tactile and auditory while more words learn to know will be simple and easy to improve their writing skills.

1.2 Context of the problem

At Presidente Tamayo School, it has been observed that when students pass from the elementary school to the eighth grade, students have difficulties with the English subject , they cannot develop the writing skill, making serious grammatical mistakes that lower the opportunity to express their ideas clearly and have a negative impact on constructing their linguistic confidence, The students don't have interesting in the English class and difficulties to understand it, in fact the vocabulary is a part fundamental and take in serious the writing skills. Another problem the use of traditional methods are boring due to the fact that teachers isn't applying techniques according to need their students or they isn't using source that it is around them, only use the book and workbook,

Among causes that allow the problem to continue are the lack practice of the writing, the effect is low quality of writing skill. For the reason the students cannot even write basic sentences.

Chart # 1 Problem tree



Elaborated by: Tanny Alvarado De la Torre
Source: Escuela de Educación Básica “Presidente Tamayo

1.3 Research questions

1.3.1 Guideline questions

What is writing?

How is writing developed?

Why learning writing?

Why is writing important?

What is vocabulary?

What are vocabulary techniques?

What is the influence of vocabulary techniques on the cognitive development of students?

What kinds of vocabulary techniques are there to motivate students to improve writing?

Why is it important the use of vocabulary techniques?

What types of vocabulary techniques are there to improve writing?

1.4 Rationale

This research paper title was selected due to the fact that most eighth-year students from Presidente Tamayo School do not have a foundation about this new foreign language on all in the writing skill which is very important in the education and a highly competitive job market. It is always been important for academic and professional status to use proper grammar and communicate well. It's very important for people to improve well the writing skill, for that reason this research wants to contribute with the solution to this problem and its consequences. The use of vocabulary techniques is highly recommended tools for students and educators who want to encourage independent learning and teaching in order to improve vocabulary and writing skills. They will use material related to vocabulary and grammar structure to improve writing easily: for example related vocabulary,

demonstration of real objects, models & pictures, vocabulary puzzles, guessing the words, use of audiovisuals, use of ICTs with games, short reading and flashcards etc. Extensive vocabulary will aid all other linguistic factors.

1.5 Research objective

1.5.1 General

To identify the most appropriate vocabulary techniques to be used in order to improve the writing skills on 8th graders at Presidente Tamayo School.

1.6 Idea to defend

The application of vocabulary techniques will improve the writing skill of eighth year students at Presidente Tamayo School, Salinas, Santa Elena Province.

1.7 Scientific tasks

1. To research theoretical literature related to vocabulary techniques.
2. Determination of the methodological process used on the improvement of writing skills on 8th graders at Presidente Tamayo School.
3. Application of a proposal in order make a contribution.

CHAPTER II

THEORETICAL BASIC

2.1. - Previous research

There is a lot of research about the use of different techniques and strategies to improve the writing skills and its effect on students. This research paper will find out the best alternatives by consulting different authors, previous research, books, texts, internet, and educational websites.

At High School Presidente Tamayo located in Muey –Salinas, there are about 84 students and one English teacher, where the environment is not appropriate and the writing process is a very serious problem there, so this research paper will try to examine the best ways of improving writing with the use of vocabulary techniques.

Most people do not consider the complication and difficulty of the writing process. In relation to school activities, writing needs more basic skills than perhaps any other. The teacher should be searching the best methodologies and techniques for the classroom in order to increase vocabulary and to improve students' writing.

This requirement makes writing the most complicated and difficult skill for children at school. Writing is frequently used in the classroom, so children have learning problems in this skill; this creates a poor performance at school and low self-esteem. School requirements demand a high level of writing proficiency, a child with writing problems will have difficulty in his educational progress at school in the future.

2.2 -Philosophical basis

This research focuses on the learning or knowledge construction of vital significance to the improvement English writing skill.

Pedronzo María Julia (2012) Manifests that: “Learning’s Theory of Jean Piaget and Lev Vygotsky related between the information that the person have and the new information that the person acquire. This two learning’s theory tray the describe way as person learn new ideas and means”.

According to Piaget the education as main objective is the intellectual growth, affective and social from child, but it growth is the result of one evolution process acquired. Piaget mention that activities by discovery should be a priority.

The learning of the child is by means of: methods be discoveries, level of cognitive development, Social interaction, physical experiences, learning experiences interactive learning.

Wagner and Brodie (1994) said that Language development and play “Vygotsky’s theory of cognitive development posits that information from the external world is transformed an internalized through language. The language is a symbolic system of communication and the culture are essential tools in both part, to develop language and children understand the external world”

According to Vygotsky when the children imitate other person, they are developing a vocabulary that allow them to name and navigate the world around them, the mimicking adults is the most obvious way this process can be observed by child and more easy to the teaching-learning.

2.3 Educational basis

2.3.1 Writing skill

Skills You Need (2011- 2017) Said that “Writing skill is an important part of good skills allow students communicate their message with clarity, write a report,

plan or strategy at work, or you may fancy communicating your ideas on line via a blog, or write a good resume to job “

The writing is an act or art of production of letters and characters on paper, with purpose of recording the ideas and words express by visible signs. The writing is important in the human life nowadays all people communicate by cellphone in social net and everything is controlled by internet (homework, payment of basic services)

2.3.2 The development of writing

Harmer Jeremy (2007) Mention that “ Reinforcement of learnt language, the development of the students language through the activity of writing, the appropriate activity of writing for some styles of learning and the importance of writing as a skill in its own right”.

2.3.3 Why to teach writing and benefits.

According Harmer J. (2007) in his book How Teach Writing “Writing is a method of communication which needs to be humanizing since childhood. Spoken language for the kids is learned naturally as a consequence of being exposed to it, while the skill to write has to be consciously learned”. In addition the author mention many benefit, First writing gives them more thinking time and the value of reflection. Second they have opportunity for independence expression Third a journal allow the student to express feelings more freely, provides to the learners opportunity to reflect about how they are learning.

Harmer say that writing is other way of communication and expression-free and all people shouldn't be private of the opportunity of writing, in fact if they don't write nowadays, they don't have opportunities in their life.

2.3.4 How to teach Writing

Harmer J. (2007) Said “the type of writing we get students to do will depend on their age, interests and level.” There is no limit to the kinds of text we can ask students to write. Such as postcards, letter of various kinds, filling in forms such as job application, composition, reports, newspaper, article and magazine. (pág. 79)

Graph 1: Variety of study techniques.

Harmer J (2007) mention that variety of study techniques exist, which educators can use to confirm that students not only understand the meaning of a language form and how it is used in exchanges or text, but are also clear. (page 154-156)

Chart# 2: Variety of Study Techniques

Demonstration	The language can be used in a text which clearly shows what it means; we can also use picture or various items of realia to demonstrate meaning.
Explanation	We can give details to the construction of language in diagrams using board or overhead projector.
Discovery	Students can be stimulated to comprehend new language forms either by learning them for themselves in a text, or by observing at grammatical indications in order to work out a grammar rule.
Accurate Reproduction	The students need to repeat new words, phrases, or sentences in a controlled way correcting then when they get thing wrong and showing approval and showing approval when they use the form correctly, but teacher’s feedback also serves as further demonstration and explanation of the new forms.
Immediate Creativity	Where students show an understanding of the meaning, the learner can use and build the language form, and we can request them to make their own sentence using the language form learned.

2.3.5 Importance of vocabulary in the writing skill.

International Journal of English Language (2008) said that vocabulary are essential part of education Lewis (1993) said that “the importance of vocabulary is basic to communication. We do agree that if learners do not recognize the meaning of keywords they will be unable to participate in the conversation, and we believe that grammar is equally important in teaching, and therefore in our opinion, it is not the case to substitute grammar teaching with vocabulary teaching , but that both should be present in teaching a foreign language”.

2.3.6 Vocabulary

Kerstin (2013) Said that “Vocabulary is one of the supports of language education and especially important for the progressive learner. Once someone is familiar with the basic structures of his target language, he will want to start saying and understanding more words”.

Vocabulary therefore, is vital to man’s existence. It allows people to communicate and express their opinions, may it be through reading, writing or speaking. Widening one’s vocabulary is limitless. The more words people learn, the more the mind will be simulated to work and the desire to learn begins to spark.

2.3.7 The importance of vocabulary

Manzano (2015) expressed “Teaching students new vocabulary terms expands their world by helping them access new concepts and the network of ideas connected to those concepts”.

The author comments that when we learn a new vocabulary, the students are able to write and also communicate orally. A person’s vocabulary plays an enormously important role in his or her life and future possibilities.

2.3.8 The advantage of vocabulary in teaching and learning of English language.

- ❖ The teacher can use different ways to present vocabulary

- ❖ Variety of techniques
- ❖ Use of internet
- ❖ Online and physical dictionaries
- ❖ Practice vocabulary in your everyday life
- ❖ We have controlled practice

2.3.9 How teach vocabulary.

Mac Carten (2007) Mention that “there is a lot to learn about vocabulary .materials can help students in two extensive areas: First, they need to present and practice in natural environments the vocabulary that is frequent, contemporary, and appropriate to learner’s needs. Second, materials should help students develop better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom” (pág. 19).

The author said earlier that at elementary level, it is important to include vocabulary lesson, practice with phrases, or expressions according to the needs of the students, with techniques or strategies that they can remember.

Chart # 3 How to teach vocabulary to YL

How to Teach Vocabulary to YL

1. Make it interesting
2. Keep it relevance
3. Set achievable goals
 - The words we are targeting - are they suitable for the students ability
 - The amount of time we give students to learn them
 - The number of words we set
4. Teach words in context

(<http://emmaindia.hubpages.com/hub/Teaching-Vocabulary-to-Young-Learners>)

2.3.10 Essentials to teach vocabulary

Mac Carte (2007) Stated “We have seen that learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of variety of vocabulary types to be learned, including single words, phrases, collocations and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expression”. Here is a list the different things needed to know about a word. (pág. 18)

- ❖ The meaning of the words
- ❖ What word part it has (any prefix, suffix, and root form)
- ❖ Its grammatical behavior(Its word class, typical grammatical patterns)
- ❖ What association it has (similar words or opposite in meaning)
- ❖ What connotation it has.

Obviously we need to make choices about how much we teach on a first presentation and make learner conscious of its importance and usefulness in building up their knowledge of word also the students can apply it when they speak and write.

Vocabulary’s Influence on Successful writing

Brynildesen (2000) “Arguing that the ability to write effectively hinges upon having and adequate vocabulary, this digest explores some of the ways vocabulary influences writing ability, and how teachers can use vocabulary development specifically to improve writing skills”

Brynildesen said that extent and depth of the vocabulary of a students will have as result a good description, precision and quality in their writing, the teacher is the primary key using techniques vocabulary to improve the writing skills.

2.4 Legal basis

This work is based in the Ecuadorian Constitution. Taken from the Ecuadorian Law untranslated.

Article 343: The National Education System will have in the learning capabilities and potential individual and collective of the population. Possibility learning, the generation and using knowledge, techniques, arts and culture. This organism will have as main to the individual that learning and will work with as system interactive, flexible and dynamic of ways well-organized.

Article 347: Said that will it be responsibility of the state:

9. To warrantee the intercultural bilingual education system, in which to use as main medium and instruction of nationality respective nationality the Castilian as intercultural language relation, under the politic public state, with respect total for the right of communities and towns.

11. To warrantee that in the process educative have active participation the family, learner, and educator.

LAW OF INTERCULTURAL EDUCATION

Article 179: The National Education authority, develop and implement intercultural curriculum components. The Curriculum general shall be considered mandatory for all educational entities that are part of Intercultural Bilingual Education System.

Article 243: Intercultural education proposes an inclusive approach, based on the value of cultural diversity and respect for all culture, seeks to increase educational equity overcome racism, discrimination and exclusion, and promote communication among members of different cultures.

Article 247: Coordinate action to improve the quality of educations of intercultural Bilingual Education System framed in intercultural bilingual and plurinational context.

CHAPTER III

METHODOLOGY

3.1 Research design

The proposal of this research was based on qualitative approaches being an exploratory investigation. This method allows obtaining qualitative results about the improvement of writing skill of the eighth year students from Presidente Tamayo School Salinas Santa Elena Province.

3.1.1 Qualitative Method

This paper used the qualitative method. In order to collect information from process of learning- teaching about the writing skill, the researchers observed and analyzed the difficulties in the students of the eighth year.

3.1.2 Inductive- deductive Method

This paper will use both approaches: inductive and deductive. For the deductive method: first, all needed information about the vocabulary techniques was gathered, studied, contrasted between authors, and finally, simplified for the paper.

In contrast, for the inductive method, the researchers started with small observations to make assumptions about the improvement of writing skill from eighth year student from Presidente Tamayo School here in Salinas Santa Elena Province.

3.1.3 Observation Method

This method helped to visualize the problem in the classroom writing about the methodology that teacher uses to improve of writing at President Tamayo School of Salinas Santa Elena Province.

3.1.3 Level or Type of Research

Field research

It will be important and necessary to acquire information on the current status of Presidente Tamayo School specifically at the English language teaching regarding the implementation of vocabulary techniques during the improvement writing, it will be applied in the context of eighth-grade students since it is the target population involved in the problem.

Bibliographic research

For obtaining important and relevant information about the topic investigated, it was necessary to research information in web sites, journals, book, similar work, specifically in education, reading books, and other research related to the topic for selecting and theoretical information about the use to improve writing skill in the education field and the effects on the students.

Correlation research

This method contributed to analyze and evaluate similar work in writing, expertise in the writing that allowed to make this project.

Applied research

This type of research allowed the implementation of vocabulary techniques that helped to improve the development of the writing skill of eighth year students at Presidente Tamayo School.

3.2 Population and Sample

3.3.1 Population

The population of this research was composed by the principal of this institution, English teachers, and 96 students from eighth grade at Presidente Tamayo School.

Chart # 4 Population

No.	Description	Frequency	%
01	Principal of Presidente Tamayo School	1	0.83
02	Area's director at Presidente Tamayo	1	0.83
03	English Professor	1	0.83
04	Eighth year students from the English class	96	96,51
TOTAL		99	100

Source: Presidente Tamayo School

Author: Tanny Alvarado De La Torre.

3.3 Data Collection

3.3.1 Techniques

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

3.3.2 Observation

It was applied directly to the students of eighth year from the Presidente Tamayo. This technique will permit to gather data about the phenomena.

