ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS CAREER

TITLE:

"THE INCIDENCE OF SOME PRACTICAL ACTIVITIES ON WRITING SKILL IMPROVEMENT FOR CHILDREN ATTENDING THE 6TH YEAR OF BASIC EDUCATION AT "HERNANDO TAQUEZ SCHOOL", DURING THE SECOND TERM, SCHOOL YEAR 2008 – 2009."

AUTHOR:

MARCIA OLINDA AYALA CHICAÍZA

ADVISORS:

Director: DR. OSWALDO VILLA T.

Co-director: Lic. MARCOS MORALES

- August 2009 -

DEDICATORY

First of all I thank to Jehova God because his holy blessings have helped me to achieve this work.

I dedicate the present work to my parents: Blanca Chicaíza and Gonzalo Ayala who gave me their love and unconditional support inculcating on me values such as responsibility and respect. Their precious collaboration has made possible to reach my goals.

I also dedicate this work to my daughter: Micaela, who knows how to give me encouragement whenever I need it. Her tenderness and sincerity are in my mind everyday teaching me everything is possible while deciding to achieve my dreams.

Marcia Ayala Ch.

ACKNOWLEDGEMENT

I thank to the "Army Polytechnic School" because it has provided me the opportunity to enrich my mind so I am able to develop my professional life sure of what I have learnt from its excellent professors. I always have it in my heart.

To the professors at the "Army polytechnic School" whose patience, vocation and professionalism have become a guide on my life.

To Dr. Oswaldo Villa, my thesis Director and to Lic. Marcos Morales, co- Director because of their professional, friendly and unselfish help and collaboration along the development of this work.

My acknowledgement to everyone of my professors who I have had along my life because their inspiration, encouragement and advice were the source of a valuable overcoming spirit in my learning way.

APPROVAL SHEET

We, Dr. Oswaldo Villa T. –Director– and Lic. Marcos Morales –Co-director– are pleased to certify that the research project under the Title "The Incidence of some Practical Activities on Writing Skill Improvement for children attending the 6th year of Basic Education at "Hernando Taquez School", during the Second Term, School Year 2008 – 2009", developed by Marcia Olinda Ayala Chicaiza, who has finished all subjects in Applied linguistics in English Program at the Army Polytechnic School, has been studied and verified in all of its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized at the corresponding Institutional instance.

Dr. Oswaldo Villa T.   Lic. Marcos Morales

Thesis Director   Thesis Co-director

INDEX

SUMMARY

Actual teaching of English demands the use of practical teaching techniques in order to get a correct language learning, therefore, the employ of ludics during the English class constitutes an essential requirement because children get to be interested in any subject mainly by means of games. It is so difficult to get children's attention by using the old memoristical methodologies where they are just mere receptors of knowledge rather than being participants of the learning activities.

Low scholar output in the foreign language area has been produced as direct consequence of passive teaching activities. Therefore, it is clearly indispensable the use of didactic material according to the level of learning, this is not just on the case of English but it can be also applied for the case of any other language learning process. Getting to keep student's attention along the whole English lesson is indispensable because it is the main tool to get success and to measure the comprehension level the teacher is achieving from his students.

Teaching must not be seen like a moment limited to an activity where the student just repeats what he is hearing from his teacher but it is also important that the teacher also realizes about the necessity of developing the four language skills. I do not mean a teacher may be able to develop at their full capability all the four skills nor mind taking into account the short time lapse of a forty five minutes class – it's impossible- but the teacher may prioritize, let's say: writing, and then use fewer time on practicing the other 3 language skills. The teacher must turn into one conductor in mixing skillfully the ludic activities so getting the students take part in the activities with pleasure. I think the use of some practical activities like: wordsoups, crossword puzzles, flash cards, scrambled sentences, mimic games and making sentences from pictures, etc, was the key "tool" that let me to get success in improving the writing skill on the children I worked with in the present project execution.