3.3.3 Interview

This technique was used to obtain direct information from the Principal of Presidente Tamayo School and English teacher; from the interviewed it was possible to know the use of vocabulary techniques by the teacher and more.

3.3.4 Instruments

3.3.4.1 Camera.

This instrument was used to capture images in order to reproduce them later and have evidence of the activities made during the research.

3.3.4.2 Questionnaire

It is a document with several questions which was elaborated to get information about several factors concerning to the research.

3.4 Data Collection Plan

Chart # 5 Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve writing skill
2. From which people or object	The eighth year students from Presidente Tamayo School
3. About what aspect?	To improve writing skill, using vocabulary techniques
4. Who?	Tanny Alvarado De La Torre
5. To whom?	To teacher and students
6. When?	Academic year 2016 - 2017
7. Where was the data collection?	Presidente Tamayo School
8. How much time?	Once a week during the academic year
9. How?	Individual
10. What data collection techniques?	Interviews and surveys
11. With what?	Lists , questionnaires, camera

Source: Presidente Tamayo School

Author: Tanny Alvarado De La Torre

3.5 Data processing plan

Chart # 6 Data Processing Plan

Determination of a Situation	Searching of data	Collection and analysis of data	Approach	Plan of solution
Done survey and interview directed to principal, teachers, and students. The researcher resulted the mistake in the use of teaching techniques to eighth year from Presidente Tamayo School, the use of vocabulary techniques to improve writing skills of students was justified.	Detecting the problem, the research requires on the cause and effect produced in this research	Through surveys that are applied to the students and teacher. Done an analysis by each question. This was analyzed in order to develop a proposal to solve the stated problem.	The researcher identifies the mistake about the use of teaching technics to improve writing skills	The students of eighth year from Presidente Tamayo School, used of vocabulary Techniques to improve writing skills.

Source: Presidente Tamayo School

Author: Tanny Alexandra Alvarado De La Torre

3.7 Analysis and Interpretation of Results

3.7.1 Interview to the Director of Presidente Tamayo School

Name: Lcdo. Juan Pablo Parrales Suarez.

1. Why do you consider learning English important?

Interpretation: Learning English is important because science and technology increases globally, and learning this language increases opportunities in education and business, in addition it is better if students learn from the first grades, so in the future they won't have problems.

2. Do you think traditional learning should be changed, why?

Interpretation: Well, the teaching has changed, nowadays is an era of new learning, we have tools as ICTS to complement traditional learning.

3. How many hours weekly do students study English?

Interpretation: The students have 4 hours weekly; it is 8 hours per month.

4. Do you believe that the application of vocabulary techniques will improve students' writing skill?

Interpretation: Of course, the vocabulary techniques are Important for the development of vocabulary to improve the fluency, when students have a good vocabulary is simple to grow different skills, above all the writing skills.

5. Why is motivation important in education?

Interpretation: Always a good teacher should be enthusiastic and highly motivated in his classroom in order to adapt proper techniques so that the learning-process is meaningful.

6. Do you think that an English guidebook could help students?

Interpretation: I think that a guide is a tool for the teacher, because he will use it to stimulate the learning of a foreign language with different techniques.

7. Would you like to have a guidebook to increase the writing skill of your students?

Interpretation: of course the guide is of great help for the teacher in his classroom, when the teacher apply different techniques, is because, he know the need of the students and he has control his class.

3.7.2 Interview to Teacher from Presidente Tamayo School

Name: Lcda. Cinthya Lissette Del Pezo Basilio

1. Why are writing skills important?

Interpretation: It is very important that students develop their writing skills, because they have a good communication, homework presentation and a good opportunity to get a job.

2. What activities are essential to develop the writing skills in the students?

Interpretation: There are several activities that the teacher can apply in his English class, as simple sentences, grammatical conjugation, games, etc.

3. Do you consider that your students are capable of writing short phrases or sentences? Why or Why not?

Interpretation: Yes, if the students have excellent class, they will improve their writing skills, to tell the truth there are a lot of students in a classroom and the space is very small so that teacher doesn't have over control whole classroom.

4. How do you motivate your students to learn English?

Interpretation: The motivation is very important in the classroom and through dialogues, videos the attitude of the teacher is the main role.

5. Do you think vocabulary techniques might improve the writing skill of your students?

Interpretation: Of course, the vocabulary techniques is an important tool in classroom when they learn new words and its meaning so it is easy the writing.

6. What advice would you give to educators that are teaching writing to teenagers?

Interpretation: My advice will be to apply study groups and team work, and using different techniques.

7. Do you think a guide with several vocabulary techniques will increase the writing skill?

Interpretation: Of course, the teacher know to the students and need them and toll that help to the learners and teachers develop their writing.

8. Do you think that learning grammar is very important to develop the writing skill?

Interpretation: Yes, the grammar structure is important, because we help to do sentences in order to write short paragraphs.

3.7.3 Interview To Specialists

Names: Ms. Sandra Caamaño Lopez and Mr. Kleber Loor Zambrano.

1. Why is English important ?

Interpretation: Both agreed that English is importantt to education and business. With English you can communicate with other foreing people because it gives opprotunities in different areas and open the door to has a good job.

2. What techniques do you use to teach writing ?

Interpretation: Both specialists agreed that there are different techniques that educators might apply: academic writing, completing songs, guess words through game, etc

3. How do you teach vocabulary to your students ?

Interpretation: Both specialists agreed that vocabulary can be taught with flashcards, songs, games, and reading as much as possible.

4. What advise would you give to educators who are teaching English vocabulary and English writing ?

Interpretation: Both specialists agreed that instructors should motivate their students by using different techniques and strategies or ITC's.

5. How do you motivate your students to learn English ?

Interpretation: Both agreed that there are different ways to motivate students with games, videos, movies, message motivation, reading and songs according at the level students.

6. What are the most common problems students face when they are learning writing?

Interpretation: The specialists mentioned that the problems are: lack of vocabulary, structure grammar, to practice writing and spelling and motivation.

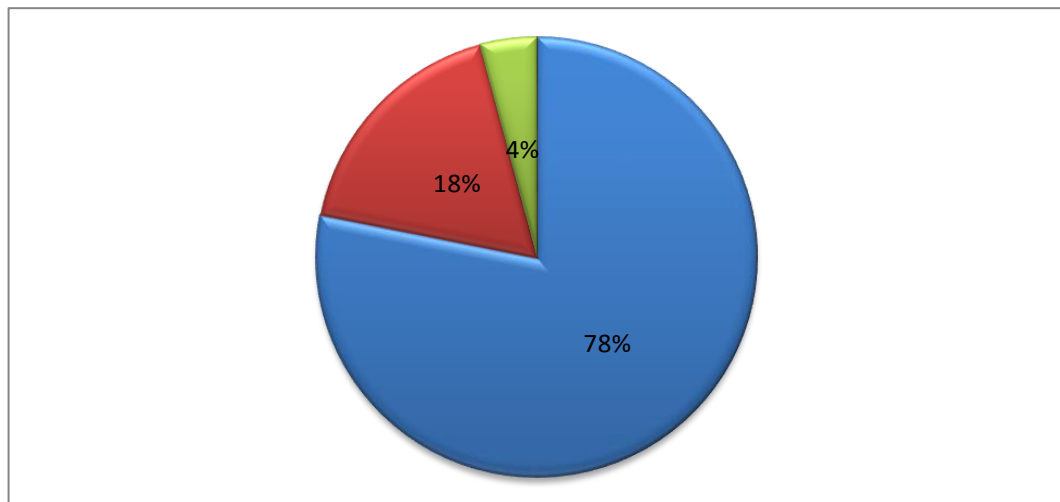
3.8 Survey to eighth grade students from “Presidente Tamayo School”

Question 1: Do you think that learning English is important nowadays?

Chart # 7: Importance of English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	78	78%
No	17	18%
Maybe	4	4%
TOTAL	99	100%

Graph # 1: Importance of English



Source: survey guide to eighth grade students

Author: Tanny Alvarado de La Torre

Interpretation:

Quantitative: 78% of the students said yes, 18% said no, and 4% is not sure.

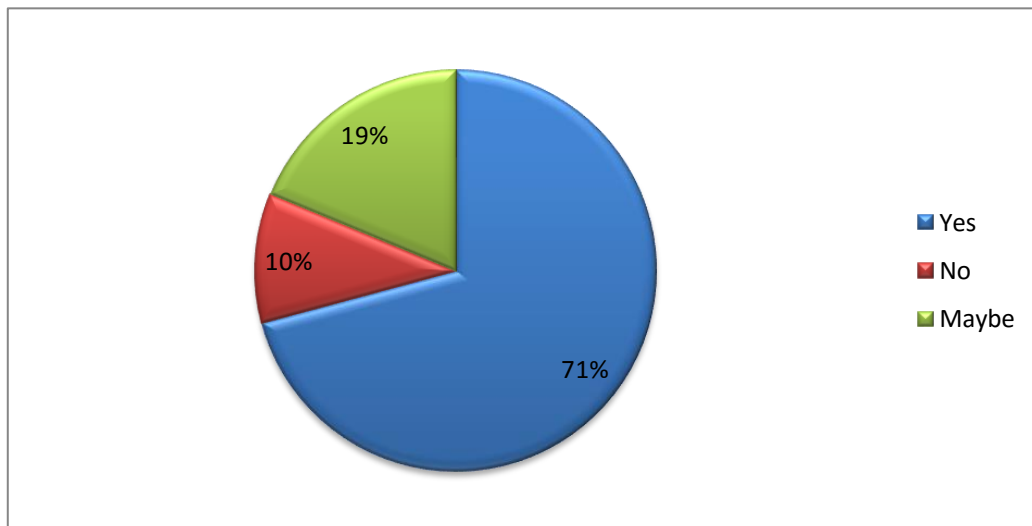
Qualitative: Most of students agree that is important to learn English, only few students expressed that it is not important and others are not sure.

Question 2: Do you like the English class?

Chart # 8: English class

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	68	71%
No	10	10%
Maybe	18	19%
TOTAL	96	100%

Graph # 2: English class



Source: survey guide to eighth grade students

Author: Tanny Alvarado De La Torre.

Interpretation:

Quantitative: 71% of the students said yes, 10% said no, and 19 % not sure.

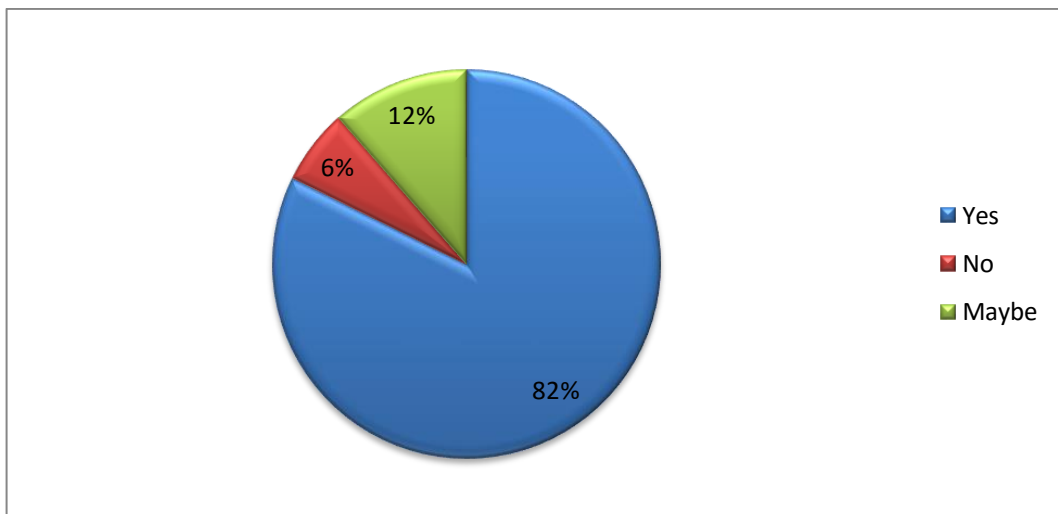
Qualitative: Most of students decided they would like their English class, only a few students didn't like English and others are not sure.

Question 3: Would you like your English Teacher to include different activities in his classroom?

Chart # 9: Different activities

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	79	82%
No	6	6%
Maybe	11	12%
TOTAL	96	100%

Graph # 3: Different activities



Source: survey guide to eighth grade students

Author: Tanny Alvarado De La Torre.

Interpretation:

Quantitative: 82 % of the students said yes, 18% are not sure.

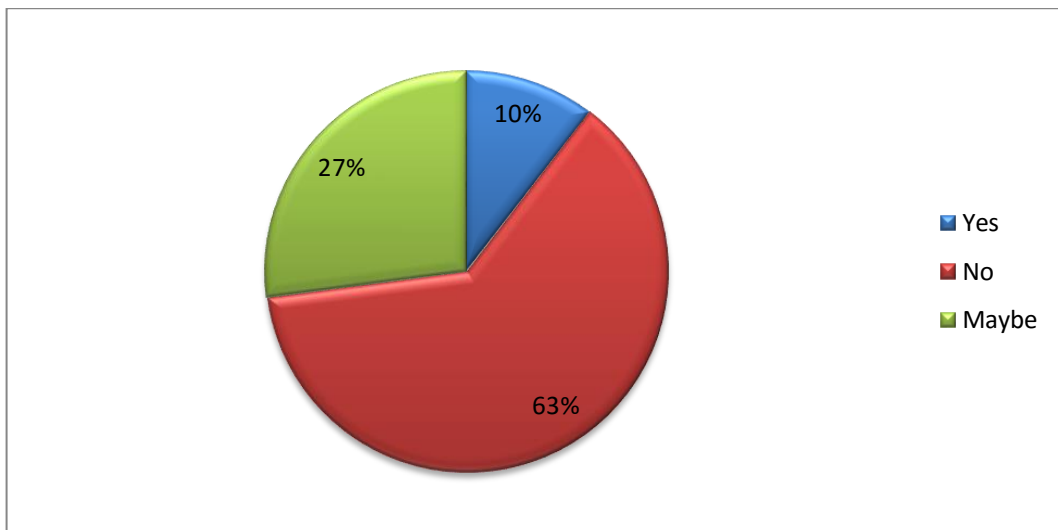
Qualitative: Students considered that would like their teacher to include activities in his class, and others are not sure.

Question 4: Does your teacher apply techniques in the classroom when he is teaching writing or any other skill?

Chart # 10: Techniques for writing

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	10	10%
No	60	63%
Maybe	26	27%
TOTAL	96	100%

Graph # 4: Techniques for writing



Source: survey guide to eighth grade students

Author: Tanny Alvarado De La Torre.

Interpretation:

Quantitative: 63% of the students said no and 37 are not sure

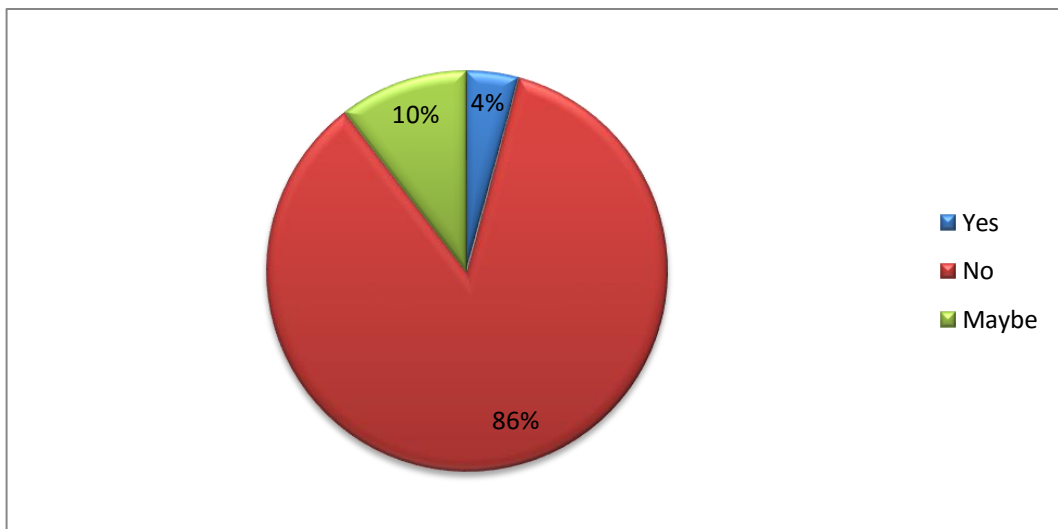
Qualitative: students consider that their teacher doesn't apply techniques when teaching writing skill

Question 5: Are you able to write your ideas in English?

Chart # 11: Ideas in English

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	4	4%
No	82	85%
Maybe	10	10%
TOTAL	96	100%

Graph # 5: Ideas in English



Source: survey guide to eighth grade students

Author: Tanny Alvarado .De La Torre

Interpretation:

Quantitative: 4% of the students said yes, and 86% said no.

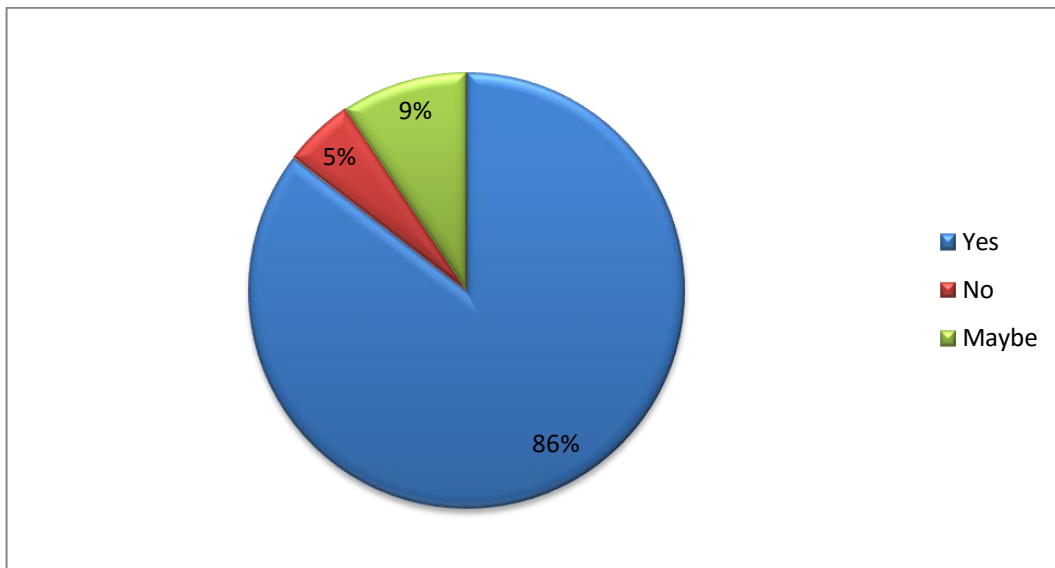
Qualitative: Most of the students consider that they aren't in capable of writing, only few of them can write and others not sure.

Question 6: Do you consider that the knowledge of words (vocabulary) is very important to develop the writing skill in English?

Chart # 12: Knowledge of Words

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	82	85%
No	5	5%
Maybe	9	9%
TOTAL	96	100%

Graph # 6: Knowledge of Words



Source: survey guide to eighth grade students

Author: Tanny Alvarado

Interpretation:

Quantitative: 86% of the students said yes, 14% students are no sure.

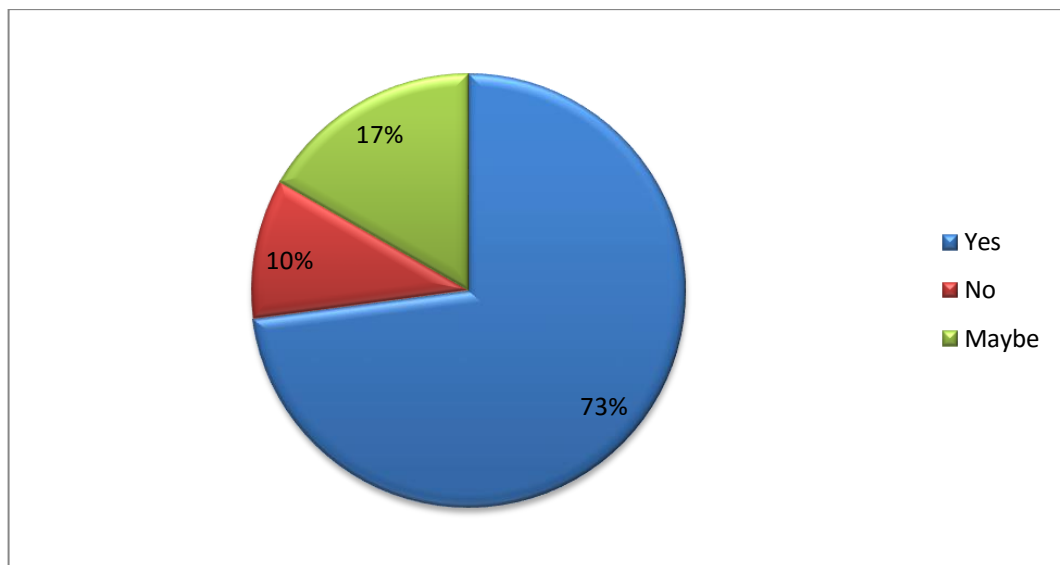
Qualitative: Students agreed that learning words is very important to develop writing.

Question 7: Do you consider that writing is an essential skill to learn English?

Chart # 13: Writing skill

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	70	73%
No	10	10%
Maybe	16	17%
TOTAL	96	100%

Graph # 7: Writing Skill



Source: survey guide to eighth grade students

Author: Tanny Alvarado

Interpretation:

Quantitative: 73% of students said yes, and 27% are not sure.

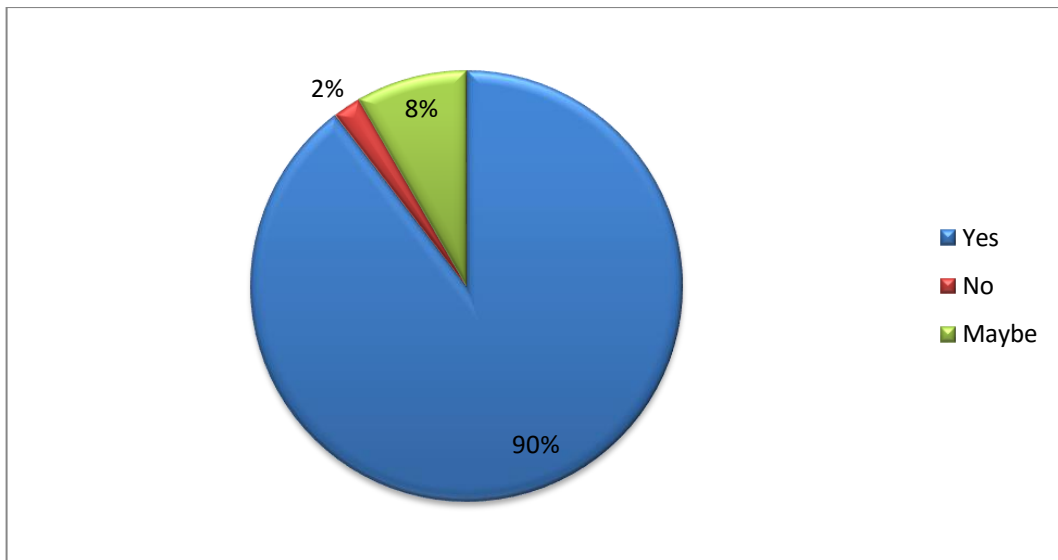
Qualitative: Students consider that writing is an essential skill. Only few of them, think that it is not important.

Question 8: Do you think that a guide of vocabulary techniques might develop other English skills as writing?

Chart # 14 Vocabulary techniques to develop writing

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	86	90%
No	2	2%
Maybe	8	8%
TOTAL	96	100%

Graph # 8: Vocabulary techniques to develop writing.



Source: survey guide to eighth grade students

Author: Tanny Alvarado De La Torre

Interpretation:

Quantitative: 90 of the student said yes, but 10 % are not sure.

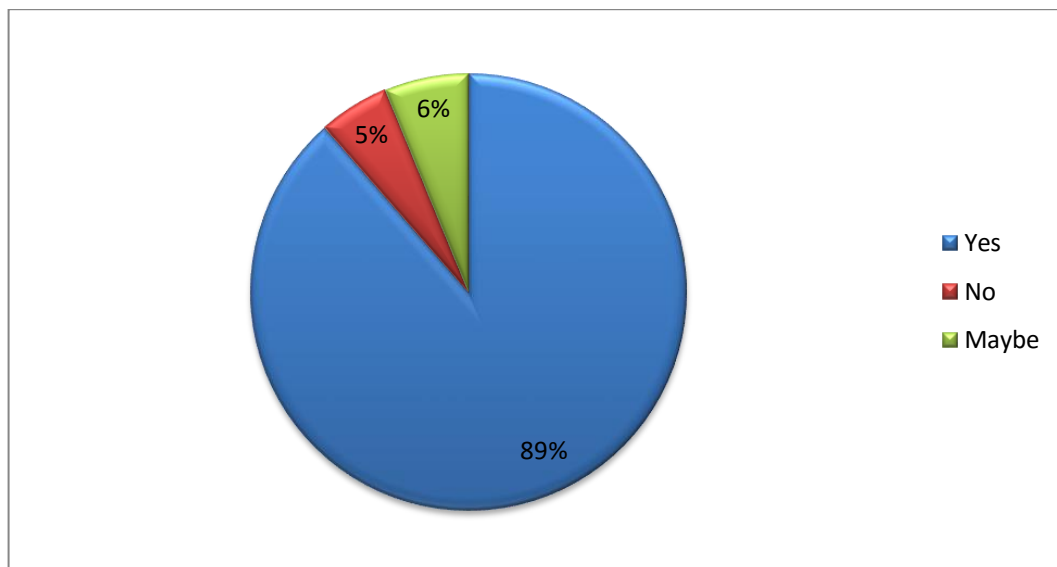
Quantitative: Most students think that vocabulary techniques will help them to develop their writing.

Question 9: Do you consider that your teacher should increase vocabulary techniques to improve the writing in classroom?

Chart # 15: If the teacher should increase vocabulary

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	85	89%
No	5	5%
Maybe	6	6%
TOTAL	96	100%

Graph # 9: If the teacher should increase vocabulary



Source: survey guide to eighth grade students

Author: Tanny Alvarado De La Torre

Interpretation:

Quantitative: 89% of the students said yes and 11% are not sure.

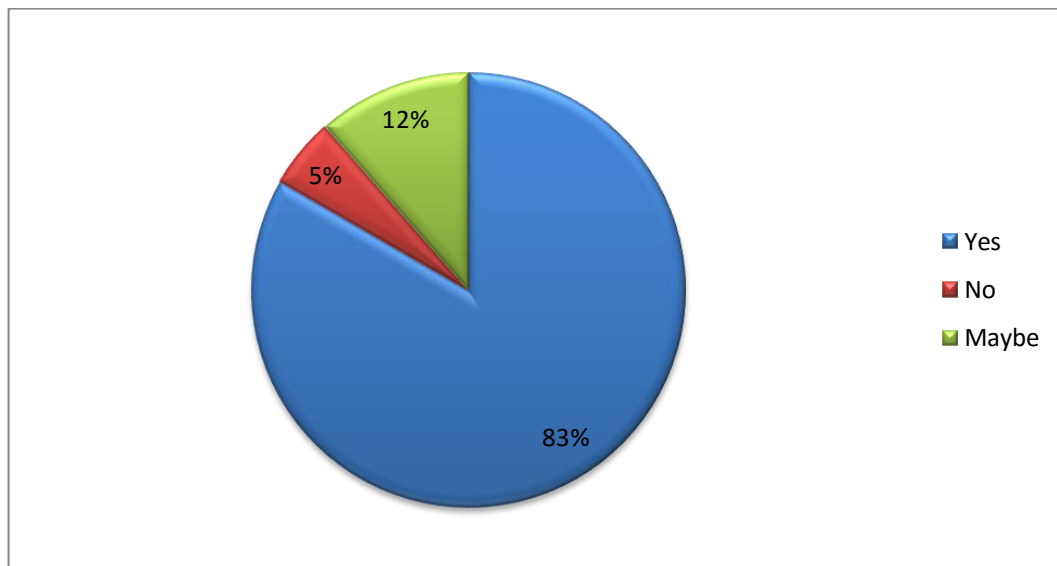
Qualitative: The majority of students consider that the teacher should increase technique that help them to improve writing.