INTRODUCTION

The reality which the world population is living within the actual context of globalization makes it necessary the use of the English language as a main tool for getting communication in a general way, therefore, it is so much important the learning of this language and its correct use as in its written form as in its reading and listening and spoken ones.

The most outstanding difference we can find in this language is that between the written form of the English words and their pronunciation. Therefore, some practical activities are required in order to get a correct learning on those skills.

Within the Ecuadorian educational curriculum, the English language teaching has got to be a demanding subject as for the primary level as for the secondary and superior levels of education. In fact, at this last level, the acquisition of the English proficiency is a mandatory requirement.

Most teachers who are involved in the teaching task do not take this characteristic as a real important one. This happens because most of them have got to learn their English by the old memoristic way so they apply the same kind of activities so to teach English to their pupils. As a direct consequence, most students feel unable to develop a correct English writing.

Students feel fear or hate to the English lesson because most teachers have not used appropriate activities for teaching it. Memory is the typical teacher's main resource, this situation seem to prevail at most Ecuadorian Schools –specially on the rural area- and students get confused at differentiating between English writing and English pronunciation. Therefore, it is important to use right activities so to get active students participation at the time they get overcoming this "troublesome" characteristic of English language.

1. RESEARCH PROBLEM.

1.1. Problem Identification

It is really discouraging for a teacher to hear his/her students complaining about their writing time activities, so much it is to watch their low grades. In my opinion, I think, the learning process of the writing skill in English at the "Hernando Taquez" School – as in many other Institutions of our country - has been affected because most of the teachers have received a traditional, sometimes memorial formation which they tend to apply on their pupils. Such activities suffer of a lack in the motivational aspect which is vital for the students to understand and apply the knowledge.

According to the traditional-learning process the motivational activities just take part on a few minutes, generally on the so – called: "warm – up" stage but the facts indicate that there is a strong need of a continual motivation developed along the whole class because this is able to improve the students' academic output since it gets their attention and enthusiasm to take part on the learning process. It keeps them active not passive, they feel they are doing right and it encourages them to do the best. Of course as human beings, the students are not able to write everything perfectly but they will feel interested on keeping on their way to improve every time more and more.

The English teacher at "Hernando Taquez" School faces the problem of unmotivated students who fill their textbook mechanically, without making sense or trying to have real practice to acquire meaningful learning. So, *What would it happen if there is no an application of practical activities on the writing skill at this Institution?* The expected goals, the sense of teaching, and the student interest

would lose its space here and the students will be unable to learn, think and remember (apply) what they have been taught. There would be nonsense to have English subject if the students are no gaining knowledge from it.

I am convinced that there is a real need of interactive activities in the Institution already mentioned. Therefore, I want to help the teacher to enrich his classes with activities which change the traditional mechanistic way of teaching by means of using active exercises which arouse interest on the pupils, therefore contributing to make the learning process easier.

1.2. Secondary Problems

- *Does the students' low academic output in English writing at "Hernando Taquez" School is caused by the absence of using a variety of writing activities in the classroom?*

- *Do the students feel no stimulated to write correctly in English?*

- *Do the students feel English writing is confusing and difficult?*

- *Does the students' lack of interest on learning English is caused by the absence of suitable activities - designed according to the Ecuadorian reality- to teach children how to write properly in English?*

- *Does the students' mechanical work is caused by the monotony of working on the same activities everyday consequently they do not really learn to write perfectly in English?*

- *How can the teacher improve the students' output in written English?*

1.3. Problem Setting

The investigation was applied to 19 students of the 6th year of Basic Education at "Hernando Taquez" School of "mascarilla", a village located in the Chota Valley at Carchi Provinve, during the second term of 2008 – 2009 School Year.

1.4. Variable Working Out.

1.4.1. **Independent Variable:** Practical Activities.

1.4.2. **Dependent Variable:** Writing Skill.