Question 10: Would you like your teacher to apply a wide range of techniques in order to better your English?

Chart # 16: About Applying Techniques

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	80	83%
No	5	5%
Maybe	11	11%
TOTAL	96	100%

Graph #10: About Apply Techniques



Source: survey guide to eighth grade students

Author: Tanny Alvarado De La Torre

Interpretation:

Quantitative: 83% of the students said yes, and 17% are not sure.

Qualitative: Most of students are sure that the teacher applies techniques in their learning of English few are not sure

3.9 Analysis of results chart-students

Chart # 17 Analysis of result-students

No	QUESTIONS	YES		NO		MAYBE		TOTAL	
		Q	%	Q	%	Q	%	Q	%
1	Do you think that learning English is important nowadays?	75	78	17	18	4	4	96	100
2	Do you like your English class?	68	71	10	10	18	19	96	100
3	Would you like your English Teacher to include different activities in his classroom?	79	82	6	6	11	11	96	100
4	Does your teacher apply techniques in the classroom when he is teaching writing or any other skill?	10	10	60	63	26	27	96	100
5	Are you able to write your ideas in English?	4	4	82	85	10	10	96	100
6	Do you consider that the knowing of words (vocabulary) is very important to develop the writing skill in English?	82	85	5	5	9	9	96	100
7	Do you consider that writing is an essential skill?	70	73	10	10	16	17	96	100
8	Do you think that a guide of vocabulary techniques might develop other English skills as writing?	86	90	2	2	8	8	96	100
9	Do you consider that your teacher should increase vocabulary learning to improve the writing in classroom?	85	89	5	5	6	6	96	100
10	Would you like your teacher to apply a wide range of techniques in order to better your English?	80	83	5	5	11	11	96	100

Author: Tanny Alvarado De La Torre

3.10 Analysis of results – students

The results show that students consider that vocabulary techniques are very important during the teaching and learning process, they also consider that lack of vocabulary is one of the reasons why their writing ability has not been developed satisfactorily, in order to solve this problem students believe that the use of vocabulary techniques could bring a solution to their current problem, because it allows students to work on their own rhythm and pace. In addition students consider that the use of a guide with vocabulary techniques using different strategies will help them to improve their writing as well as other skills.

3.11 Conclusions and recommendations

3.11.1 Conclusions

- The low level of writing from eighth grade learners of Presidente Tamayo School is a sad reality.
- Teaching techniques are a good option to motivate students to learn and develop their vocabulary and writing skills.
- Traditional teaching styles need to be updated.

3.11.2 Recommendations

- Implement of vocabulary techniques in order to enhance English writing skills. Students should be constantly encourage to expand their vocabulary such as: scan the dictionary for words unknown to them, to learn definitions and apply them
- Teacher should emphasize accuracy. The word must be spelled correctly and its usage in a sentences must be grammatically correct.
- Update and train the teachers in order to get better results. The teacher should check progress, evaluate work and give remedial help if necessary.

CHAPTER IV

PROPOSAL

4.1 Name of the Proposal

“VOCABULARY TECHNIQUES AND THEIR INFLUENCE TO IMPROVE ENGLISH WRITING SKILLS, TO STUDENTS OF EIGHTH YEAR AT PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA PROVINCE. 2017 2018”

4.2 Description of the Proposal

4.2.1 Information and location

Chart # 18: Informative data

Executing Institution	“Presidente Tamayo School”
Beneficiaries	Student of eighth grade
Location	Muey, Salinas, Santa Elena Province.
Time for execution	7 months
Responsible	Author: Tanny Alexandra Alvarado De La Torre. Advisor: Msc. Jorge Cevallos Salazar.
Budget	\$ 785,00

Elaborated by: Tanny Alvarado De La Torre

4.3 PROPOSAL BACKGROUND

Nowadays, the English language is one of the most used in the entire world, it is a central component of communication, and evidently in many fields such as education, sciences, and business, is globalized, each day spoken by a lot of people, for that reason it is necessary to work in the vocabulary learning of this foreign language.

In the teaching practice at “Presidente Tamayo School”, it saw that eighth grade students lacked the motivation for effective vocabulary learning to improve the writing skill as well. So, in order to try to motivate and improve these skills, the vocabulary techniques were applied during English classes with the aim of progressing.

4.3.1 Significance

This proposal resolves a deficit that students have as vocabulary and writing skill, selects different vocabulary technique that help to improve writing. The teacher will have different activities to choose from to motivate the interest of their students. Daily classroom tasks will be diverse and entertaining, which will result in students writing their own sentences, letters, email and short paragraphs.

4.4 Objectives

4.4.1 General

To improve English writing skill through vocabulary techniques for students of eighth year at Presidente Tamayo school of Salinas, Santa Elena Province 2017-2018.

4.4.2 Specific

- ❖ To identify vocabulary technique with different activities to improve the writing skills.
- ❖ To implement Vocabulary Techniques for students

- ❖ To evaluate the learning results of the eighth grade students from Presidente Tamayo School.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The use of vocabulary techniques is an essential support in the development of the writing skill of the eighth grade students from Presidente Tamayo School. This research will help students to improve their writing skill and increase their vocabulary and also develop their pronunciation when they hear something or learn using a dynamic way and not monotonously. The students will feel motivated and interested to develop writing skills. This is the purpose of investigation.

The writing skill using vocabulary techniques is based on different techniques established by the teacher, it can be additional tool to the educator which is important to make the tool being applied to help eighth grade students through videos or songs according to the age, corresponding class and vocabulary. Therefore, the use of technology was necessary in this project with verbal direction and integration of visual resources in class, helping the learners to encourage the acquisition of knowledge and skills.

The objective of this proposal is to improve the English teaching by the web tool resource that allows students to enhance their abilities. The website is based on activities, resources, games and videos which are going to help students to improve writing and increase their vocabulary.

What is WIX?

Wix is a web tool that allows you create web pages for free, with a professional look and without requiring technical knowledge. Among its options it offers the possibility of adding to your website a virtual store, through which you can add products, manage inventories, select means of payment, and so on.

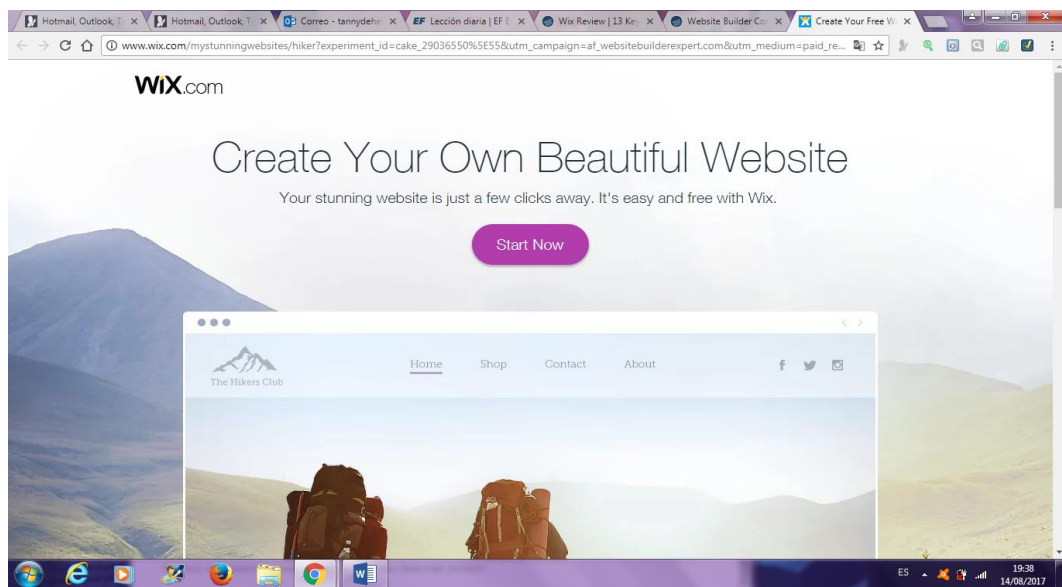


Graph # 11: logo
Source: internet

How was the website designed?

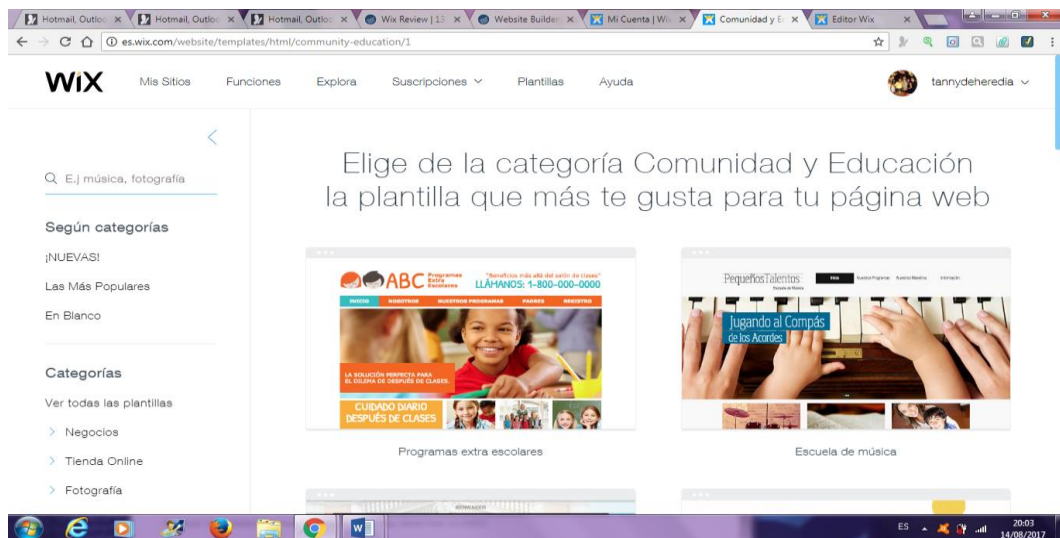
The free website builder is easy; the people do not need to be professional to create a website.

Sept 1 : Create your website



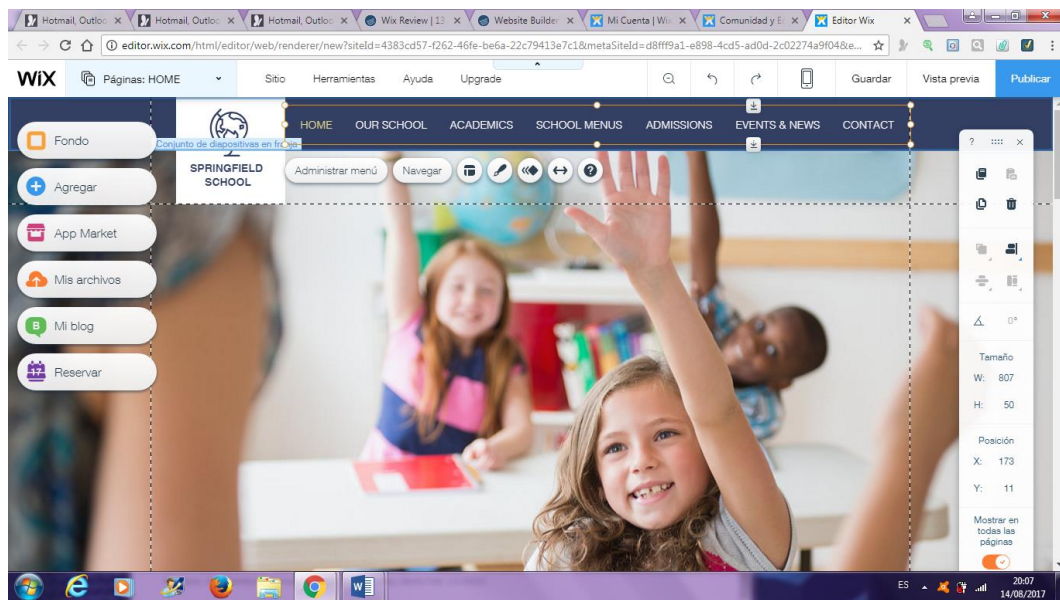
Graph#12: Sign in
Source: www.wix.com

Step2: Chose your pattern according to needs. In this page there are lot of categories such as business, music, community and education, events, restaurant and other. You can selecte which one to use.



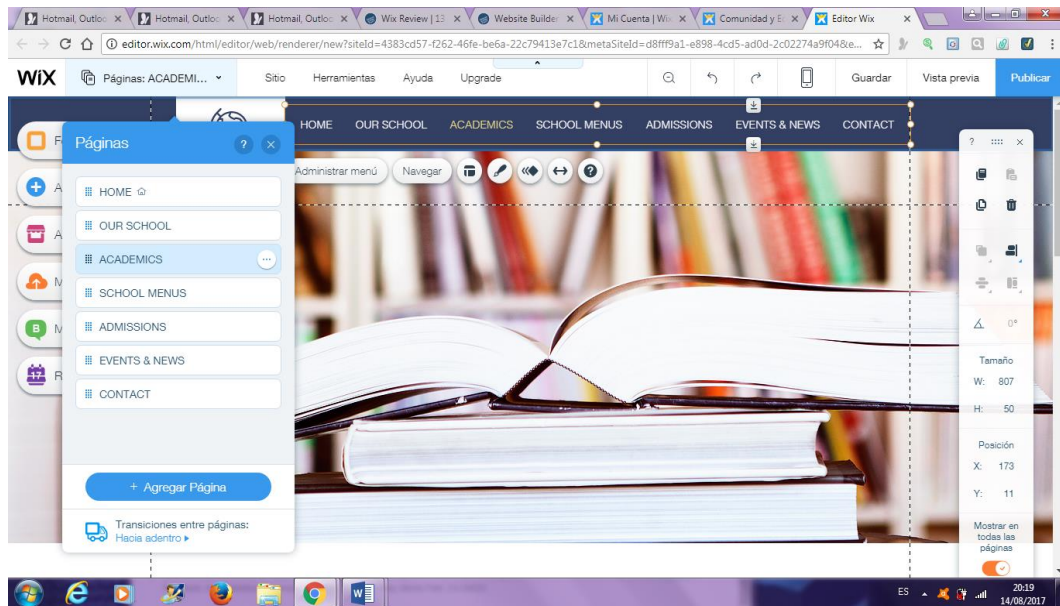
Graph # 13: choose the favorite Template
Source: es.wix.com /website templates/ html community- education/1.