Independent Variable	Conceptual definition	Dimension	Sub-dimension
Practical activities	Practical activities are exercises planned and created to provide the student with direct experience on the writing skill. They have the goal to arouse active students' participation on the learning process.	- **Differential**	Explanation, Translation
		- **Ostensive**	Objects, actions, situations.
		- **Pictorial**	Text pictures, Class pictures, slides, etc.
		- **Contextual**	Enumeration, classification, substitution.
		- **Drills**	Expression, content.
		- **Games**	Spelling, compositions

Dependent Variable	Conceptual Definition	Dimension	Sub - dimension
Writing skill	The writing skill is one of the four human productive abilities of expression since it involves language production (encoding process) whereby we communicate our ideas, thoughts, or feelings through printed symbols (letters).	**Syntax**.- Related to the order of and the relationship between the words in phrases or sentences. **Morphology.-** Entails the study of the structure of words in a language	*Vocabulary.-* Implicates the knowledge of what a word means and where it use is suitable. *Grammar.-* Involves the employment of grammatical forms or structures and syntactic patterns *Composition*.- Entails the ability to organize correctly one's ideas in writing.

1.5. Objectives

1.5.1. General Objectives:

- To **design** Practical Activities (booklet) to improve the Writing Skill on Children attending the 6th Year of Basic Education at "Hernando Taquez School", during the Second Term of 2008 – 2009 School Year, so there could be a real improvement on their writing skill.

- To **apply** Practical Activities (booklet) to improve the Pre-writing Skill on Children attending the 6th Year of Basic Education at "Hernando Taquez School", During the Second Term of 2008 – 2009 School Year.

1.5.2. Specific Objectives:

- To plan activities of writing so to improve the students' academic output.

- To motivate students' ability of expressing in written English.

- To evaluate the students output in written English in order to prove the activities' effectiveness.

1.6. Justification

The present project intends to lead to a meaningful contribution within the educational area directed to improve the learning of the writing skill on the English language and in order to get it, I think that motivation is the main element because writing begins when students' interests are mixed with opportunities for creativity, or when the teacher provides the students with creative material so they feel enhanced to learn from practice.

This is the opportunity (the project execution) to prove that there are some ways to awake students' interest in writing by developing activities to intensify their motivation for writing in English. Of course, it is also important to enrich the thesis document with lesson plans for motivational writing activities so the teacher can be able to appreciate these tools and feel in freedom to use them. The present work intends to provide opportunities for teachers to use activities that develop their children's wish to write.

As educators, teachers are aware that writing activities are so much important in the education settings; as children communicate through writing, they learn important concepts. As human beings, we really understand and appreciate writing when it is part of a meaningful social context.

Among the main advantages of including motivating activities in the learning process of English writing are:

- Student – teacher relationship improves since they take part in interactive activities.
- Students write better than before and their exchanges are as far as possible natural.
- Students participate in their own language process.
- Students gain from the sense of security offer by the group (classroom mates and teacher).
- Individual talents are shared, everyone has a contribution to make, however small, weaker students often reveal unsuspected abilities, stronger students share what they know rather than trying to outdo their fellows.

PART TWO

2. THEORETICAL FRAMEWORK

Language exists in two forms, the spoken and the written and two linguistic activities are associated with them: encoding and decoding processes. The spoken form entails the skills of speaking and listening and the written form has to do with the skills of reading and writing. The present work focuses on writing.

What is writing? Writing is a skill which involves: the ability to shape the letters of the alphabet, the knowledge of the right combinations of letters and the skill of expressing oneself through the written word.

Why do I focus on writing? It is because writing makes possible the increase of retention and makes available a source for later reference. It provides the children with physical evidence of their achievements and becomes a source whereby they can appreciate their improvement.

Writing process is a pedagogical term that appears in the research of Janet Emig who published *The Composing Process of Twelfth Graders* in 1971. The term marks a shift from examining the products of writing to the composing process of writers. This focus on process, encourages composition students to see writing as an ongoing, recursive process from conception of the idea through publication. It asserts that all writing serves a purpose, and that writing passes through some or all of several clear steps.

Generally the writing process is seen as consisting of a five steps process:

- Pre-writing: planning, research, outlining, diagramming, storyboarding or clustering (for a technique similar to *clustering*, see *mind mapping*)
- Draft: initial composition in prose form
- Revision: review, modification and organization (by the writer)

- Editing: proofreading for clarity, conventions, style (preferably by another writer)
- Submittal: sharing the writing: possibly through performance, printing or distribution of written material

These steps are not necessarily performed in any given order. For example, the skills used in the prewriting process can be applied any time the writer is stuck for ideas throughout the process. It is not necessary to go through each step for every writing project attempted.

The instructional theory behind the model is similar to new product development and life cycle theory, adapted to written works. By breaking the writing cycle into discrete stages and focusing on strategies at each stage, it is hoped that writers will develop an appreciation for the process of seeing an idea through to successful completion in a logical way. Rather than presenting written works as divine acts of genius which emerge fully formed, they are shown as the fruit of several distinct and learnable skills.

The main importance of writing at lower levels of learning is that it helps students to learn. Writing new words and structures helps the students to remember them, and as writing is done more slowly and carefully than speaking, written practice helps to focus students' attention on what they are learning. So, this is a useful "tool" in order to enrich the children's learning. It must not be necessarily a tedious process, the activities must have a motivating character; we have already said that there is a deep necessity of arousing the interest, stimulating the desire of learning since traditional teaching has failed in this sense, therefore motivation is a decisive and necessary factor in the learning process we want to apply.

Motivation is a key to wake up students' interest for learning. Motivation is all that causes, canalizes and sustains the behavior of people. So, motivation is a process that incites certain conduct; just what we need: to predispose the children toward what is going to be taught, to drive him t participate actively in the writing task.

2.1. Writing.- What is it?

Writing entails the capacity of outlining letters of the alphabet and the knowledge about which is the right combination of letters to express oneself through the written word.

Sometimes people tend to think that writing and language are the same or alike concepts. They are wrong because *language* is the arranged combination of sounds which have meaning for all people in a given cultural community but on the other hand, *writing* is the graphic representation of those combinations of sounds. It means that *writing* is a symbolization of *language*.

The importance of writing remains in the fact that it helps students to learn. Writing vocabulary words, structures and paragraphs help students to remember and focus their attention on what they are learning

On learning languages, most people tend to associate their first language characteristics with the second language ones. Specially speaking on basic Education students and focusing on the 6th year students belonging to "Hernando Taquez" School, I have realized they found it confusing to write in English. We know that the English language has a particularity which most students find a big problem. It is pronounced one way but it is written another. Therefore, my goal here is to teach them writing correctly in English without leaving aside the other language skills.

In order to understand this theme better, it is necessary we begin reviewing the history of writing. How did it begin? Which were the first civilizations in using it? What were their purposes? And so on.

2.2. History Of Writing

2.2.1. Cuneiform Writing

Cuneiform writing on clay splints

Old civilizations used the cuneiform writing that surely arose in Summery, for the inscriptions on stones and splints. It consists of more than 600 characters that represent a syllable or a word. They began to be deciphered after the discovery of the Rock of Behistun (toward the 3000 B.C.), a bank located to the west of Iran. The inscriptions were in three languages: Old Persian, Babylonian and Elamite which used a common writing system: the cuneiform one. The translation was

possible thanks to the similarities between the Persian and the Babylonian language with the modern ones, and that the three transcribed the same text.

Cuneiform writing (of the Latin cuneum, ' wedge'), term applied to the signs that have this form or shape, they are engravings on clay splints, metals, stones, trails and other materials.