There are some templates on education that you can use



Graph # 14: Template related to education

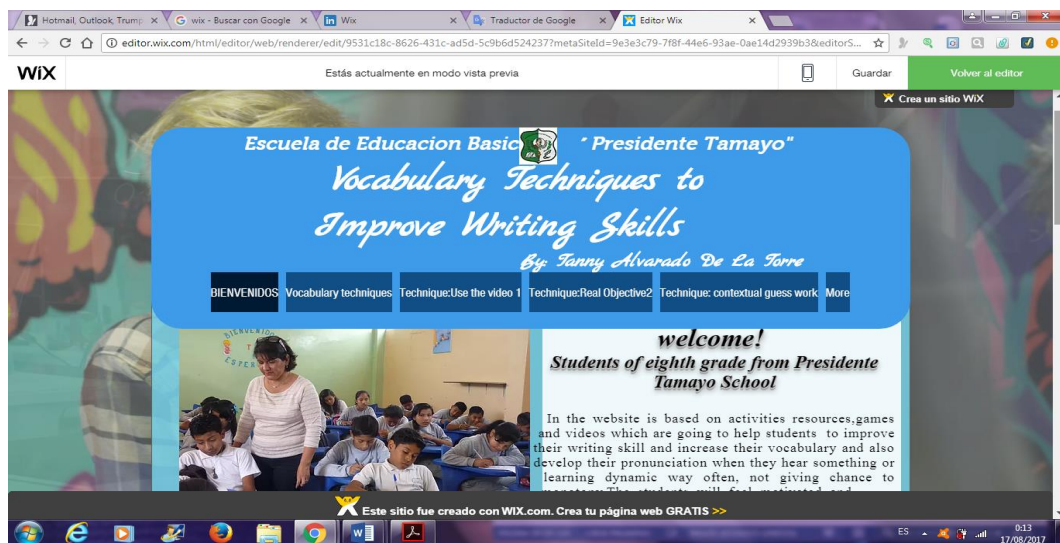
Step 3 when you chose the model you are ready to edit and start your own website which you can change color and collocate personal image.



Graph#15 <http://editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04CF>

4.6 “ VOCABULARY TECHNIQUE TO IMPROVE ENGLISH WRITING SKILLS”

It was designed by the author of this proposal. it contains activities , watch videos, game that allow students improve writing.



Graph # 16: final design of the Vocabulary technique to improve English writing skill”
<http://editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04CF>

4.6.1 “DESCRIPTION OF WEBSITE ”VOCABULARY TECHNIQUE TO IMPROVE WRITING”

This website has nine divisions that the author created to encourage students to practice the vocabulary and improve writing. The topics were choosing accord to the student’s level and the topic chosen from the diagnostic test.

The nine divisions of the website are the following:

- Use of a video
- Demonstration of real objective
- Context guess word
- Related vocabulary
- Vocabulary puzzle
- Dealing with meaning
- Use ICT
- Guess word
- Relative vocabulary
- website

4.6.2 What is a technique?

A technique is a method of doing some tasks or performing something or can also refer to someone’s skillfulness with the fundamentals of a particular task.

4.6.3 What are vocabulary techniques?

Vocabulary techniques are tools that help to develop vocabulary, it is an important part of teaching a second language, there are literally and innumerable amounts of techniques that teachers can apply when they educate.

4.6.4 Benefits by use vocabulary technique.

- ❖ It can be an additional tool for the use of the teacher.

- ❖ This methodological resource makes a pedagogical mediation of interaction between the educator and the students.
- ❖ The educator help to encourage their students to expand vocabulary
- ❖ The learners can learn new words by using different techniques of teaching, to improve writing and other skills, such as scan dictionary for words unknown to them.
- ❖ The teacher apply the ITC's

4.6.5 Redman (1986) suggests three techniques can be used in teaching vocabulary

1. Visual Techniques

- a) Visual
- b) Mime and Gesture

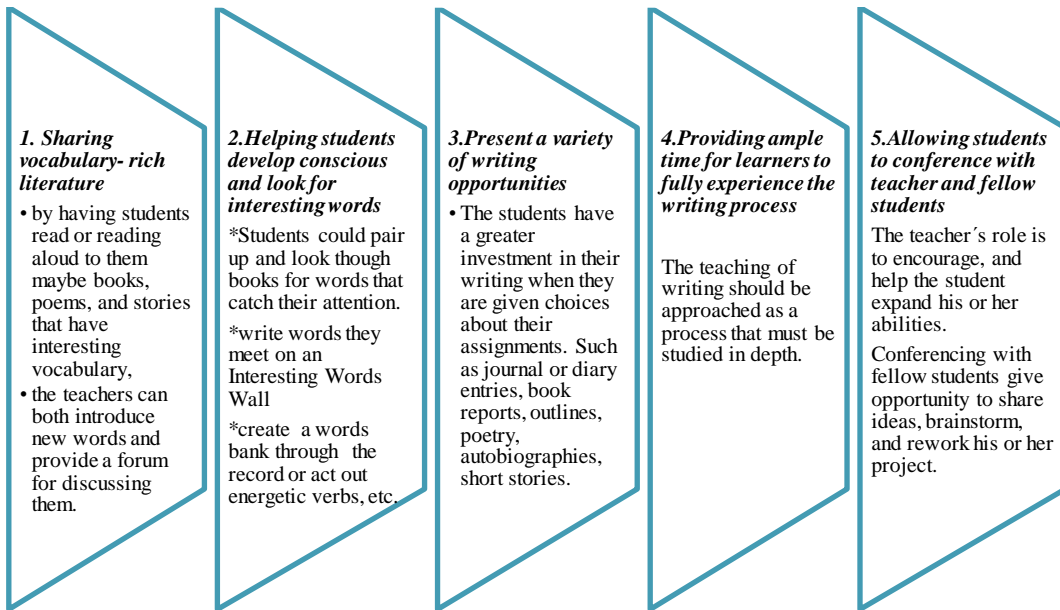
2. Verbal Techniques

- a) Use of illustrative situations (oral or written)
- b) Use of synonyms and definition
- c) Scales

3. Translation

4.6.6 Using Vocabulary to Improve Writing Skills

Brynildssen (2000) Give the following are techniques teachers can use to create a writing-centered classroom:



Author: Tanny Alvarado

Technique # 1

Vocabulary techniques: Use of the video	
Vocabulary; Daily routine writing techniques:	Organizing text: completion Creating texts: write
Time: 40minutes	Materials: video song and flashcard
Objective: To increase vocabulary through video to improve writing	

The screenshot shows a Wix website interface. At the top, there's a navigation bar with 'WIX' and 'Páginas: Techniqu...'. Below that, the main heading reads 'Escuela de Educacion Basica Presidente Tamayo' and 'Vocabulary Techniques to Improve Writing Skills' by Tanny Alvarado De La Torre. A menu lists techniques: 'BIENVENIDOS', 'Vocabulary techniques', 'Technique:Use the video 1', 'Technique:Real Objective2', and 'Technique: contextual guess work More'. The central content area includes a video player showing a classroom scene with the text 'I go to school.' and a worksheet titled 'Worksheet #1' with activities like 'Wake up', 'Wash my face', and 'Brush my teeth'. The bottom of the screenshot shows a Windows taskbar with various application icons and the system clock at 23:22 on 14/08/2017.

Procedure:



The teacher selects a song that contains a series of actions, this video shows the words.

They select one of them and appears a video from YouTube with the song chosen.

Provide the learners the words of the song and repeat the song necessary time.

Ask them to write a sentence that incorporates as many of the words as possible.

This activity is best done after the learners have seen the video.

- As they learn how to use more vocabulary properly
- Will see an improvement in their writing and speaking.

Source:

[http://editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?](http://editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?MetaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04)
MetaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04

Technique # 2

Vocabulary Techniques: Demonstration of Real Objects, Models and Pictures

Writing technique: Organizing texts: writing from notes
Creating texts: short paragraph

Vocabulary : adjective

Objective: To develop through descriptions of different objects: color, drawing, and picture.

Color	Gender	Adjective
Blue	Male	Blue
Blue	Female	Blue
Green	Male	Green
Green	Female	Green
Yellow	Male	Yellow
Yellow	Female	Yellow
Red	Male	Red
Red	Female	Red
Pink	Male	Pink
Pink	Female	Pink
Black	Male	Black
Black	Female	Black
White	Male	White
White	Female	White

Adjective	Comparative	Superlative
Good	better	best
Fast	faster	fastest
Smart	smarter	smartest
Happy	happier	happiest
Beautiful	more beautiful	most beautiful
Expensive	more expensive	most expensive
Old	older	older
Young	younger	younger
Big	bigger	bigger
Small	smaller	smaller



- This technique is effective to teach beginners
- contains realia, visual aids and demonstration
- Teacher should make frequent use of such model to teach vocabulary efficiently, such as color, drawing and picture can be used to explain the meaning of things, actions, qualities and relations.

Source:

<http://editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04C>

Technique # 3

Vocabulary techniques: Contextual Guess work

Writing Techniques : Organizing text: completion

Creating texts: writing from a picture

Vocabulary: greeting

Objective: introduce yourself to other people through dialogue.



Procedure :



- The teacher walks around the class introducing himself-herself to learners. use "hello. My name's _____. What's your name?"
- Put up these picture
- Encourage the students to work in pair
- Tell the students to repeat the dialogue. then cover, or rubout, the names and complete the dialogue on the board.
- When everyone has finished, write in the missing words on the board each one to check their work.

Source:

<http://editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04CF>

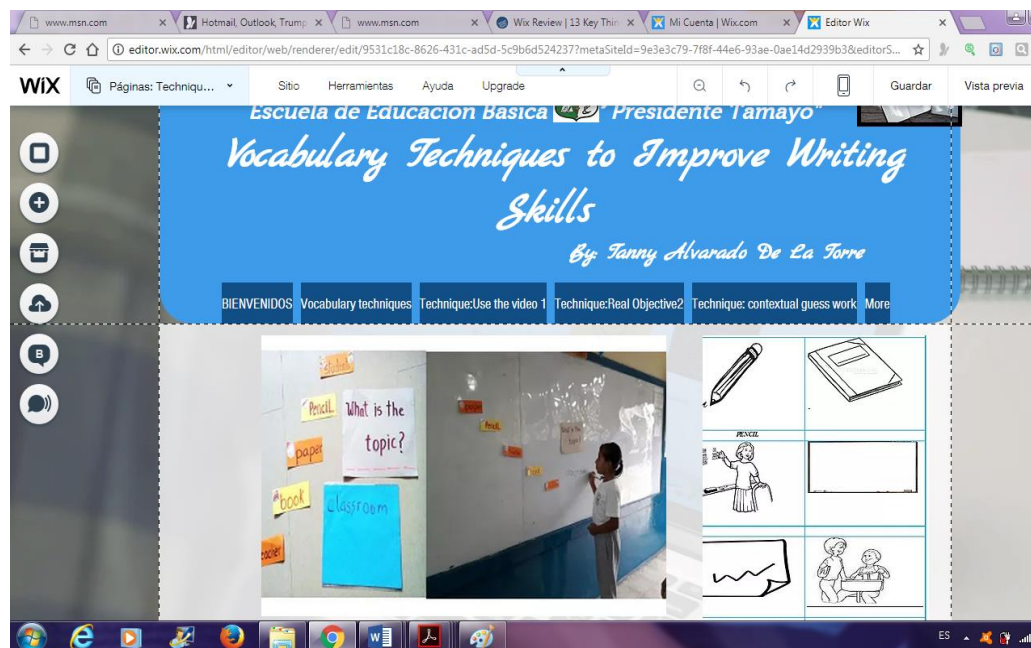
Technique # 4

Vocabulary techniques: *Related Vocabulary*

Writing techniques: *Organizing text: completion*
Creating texts: writing from a picture

Vocabulary: classroom

Objective: to relate the topic with other words to learn meaning.



Procedure:

- After teaching a theme, the teacher should remember to the students related vocabulary to the topic
- The students build their own flashcards
- The learners work in group, change cards and collocate them on the floor or board
- The other students read all words then write on the board the topic

Source:

editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04CF

Technique # 5

Vocabulary techniques: Vocabulary Puzzle

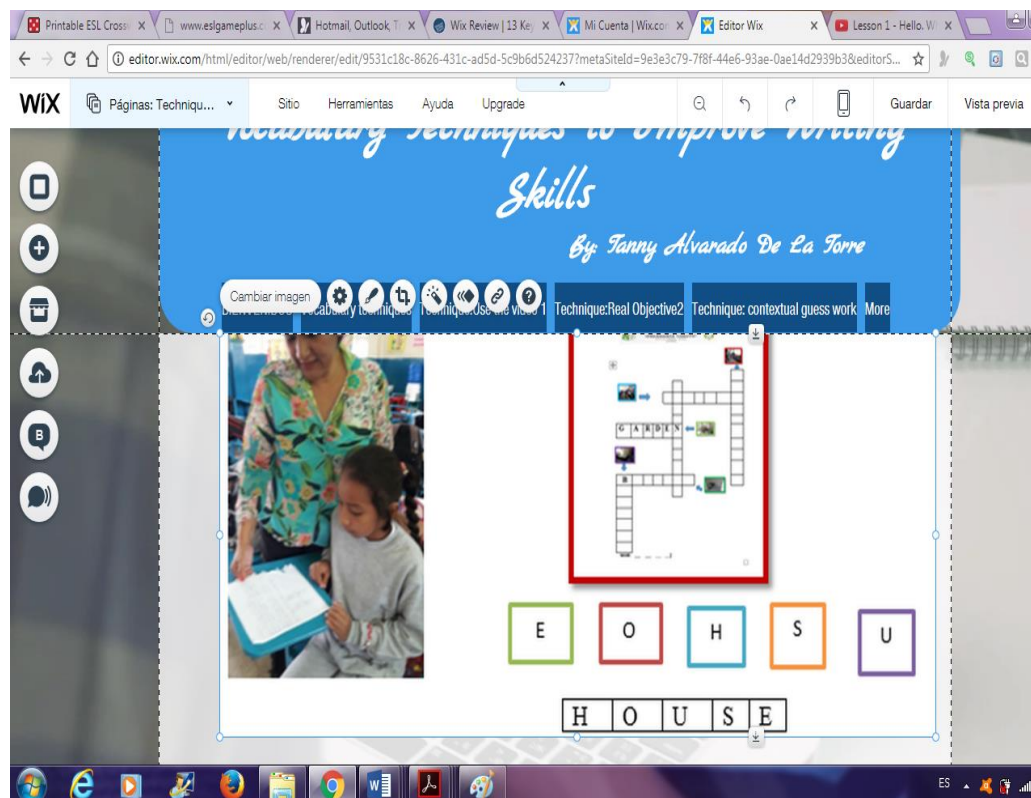
Vocabulary; Parts of the house

Organizing text: completion

Writing technique:

Creating texts: responding to at text

Objective : Identify the words through pictures or words cut to develop writing



The screenshot shows a Wix website editor interface. The main content area displays a blue header with the text 'Vocabulary techniques to improve writing Skills' and 'By: Fanny Alvarado De La Torre'. Below the header is a grid of images, including a woman and a child reading. To the right of the images is a crossword puzzle grid. Below the grid is a word bank with letters E, O, H, S, U. The word 'HOUSE' is shown in a grid below the letters.