A very old town that lived in the occident of Asia used that technique. The oldest texts that were written are this way 5.000 years old and the most modern ones come from the I century A.C. The cuneiform writing whose origin comes from the south of Mesopotamia is believed that was invented by the Sumerians who used this procedure for writing their Sumerian language; later on, it was adapted for writing the Acadian, source language which as much the Assyrian as the Babylonian languages were derived from. Because of the importance of the Acadian -which was considered as exchange language among the towns- it was later the language of the inhabitants from Summery, and it was studied at their schools. The employment of the cuneiform writing got to be spread this way along other countries: Syria, Persia and it was also the writing for the diplomatic documents of the Egyptian empire. On the other hand, new writing systems that used wedges like basic forms for their characters were developed, but they differed from the Babylonian ones as much in the configurations as in their strict use. Such systems gave place in Syria to the appearance of the Ugric writing of the Ugric language -a Semitic language- and in Persia to the appearance of the Persian writing that represented the archaic Persian.

2.2.2. Initial Procedures For Cuneiform Inscriptions

The first cuneiform inscriptions were formed by pictograms. It cannot be said that it was simpler recording right lines on clay using a punch than to trace the irregular lines of pictograms. A sharp punch was invented on purpose to do the inscriptions and, little by little the lines of such pictograms became to be the outlines for the cuneiform characters so they got to be more and more stylized, in such a way that they hardly remembered to the initial profile of those pictograms which they arose from. At their initial stages each sign only represented to a single word. But as there were words that could not be expressed by means of a pictogram, they were represented with those other objects that resembled them (for example, by means of a star, to be standing or to go by means of a single foot) and certain symbols represented this way to more than a word. Since the words of the Sumerian were mostly monosyllabic, since their first moments signs were used as mere syllables, without keeping in mind their original meaning. Symbols that had more than a reading, such as words or ideograms also acquired the value of syllables. For that reason, with so many readings they were polyphones. It is also necessary to keep in mind that the Sumerian is a language with many words of similar or same sound, that is to say, there were many homonymous symbols.

Once developed completely, the cuneiform system possesses more than 600 signs. Almost the half was used as ideograms or syllables but the remaining ones were only ideograms. Along their existence, the system was a mixture of ideograms mixture and syllables. When it was applied to a different language, the ideograms could be used, since they were easily understood because they represented to objects. With the pass of time, people tried to simplify the writing and reduce the number of signs, mainly the polyphonic ones in order to avoid ambiguity. This was first step to establish the alphabet, in which each sign represents a sound, thing that had never happened in the cuneiform system; this stadium has only be gotten by the Ugrian and Old Persian writing.

	c. 3100	c. 2800	c. 2400	c. 600
barley				
head				
bird				
ox				
tree				
palm				

Development of pictograms to cuneiform writing

2.2.3. Attempts For Translation

Nobody suspected the meaning of the wedges when the first travelers that discovered some ruins found cuneiform writings on them, especially talking about the ruins of Persepolis city –located in what actually is Iran-. Pietro della Fences - an Italian traveler- told about the existence of an inscription of 413 lines that existed on the wall of a mountain in Behistun -to the west of Persia- and he copied some signs in the year 1621. In 1674, Jean Chardin – a French merchant - published complete groups of cuneiform characters and he realized that the inscriptions always appeared in series of three parallel ways. The first real achievement to decipher the rock of Behistun was gotten by Carsten Niebuhr -a German who was part of a Danish scientific expedition which took place between 1761 and 1767. He got success on thinking that the triple inscription had to be transcribed as an only text that was written under three different types of writing, - although they were unknown- , and in 1777 he published the first correct copy for the inscription from Behistun. That was a great trilingual inscription of Dario I, king of Persia and it was written with cuneiform characters in three languages: Persian, Elamite (before called language from Susa) and Babylonian. Those writing systems were used by the kings of Persia during the Achaemenid dynasty to get that their laws got to be known by the three nations that they ruled on.

Dario I -King of Persia

The writing of the Persian language in cuneiform characters was the first one that got to be deciphered. The German investigators: Oluf Gerhard Tychsen and Georg Friedrich Grotenfend and the Danish philologist: Rasmus Christian Rask identified some signs. Almost the whole system was deciphered by the French Eugene

Burnouf; on the other hand, the British Henry Creswicke Rawlinson, specialist in Assyrian, interpreted the text that he had copied from the mountain of Behistun and he published his results in 1846. It was possible to decipher the Persian cuneiform writing because of the knowledge that they had about the Indian Pahlavi language. The Persian system is the simplest and recent among the cuneiform writings. It consists of 36 characters that are practically alphabetical, although some signs were used with syllabic value. It also possesses a word that was used to divide. Their employment was restricted to the limits between the years 550 B.C to 330 B.C. The oldest text could be a Cyrus –the big one- inscription in Pasargadae and the most recent one belonging to Artajerjes in Persepolis (who ruled between 358 to 338 B.C.)

The writing of the Elamite language in cuneiform characters usually receives the name of second way, because it appears in second place on the trilingual inscriptions belonging to the Achaemenid kings. The first person who tried to decipher it was the Danish Neils Ludvig Westergaard in 1844. When translating, it was of great importance the fact that each word was repeated in the trilingual inscriptions, because any well-known, modern neither dead language was of help. The characters of the Elamite are quite clear, although there are doubts in the case of some words. The Babylonian version of the text of Behistun was deciphered thanks to the combined work of the French Jules Opert, the Irish Edward Hincks, the French archaeologist L. Fréderick Joseph Caignart of Saulcy and Rawlinson. The language written under this third cuneiform system presented a great similarity with the Semitic dialects that were already very well-known which was a decisive fact at the time of deciphering it. The inscriptions from Behistun were the first hint, but it is known that the Babylonian language used the cuneiform writing 2.000 years before it was employed on the stone from Behistun. They have been found many very old testimonies on cuneiform writing in Babylon, Nineveh and other places near the rivers Tigris and Euphrates. It was written on stamps, cylinders, stones, obelisks, statues and on the walls of palaces. Many ceramic splints have

appeared, some are 22 centimeters long and 15 of wide and others are very small, about two centimeters and half. There are some splints where six lines appear in a two centimeter space, therefore, it is necessary to read them with a magnifying glass.

2.2.4. Modern Knowledge About Cuneiform Writing

The definitive test that the first signs were pictograms was not gotten until the first inscriptions were found. The German Friedrich Delitzch sustained - in 1897 - a contrary point of view, when stating that the pictograms arose from a relatively small number of basic signs. He assured that the combinations of these signs gave place – as the time passed- to hundred of cuneiform signs. This theory has received a certain support, although other investigators leaned to the theory of the pictographic origin of the cuneiform signs. The American George Aaron Bartonin demonstrated it in 1913 on his work "Origin and development of the Babylonian writing" where he presented a collection of 288 pictograms belonging to the earliest cuneiform inscriptions. According to Bartonin, the first signs were drawn representing to the human body and their parts; then mammals, birds, insects, fish, trees, stars and clouds, earth, constructions, ships, furniture, domestic utensils, fire, weapons, clothes, cult objects, meshes, nets, pots and musical instruments. The excavations carried out by the German archaeologists that were carried out from 1928 up to 1931 in Uruk that today is Warka city - Iraq, they provided the oldest known examples and they were clay splints which had some pictograms written on their surface.

The transcription of the cuneiform writing has contributed mostly to the knowledge that today we have about Assyria, Babylon. The Hammurabi Code, with its cuneiform characters, is one of the most important monuments that the pre-Christian has legated us. The inscriptions that were discovered in 1929, thanks to the French excavations in Ras Shamra -north of Syria - have demonstrated that

their cuneiform characters corresponded to a consonantal alphabet. It is believed that it was used between 1400 and the 1200 B.C. The mythology written with this alphabet known by the Ras Shamra, has thrown cleared ideas about the Syrian religious life.