Procedure:



- Download a printable puzzle template
- The learner sees the picture, takes a marker and writes words
- Then cuts it up, repeats for as many words as to want.
- Mix the pieces up. Students have to reassemble the puzzle

Source:

editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04CF

Technique # 6

Vocabulary techniques: Dealing with meaning

Vocabulary: Famous people

Writing techniques:

Organizing text: Reordering

Creating texts: write and do

Objective: To research information in the internet to know new words.

The screenshot shows a Wix website editor interface. The main content area is divided into two columns. The left column is titled 'Famous People' and contains a diagram with the following information:

- Name:** Alex Aguinaga
- Born:** Ecuador 1968
- Characteristic:** midfielder, Soccer player, Was named the best foreign player
- Participation:** Debut Deportivo club, The Mexican Nexaca, Football club, LDU Sporting club

The right column is titled 'Worksheet # 6' and contains a word bank and a list of sentences to complete:

Complete information with the words in the box.

Very good plays, born, became, football, 16, named, midfielder

1. He was _____ in 1968
2. His playing position is _____
3. Alex Aguinaga is a _____ Ecuadorian soccer player.
4. He made his pro debut for the local Deportivo Quito Club at the age of _____
5. He was _____ the best foreign player in the 1990s.
6. At present he _____ plays for LDU sporting club.
7. In 1989 he _____ part of the Mexican Nexaca football club.
8. He made his pro debut for the local Deportivo Quito Club at the age of _____



Procedure:

- Research about famous people
- Work in pairs or groups
- The students can use a frayed model
- Complete information with the words in the box.

Source:

editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04CF

Technique # 8

Vocabulary techniques: Guess the Word

Vocabulary: drawing

Organizing text: completion

Writing technique:

Creating texts: responding to at text

Objective: To know the meaning of the word to guess target words

The screenshot shows a Wix website editor interface. The main content area displays a page titled 'Skills' by Tanny Alvarado De La Torre. Below the title, there are navigation tabs: 'BIENVENIDOS', 'Vocabulary techniques', 'Technique:Use the video 1', 'Technique:Real Objective2', and 'Technique: contextual guess work'. The central image shows a classroom scene with a teacher and students. To the right, there is a 'Guess the Word' worksheet with four boxes containing drawings of a bird, a horse, a cow, and a dog. Below the drawings is a grid of letters: C, T, H, F, O; L, M, B, S, K. The browser's address bar shows the URL: editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorS...



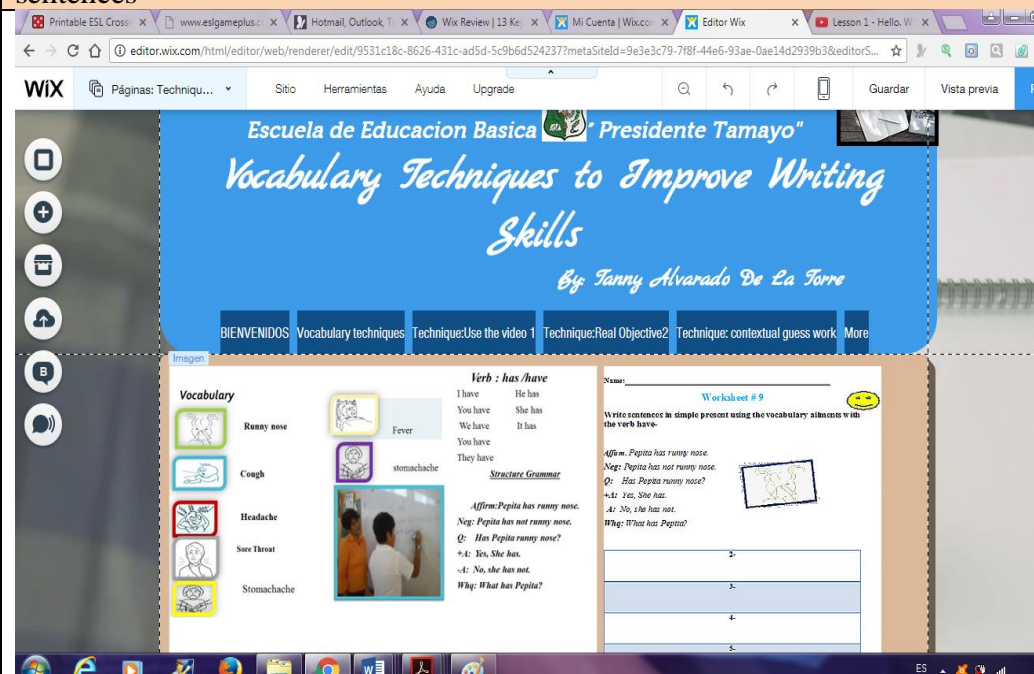

Procedure:

- The teacher gives a list of words or different pictures to the students
- Group A** gives a definition or sentences without saying the target words.
Group B has to guess what the word is. Once they get it right, write on the board the target word.
Group B makes a new sentence with a different word.

Source:

editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04

Technique # 9

Vocabulary Techniques: Related Vocabulary and Grammar	
Writing Technique:	Organizing text: matching Creating texts: write sentence
Vocabulary: Ailments and verb Have	
Objective: To identify the meaning word by grammar structure to write correct sentences	
	
	<p>Procedure</p> <ul style="list-style-type: none"> • Teacher gives a list of words to the students and teaches grammar structure in different time. • Each student writes sentences in the board with the verb have (affirmative, negative, question, short question) • Students are sure using structure grammar

Source:

editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F

Technique # 10

Vocabulary techniques: Web site

Objective: To create a web site with different techniques that help as the students as the teacher to develop their vocabulary and to improve the writing skill.

The screenshot shows a Wix website editor interface. The main content area displays a website for 'Escuela de Educacion Basica Presidente Tamayo'. The page title is 'Vocabulary Techniques to Improve Writing Skills' by Tanny Alvarado De La Torre. A navigation bar includes 'BIENVENIDOS', 'Vocabulary techniques', and several technique links. A 'welcome!' message addresses 'Students of eighth grade from Presidente Tamayo School'. Below this, a paragraph explains the website's purpose: to help students improve writing skills and vocabulary through activities, resources, games, and videos. The main content area is titled 'VOCABULARY TECHNIQUES' and features a grid of activity cards. Each card lists a topic and associated techniques. The topics shown are: 'Greeting / introduction', 'Part of the house', 'classroom', 'Famous people', 'Daily routine', and another 'classroom' topic. The editor interface includes a top navigation bar, a toolbar on the left, and a bottom taskbar with various application icons.

Source:

editor.wix.com/html/editor/web/renderer/edit/9531c18c-8626-431c-ad5d-5c9b6d524237?metaSiteId=9e3e3c79-7f8f-44e6-93ae-0ae14d2939b3&editorSessionId=14E483EB-2648-4779-84D9-1F99F65D04

4.7 Strategies of improvement

Chart # 19: Strategies of improvement

Before the proposal	After the proposal
<ul style="list-style-type: none"> ❖ Traditional English class ❖ The learner's didn't have interest in the English class and were insecure. ❖ The teacher didn't apply proper techniques ❖ Students were with difficulties to write ❖ Students were with low level of knowledge. ❖ Students didn't know to develop their vocabulary. ❖ The learning had difficulties in the writing when they are organizing sentences ❖ The attitude of teachers is not correct 	<ul style="list-style-type: none"> ❖ Creative work using different resources. ❖ Now the students have confidence on themselves and increased the level of interaction with teacher. ❖ The teacher is innovative in the development of his or her class ❖ Learners know more words and know how to increase vocabulary and improve writing ❖ Students make sentences and short paragraphs. ❖ Increased Motivation in the learning process

Source: Presidente Tamayo School

Elaborated by: Tanny Alexandra Alvarado De La Torre.

4.8 Evaluation

It was necessary to determine the level of the writing among learners of 8th grade at President Tamayo School. Therefore. A test was taken in order to evaluate and identify in the students the need to improve. This test was designed according to the level of students with simple activities of writing and a basic vocabulary.

At the end, the proposal implementation it was taken in order to found the writing skill improvement of 8th grade students. A post-test was designed with the content of this proposal, at demonstrated a good writing and increase of vocabulary.

4. 9 Results of the diagnostic test:

Chart # 20: Results of the diagnostic test

No.	STUDENTS	SCORE
1	Baidal Suarez Mirian Eugenia	6,0
2	Balon De La Cruz Nayeli Abigail	5,8
3	Cruz Parra Mayra Ximena	5,5
4	De La Cruz Barzola Denisse Katherine	5,3
5	De La Cruz Tómalá Evelyn Nayeli	5,0
6	Del Pezo Tigreiro Julexy Elizabeth	5,0
7	González De La Cruz Melany Ercilia	5,0
8	González De La Rosa Tanny Carolina	5,0
9	González Tigreiro Evelyn Karina	5,0
10	Mero Canales Amy Magdalena	4,8
11	Perero Gonzales Joselyn Micaela	4,8
12	Perero Rosales Alison Dayana	4,8
13	Reyes De La Cruz Dennis Pamela	4,8
14	Reyes Rodríguez Milena Nicole	4,5
15	Roca De La A Shirley Fernanda	4,5
16	Rodríguez Lafnez Nallely Katherine	4,5
17	Suarez Beltrán Lorena Yazzu	4,0
18	Suarez Bermello María Cristina	4,0
19	Tigreiro Del Pezo Daniela Mishelle	4,0
20	Tigreiro Merejildo Gabriela Michelle	4,0
21	Amores Barzola Joao Gabriel	5,0
22	Arias Merino Steven Sebastián	5,0
23	Balón Granado Bryan Steven	4,8
24	Cedeño Mendoza Armando Ismael	4,8
25	De La Cruz Barrera Nicolás Alvin	4,8
26	Del Pezo Del Pezo Francisco Alexander	4,8
27	Lino Quirumbay Edwin Marcelo	4,5
28	Matías Herrera Edison Javier	4,5
29	Mendoza Loor Marcos Julián	4,5
30	Merejildo De La Cruz Jimmy Angel	4,0
31	Ocampo Mejillón Kevin Alexander	4,0
32	Ramírez Banda Bryan Javier	4,0
33	Reyes Loor Steven Rene	4,0
34	Rocafuerte Cruz Isidro Daniel	4,5
35	Rocafuerte Mojica Anthony Josué	4,5
36	Rocafuerte Robles John Michael	4,5
37	Silvestre Rocafuerte Luis Alberto	4,0
38	Tigreiro Del Pezo Nick Jordán	4,0
39	Tómalá Rodríguez Joel Roberto	4,0

Source: Presidente Tamayo School

Author: Tanny Alvarado De La Torre

4.9.1 Results of the post- test

Chart # 21: Results of the post- test

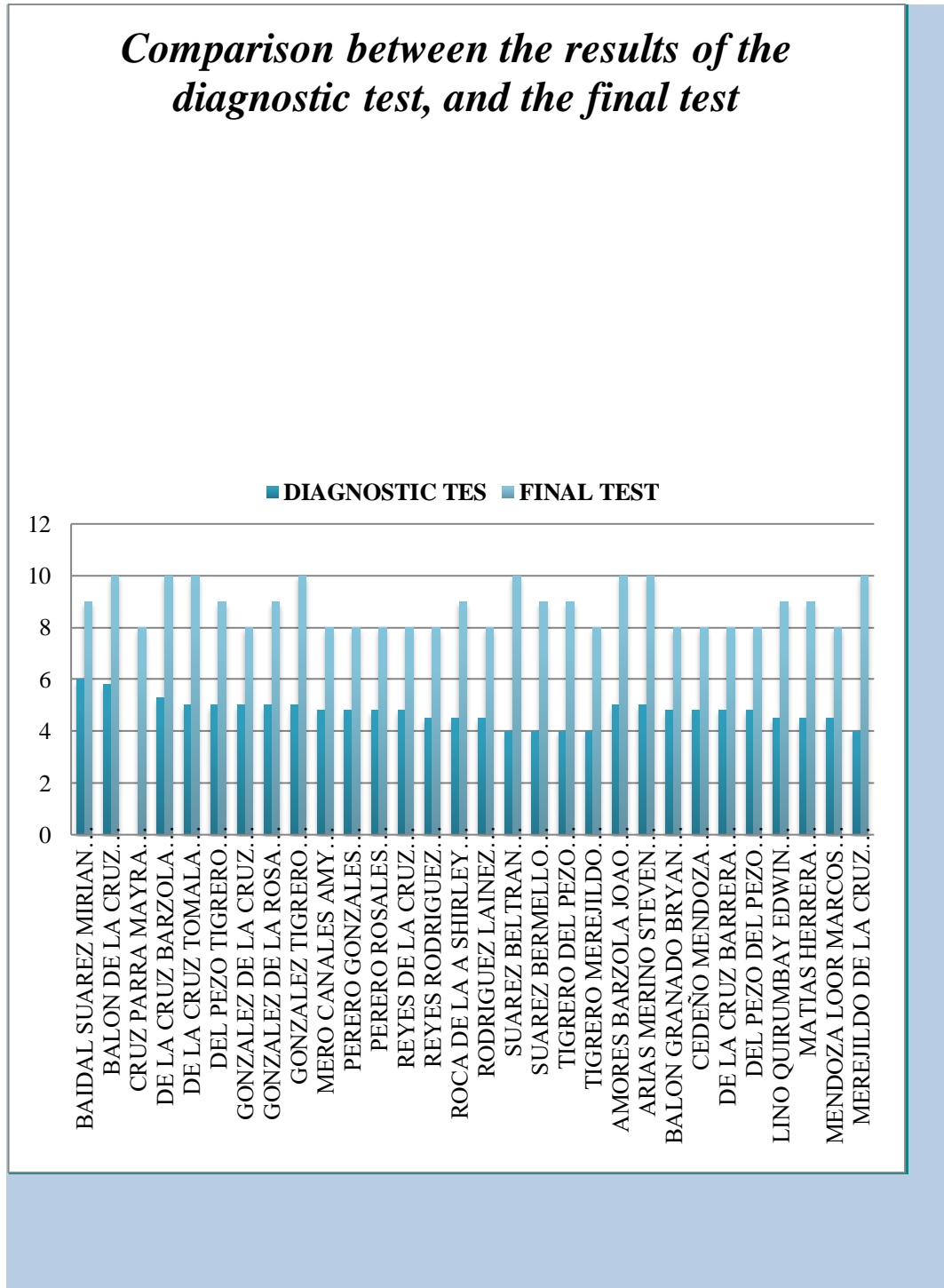
NO.	STUDENTS	SCORE
1	Baidal Suarez Mirian Eugenia	9
2	Balón De La Cruz Nayeli Abigail	10
3	Cruz Parra Mayra Ximena	8
4	De La Cruz Barzola Denisse Katherine	10
5	De La Cruz Tomala Evelyn Nayeli	10
6	Del Pezo Tigreiro Julexy Elizabeth	9
7	González De La Cruz Melany Ercilia	8
8	González De La Rosa Tanny Carolina	9
9	González Tigreiro Evelyn Karina	10
10	Mero Canales Amy Magdalena	8
11	Perero Gonzales Joselyn Micaela	8
12	Perero Rosales Alison Dayana	8
13	Reyes De La Cruz Dennis Pamela	8
14	Reyes Rodríguez Milena Nicole	8
15	Roca De La A Shirley Fernanda	9
16	Rodríguez Láinez Nallely Katherine	8
17	Suarez Beltrán Lorena Yazzu	10
18	Suarez Bermello María Cristina	9
19	Tigreiro Del Pezo Daniela Mishelle	9
20	Tigreiro Merejildo Gabriela Michelle	8
21	Amores Barzola Joao Gabriel	10
22	Arias Merino Steven Sebastián	10
23	Balón Granado Bryan Steven	8
24	Cedeño Mendoza Armando Ismael	8
25	De La Cruz Barrera Nicolás Alvin	.8
26	Del Pezo Del Pezo Francisco Alexander	8
27	Lino Quirumbay Edwin Marcelo	9
28	Matías Herrera Edison Javier	9
29	Mendoza Loor Marcos Julián	8
30	Merejildo De La Cruz Jimmy Angel	10
31	Ocampo Mejillón Kevin Alexander	9
32	Ramírez Banda Bryan Javier	8
33	Reyes Loor Steven Rene	7
34	Rocafuerte Cruz Isidro Daniel	7
35	Rocafuerte Mojica Anthony Josué	8
36	Rocafuerte Robles John Michael	9
37	Silvestre Rocafuerte Luis Alberto	9
38	Tigreiro Del Pezo Nick Jordán	7
39	Tomala Rodríguez Joel Roberto	7

Source: Presidente Tamayo School

Author: Tanny Alvarado De La Torre

4.10 Analysis of the students' results

Graphic # 17 Analysis of the students' results



4.11 Conclusions and Recommendations

CONCLUSIONS	RECOMMENDATIONS
<p>Students improved a little of their writing skills using vocabulary techniques.</p>	<p>It is recommended that teachers helped the enhance of writing skill in the students, through vocabulary techniques that be implemented severely</p>
<p>The increase of different technique were necessary to improve the writing skill and vocabulary. The students were more enthusiasm during the teaching process and conclusion, they had chance to practice the writing skill correctly, increase vocabulary and develop other skills</p>	<p>It is recommended to increase activities that enthusiasm the students during teaching learning and that the teacher always has positive attitude in the moment he gives his class.</p>
<p>Learning of new words was easy encouraged to improve writing in students of 8th grade at President Tamayo school, through specific activities that stimulated work collaboratively.</p>	<p>It is suggested to implement vocabulary techniques to improve writing skill, the teacher searches tools such as web site should be used in the classroom.</p>

4.12TIMETABLE

Chart # 22: Timetable

N°	Months Activities	2017 – 2018																											
		August				September				October				November				December				January				February			
		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	Socialization with thesis advisor.																												
2	Thesis Designing.																												
3	Elaboration Chapter I.																												
4	Chapter I Progress.																												
5	Elaboration Chapter II.																												
6	Field Research at “Institution”.																												
7	Survey Implementation.																												
8	Analysis and interpretation of results																												
9	Elaboration Chapter III.																												
10	Chapter III Progress.																												
11	Elaboration Chapter IV and V.																												
12	Implementation of activities.																												
13	Review of Thesis draft.																												
14	Delivery of final work																												
15	Pre-defense of thesis																												
16	Defense of Thesis at Academic Counsel.																												
17	Graduation day.																												

Author : Tanny Alvarado De La Torre

4.13 General Resources

Chart # 23 Budget

R E S O U R C E S	HUMANS	1 Institution Director 2 English Teachers 39 Students 1 Investigator	
	TECHNOLOGICAL	Internet	100,00
		Camera	300,00
		Printer	120,00
		Pen drive	10,00
CDs		5,00	
MATERIALS		20,00	
	Sheets	5,00	
	Copies	5,00	
	Worksheets	100,00	
	Bookbinding	10,00	
OTHERS	Transportation	80,00	
	Others	30,00	
	TOTAL		\$785 ,00

Source: study cost

By: Tanny Alvarado De La Torre

4.14Bibliography

Brynildssen, S. (2000, noviembre 08). *vocabulary's Influence on Successful writing*. (e. a. ERIC clearinghouse on Reading, Editor) Retrieved from <https://eric.ed.gov/?id=ED446339>

Mc Carten, J (2007). *Teaching vocabulary*. United States of America: Cambridge University Press.

Dhand, H. (2008). *vocabulary - drill*. New Delhi: S.B. Nangia.methods-and-techniques-teaching-vocabulary/

Mc Carten, Jeanne (2007). How Teach Vocabulary. En Cambridge, *Teaching Vocabulary* (pág. 19).New York: Cambridge University. Obtenido de how can we help learner learn vocabulary.

Mc Carten, J. (2007). *Teaching Vocabulary*. United States of America: Cambridge University Press.

Harmer. Jremy(2004). *The practice of English language teaching*. Logman.

Harmer,J(2007). How teaching writng. Malaysia,VVP: Logman.

Harmer, J(2007). *How to Teach Writing*. Malaysia,VVP: Logman.

Harmer, J. (2007). Practice English Language teaching. Logman.

Harmer, J (2007). Why teach writing. En *How to Teach writing* (first ed.). Malaysia: Addison Wesley Logman Limited. Obtenido de www.logman Limited 1998

kerstin, H. (2013). *Techniques for learning vocabulary*. Obtenido de <http://fluentlanguage.co.uk/blog/techniques-for-learning-vocabulary>

Kerstin, liss. (2013). *Techniques for Learning Vocabulary*. Obtenido de <http://fluentlanguage.co.uk/blog/techniques-for-learning-vocabulary>

Manzano J. Robert, K. R. (2015). *vocabulary for New Science Standards*. United State of Amerieditorial assistant/ sataff writer.

Manzano J. Robert, K. R. (2015). *Vocabulary for New Science Standards*. United State of America.

Pedronzo, M. J. (mayo de 2012). *Teorias del aprendizaje (Jean Piaget , Lev vigotsky*.

Redman, G. a. (1986). *vocabulary*. Obtenido de Technique.

Richard, W. M. (1994). *CDM child Development Media*. Obtenido de <http://www.childdevelopmentmedia.com/articles/>

Virtual library (UPSE)

Bosco Pietro and Hidi Suzanne (1999) writing and Motivation. Retrieved from <http://reader.ebib.com/>

Hidi S, B. P. (1999). *biblioteca virtual*. Obtenido de reader.ebib.com/

publishing, s. e. (2011). *vocabulary*. Saddleback Educational Publishing (2011).
Vocabulary. Retrieved from <http://www.ebib.com>.

Agudo (2012) Currículo integrado hispano-británico para educación infantil y orientaciones para su desarrollo (págs. 46-48)

<http://site.ebrary.com/lib/upsesp/reader.action?docID=10751116&p00=writing+motivation&ppg=45>

REFERENCES

- ❖ http://www.fundacionarauco.cl/_file/file_3881_gu%C3%ADas%20did%C3%A1cticas.pdf/
- ❖ <http://iteslj.org/Techniques/Mehta-Vocabulary.html>
- ❖ <http://tutorsofliteracy.blogspot.org>
- ❖ <http://www.oup.com>
- ❖ <http://iteslj.org/Techniques/Mehta-Vocabulary.html>
- ❖ <http://english-tonight.com/8-tips-to-improve-english-writing-skills/>
- ❖ <http://www.learntowritenow.com/wp-content/uploads/2012/12/STAGES-IN-WRITING-DEVELOPMENT.pdf>

- ❖ *Innovative Methods and Techniques of Teaching Vocabulary*. (2008). Retrieved from <http://ijellh.com/innovative-methods-and-techniques-teaching-vocabulary/>

- ❖ Need, Skills You. (2011- 2017). *skills You Need.com*. (J. Bibliotecas Nacional de Gales y Brita Producer) Retrieved from <https://www.skillsyouneed.com/writing-skills.html>

- ❖ Lado. (1955). *Techniques/mehta vocabulary. html*. Retrieved from <http://iteslj.org/Techniques/Mehta-Vocabulary.html>

- ❖ Richard, W. M. (1994). *CDM child Development Media*. Retrieved from <http://www.childdevelopmentmedia.com/articles/>



UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

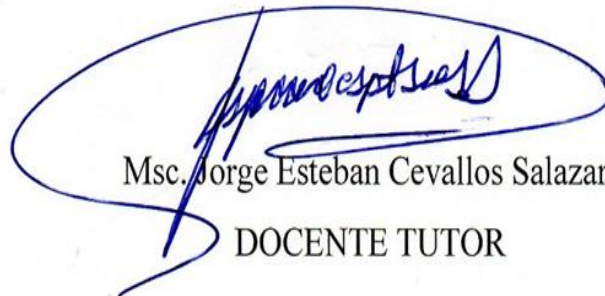
La Libertad, 14 de Septiembre del 2017

CERTIFICADO ANTIPLAGIO

En calidad de tutor de titulación denominado “ **VOCABULARY TECHNIQUES TO IMPROVE ENGLISH WRITING SKILLS TO STUDENTS OF EIGHTH YEAR AT THE PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA PROVINCE 2016 – 2017**”, elaborado por la estudiante **TANNY ALVARADO DE LA TORRE**, egresada de la Carrera de Licenciatura en Inglés, de la Educación, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema **URKUND**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto se encuentra con **3 %** de la valorización permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud

Atentamente,



Msc. Jorge Esteban Cevallos Salazar.
DOCENTE TUTOR



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

Report Urkund

Hotmail, Outlook, Trump x Correo - tannydeheredia x D27650928 - Proposal ta x Google

Es seguro | <https://secure.orkund.com/view/27400060-260734-626231#q1bKLvayjibQM>

URKUND

Documento	Proposal tanny.docx (D27650928)
Presentado	2017-04-27 16:24 (-05:00)
Presentado por	tannydeheredia@hotmail.com
Recibido	jcevalloss.upse@analysis.orkund.com
Mensaje	Tanny Alvarado Mostrar el mensaje completo

3% de estas 14 páginas, se componen de texto presente en 4 fuentes.

Fuente Similitud

QMdQx1jHRMdUxOzGP1VEqzkzPy0zLTE7MS05VsjLQMzCyNDE0tTSytDS0NLMwMje3qAUA

Lista de fuentes Bloques

+	Categoría	Enlace/nombre de archivo	-
+		https://www.skillsyouneed.com/writing-skills.html#ixzz4XIGGeA9R	✓
+		http://ijellh.com/innovative-methods-and-techniques-teaching-vocabulary/	✓
+		BRD207s2_15_uid_32465966_fname_3567_1446186483_67221.docx	✓
+		Gonzalez Alexandra Final Exam.docx	✓
+	Fuentes alternativas		
+	La fuente no se usa		

0 Advertencias. Reiniciar Exportar Compartir



ESCUELA DE EDUCACIÓN BÁSICA



“PRESIDENTE TAMAYO”
JOSÉ LUIS TAMAYO - SALINAS
2777651

Muey, 15 de Diciembre del 2015

Señorita

Tanny Alexandra Alvarado De La Torre

EGRESADA EN LA CARRERA DE LICENCIATURA EN INGLÉS

Universidad Estatal Península de Santa Elena

Ciudad.-

De mis consideraciones:

En contestación a su oficio de fecha, Diciembre 15 del 2015, debo comunicar que cuenta con nuestra aceptación para la ejecución de su Proyecto de Titulación cuyo tema es **“VOCABULARY TECHNIQUES TO IMPROVE ENGLISH WRITING SKILLS, TO STUDENTS OF EIGHTH YEAR AT PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA PROVINCE. 2017 - 2018”**, por lo que brindaremos las facilidades a fin que pueda cumplir con vuestro objetivo.

Particular llevo a su conocimiento para los fines consiguientes.



Atentamente,


Ddo. Juan Pablo Parrales
RECTOR



ESCUELA DE EDUCACIÓN BÁSICA



“PRESIDENTE TAMAYO”
JOSÉ LUIS TAMAYO - SALINAS
2777651

Muey, 29 de enero del 2016

Lcdo. Juan Pablo Parrales
RECTOR DEL COLEGIO FISCAL
“PRESIDENTE TAMAYO”

En uso de mis atribuciones,

CERTIFICO:

Que **Tanny Alexandra Alvarado De La Torre con C.I. 0911750545**, realizó en nuestra institución su trabajo de investigación previo a la obtención del título de Licenciado en Inglés con el tema: **“Vocabulary Techniques to improve English writing skills to students of eighth year at the Presidente Tamayo School, Salinas, Santa Elena Province 2017– 2018”**.

Es todo lo que puedo informar en honor a la verdad y autorizo a la egresada Tanny Alexandra Alvarado De La Torre, dar el presente documento el uso que estime conveniente.



Atentamente,

Lcdo. Juan Pablo Parrales
RECTOR



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS
REGISTRÓ DE CONTROL DE TUTORIAS PRESENCIALES

HORAS DE TUTORIAS	FECHAS DE TUTORIAS	ACTIVIDADES REALIZADAS PROGRESO DE INVESTIGACION	OBSERVACIÓN	FIRMA TUTOR	FIRMA ESTUDIANTE
5	Feb 2- 6	Planteamiento del problema	completado	Jorge Cevallos	Tanny Alvarado
5	Mar 1-4	Elaboración Capítulo	completado	Jorge Cevallos	Tanny Alvarado
5	Mar 23-30	Revisión Capítulo I	completado	Jorge Cevallos	Tanny Alvarado
5	Abril 1-15	Elaboración Capítulo II	completado	Jorge Cevallos	Tanny Alvarado
5	Abril 18	Revisión capítulo II	completado	Jorge Cevallos	Tanny Alvarado
5	Mayo 9	Capitulo III	completado	Jorge Cevallos	Tanny Alvarado
5	Mayo 15	Revisión Capitulo III	completado	Jorge Cevallos	Tanny Alvarado
5	Junio 5-20	Elaboración Capítulo IV	completado	Jorge Cevallos	Tanny Alvarado
5	Junio 28	Revisión Capítulo IV	completado	Jorge Cevallos	Tanny Alvarado
5	Julio 3	Revisión final de tesis	completado	Jorge Cevallos	Tanny Alvarado



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER**

Interview to the Principal of Presidente Tamayo School

TOPIC: VOCABULARY TECHNIQUES TO IMPROVE ENGLISH WRITING SKILLS, TO STUDENTS OF EIGHTH YEAR AT PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA PROVINCE. 2017 - 2018.

- 1: Why do you consider learning English important?**
- 2: Do you think traditional learning should be changed .why?**
- 3: How many hours weekly do students study English?**
- 4: Do you believe that the application of vocabulary techniques will improve students in the writing skill?**
- 5: Why is motivation is important in education?**
- 6: Do you think that an English guidebook could help students?**
- 7: would you like to have a guidebook to increase the writing skill of your students?**



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER

Interview guided to the Teacher

TOPIC: VOCABULARY TECHNIQUES TO IMPROVE ENGLISH WRITING SKILLS, TO STUDENTS OF EIGHTH YEAR AT PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA PROVINCE. 2017 - 2018.

1: Why are writing skills important?

2: What activities are essential to develop the writing skills in the students?

3: Do you consider that your students are capable of writing short phrases or sentences? Why or Why not.

4: How do you motivate your students to learn English?

5: Do you think vocabulary techniques might improve the writing skill of your students?

6: What advice would you give to educators that are teaching writing to teenagers?

7: Do you think a guide with several vocabulary techniques will increase the writing skill?

8: Do you think that learning grammar is very important to develop the writing skill?



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

ENGLISH LANGUAGE CAREER

INTERVIEW GUIDED TO THE SPECIALIST

TOPIC: VOCABULARY TECHNIQUES TO IMPROVE ENGLISH WRITING SKILLS, TO STUDENTS OF EIGHTH YEAR AT PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA PROVINCE. 2017 - 2018.

1: Why is English important ?

2: What techniques do you use to teach writing ?

3: How do you teach vocabulary to your students ?

4: What advice would you give to educators who are teaching English vocabulary and English writing ?

5 : How do you motivate your students to learn English ?

6: What are the most common problems students face when they are learning writing?



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER

SURVEY TO STUDENTS

TOPIC: VOCABULARY TECHNIQUES TO IMPROVE ENGLISH WRITING SKILLS, TO STUDENTS OF EIGHTH YEAR AT PRESIDENTE TAMAYO SCHOOL, SALINAS, SANTA ELENA PROVINCE. 2017– 2018

INSTRUCTIONS:

Read the questions carefully in order to answer this survey. Mark with a x that you consider correctly. Your answers will be very important for this research.


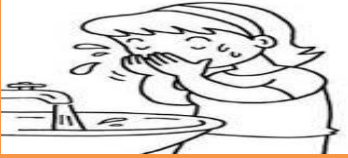


No.	QUESTIONS	YES	NO	MAYBE
1	Do you think that learning English is important nowadays?			
2	Do you like your English class?			
3	Would you like that English Teacher includes different activities in his classroom?			
4	Does your teacher apply techniques in the classroom when he is teaching writing or any other skill?			
5	Are you able to write your ideas in English?			
6	Do you consider that the knowledge of words (vocabulary) is very important to develop the writing			
7	Do you consider that writing is an essential skill?			
8	Do you think that a guide of vocabulary techniques might develop other English skills as writing?			
9	Do you consider that your teacher should increase vocabulary to improve the writing in classroom?			
10	Would you like that teacher to apply a wide range of techniques in order to better your English?			

Material to print from “Vocabulary technique to improve English writing skills” website

Names: _____

Write the daily routines in each picture, using adverb of frequency

Worksheet # 1

	<p><i>I usually wake up at 6 am</i></p>
<p>Wake up</p>	
 <p><i>Wash my face</i></p>	<hr/> <hr/> <hr/>
 <p><i>Brush my teeth</i></p>	<hr/> <hr/> <hr/> <hr/>
 <p><i>Go to School</i></p>	<hr/> <hr/> <hr/> <hr/> <p>--</p>

Names: _____

Worksheet # 3

1. Work in pairs, practice the dialogue and each student write their part
2. Complete with an greeting or introduction
3. Get learners to compare their dialogues using different names.



*Hello, My name is Marcos.
What is your name?*



*My name's Alisson.
Nice to meet you
Nice to meet you, too*

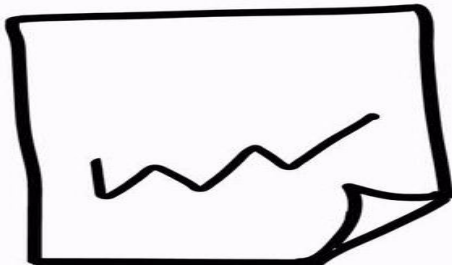
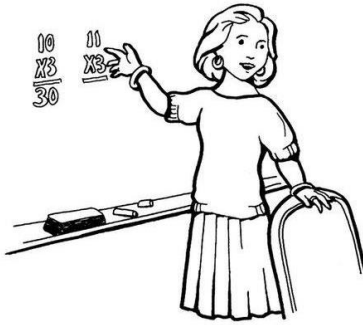
NAME: _____

Worksheet # 4



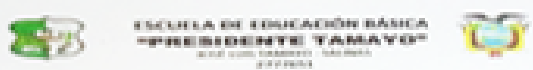
CLASSROOM OBJECT

write the name



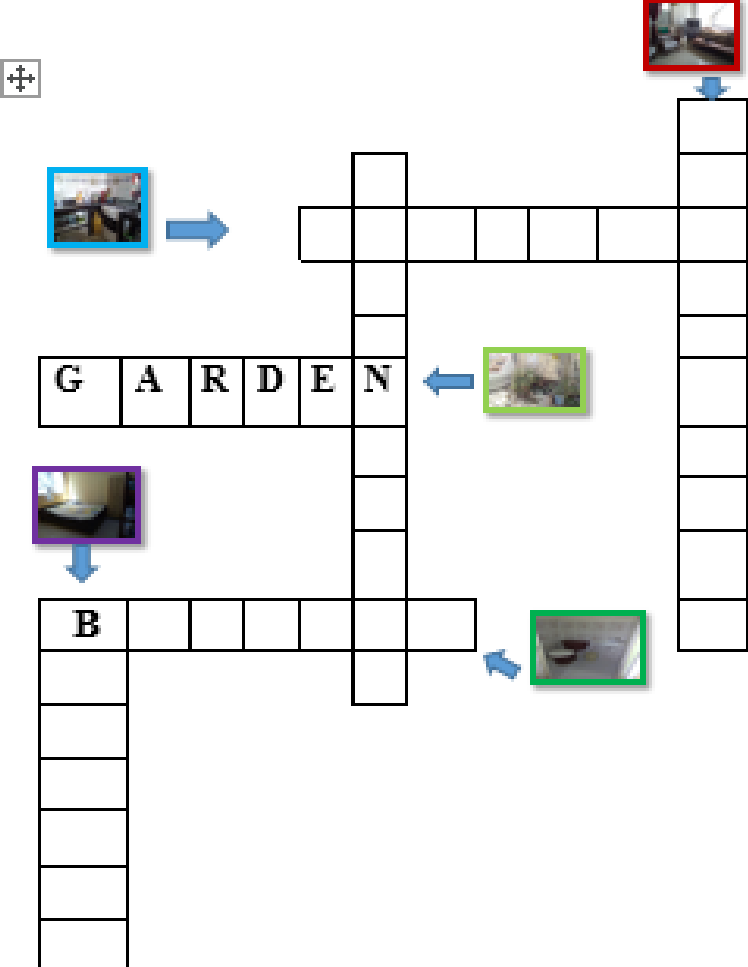
NAME: _____

Worksheet # 5



ESCUOLA DE EDUCACIÓN BÁSICA
"PRESIDENTE TANAYA"
CALLE 1000 TORREÓN - TAPACHULA
GUATEMALA

+



The crossword puzzle grid is partially filled with the following words:

- Across 4: G A R D E N
- Across 5: B

Clues and images:

- Across 4: Image of a garden with a blue arrow pointing to the word.
- Across 5: Image of a bed with a purple arrow pointing to the word.
- Across 6: Image of a hand holding a pen with a green arrow pointing to the word.
- Across 7: Image of a road with a blue arrow pointing to the word.
- Across 8: Image of a classroom with a red arrow pointing to the word.

NAME: _ _ _ _ _

□

Author: Tanny Alvarado De La Torre



NAMES: _____

Worksheet # 6

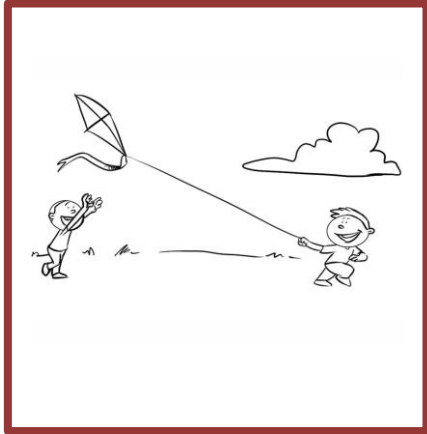
Complete information with the words in the box.

Very good	born	football	named
plays	became	16	midfielder

- 1.- *He was----- in 1968*
- 2.- *His playing position is-----*
- 3.- *Alex Aguinaga is a----- Ecuadorian soccer player.*
- 4.- *He made his pro debut for the local Deportivo Quito Club at the age of-----.*
- 5.- *He was ----- the best foreign player in the 1990s.*
- 6.- *At present he ----- plays for LDU sporting club.*
- 7.- *In 1989 he-----part of the Mexican Nexaca football club.*
- 8.- *He made his pro debut for the local Deportivo Quito Club at the age of-----.*

Name: _____

Worksheet # 8



G
U
E
E
S



W
O
R
D
S



<i>G</i>	<i>T</i>	<i>W</i>	<i>P</i>	<i>O</i>
<i>L</i>	<i>M</i>	<i>B</i>	<i>S</i>	<i>K</i>

Name: _____

Worksheet # 9



Write sentences in simple present using the vocabulary ailments with the verb have-

***Affirm:** Pepita has runny nose.*

***Neg:** Pepita does not have runny nose.*

***Q:** Does Pepita have runny nose?*

***+A:** Yes, She does.*

***-A:** No, She doesn't.*

***Whq:** What does Pepita have?*



2-
3-
4-
5-
6-

Diagnostic test



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER**

Diagnostic Test to Eighth Grade Students from The Presidente Tamayo School

Name.....
...

Cross out the word or letter that does not belong in each group (2 point each). Ex: one ~~she~~ five ten

1. Beautiful tall small boy 4- a e m o
2. Write pencil listen look 5- 8 b v u
3. Saturday January April November 6.-Nickel baby quarter penny

2- Unscramble the letters to form words for people (2 point each)

- Ex: Oby__boy 2. Rilg _____ 4- byab _____
1. Rilg _____ 3- nmowa _____ 5- ann _____

3. - Write the numbers in words. (2 point each)

- Ex: 3- three c) 3----- f) 7----- i) 9-----
a) 4----- d) 1----- g) 10---- j) 6-----
b) 2---- e) 5----- h) 8----- k) 11-----

4- Write the correct name from the box for each numbered month (2 points each)

June	October	May	December	November	July
------	---------	-----	----------	----------	------

- 9= October 4. 31=-----
1. 1= ----- 5. 7= -----
2. 25=-----

5- Fill in the blank with the missing days of the week (2 points each)

- Ex:
Sunday _____ Tuesday _____ Thursday _____ Saturday _____

Post test



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER**

NAME:

Write the correct profession to each picture (2 point)













1. Write the name of the pictures . (2 point)













3.-Cross out the word that does not belong in each group (2 point).

Ex. Love ~~hate~~ like prefer

1. Short long gray mediun length
2. Brother aunt father son
3. Tal curly straight wavy
4. Mother daugther sister uncle
5. Blond black brown purpl

4.- Write the name of

recipe and the ingredient

Title of recipe _____

INGREDIENTS:



METHOD

Sentences Starters: Cut, Put Squeeze Mix Serve and connector

5. - Write an email to friend. Talk about yourself what kind of music you like and dislike. End your letter with question about your like and dislike. (2 point)

Interview to the Principal of institution: Lic. Juan Pablo Parrales



Interview to the English Teacher of the Institution: Lic. Cynthia Del Pezo Basilio



Interview with the Specialist : Lic. Kleber Loor Zambrano, Msc.



Interview with the Specialist : Ing. Sandra Caamaño Lopez, Msc.



Survey to the Students of eighth grade



Survey to the Students



Students taking the Diagnostic test



Students taking the Final test



STUDENTS WORK WITH WORKSHOP