2.2.5. Desk Objects
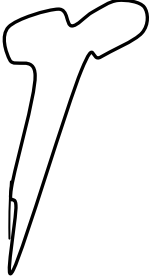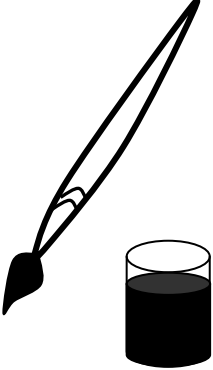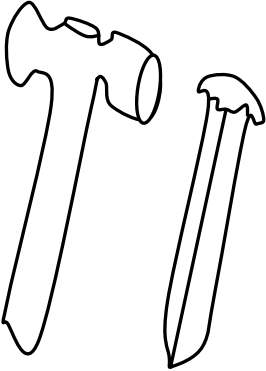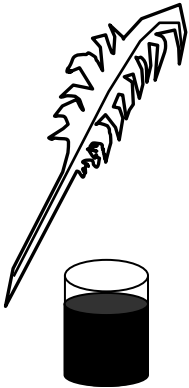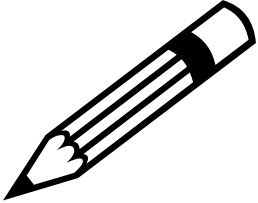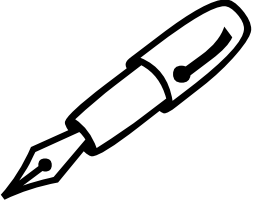
Desk objects are manual utensils used to make alphanumeric marks in or on a surface.

The inscriptions are characterized by the elimination on behalf of the surface so to record such marks. The writing tool is usually controlled by the movement of the fingers, hand, wrist and the writer's arm. The development of the desk objects in West has come marked by the interdependence between the demand and the writer's aptitudes and the available writing materials.
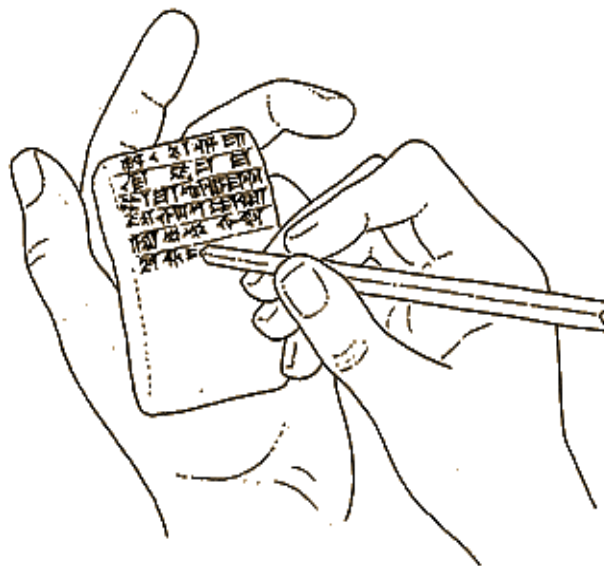
Wedge used in order to write on a soft clay splint

2.2.6. Old writing tools

Bone	wedge	sharp cane and ink	painbrush and ink
hammer / chisel	feather and ink	pencil	ink source pen

The oldest form in writing is the cuneiform one that was carried out by pressing a wooden bar consisting on three or four faces on soft mud which was immediately cooked, so the marks in wedge shape got to be marked. The next important advance in the field of the desk tools has to do with the employment of the use of the paintbrush, the hammer and the chisel. The writings found on some old Greek vessels were made with small round paintbrushes, and the first Greek letters were engraved on stone by using a metal chisel and a hammer. None of the Greek

writings show some variation on the thickness of the different letters lines; Romans introduced variations in the width of the alphabetical marks when using tools of wider edge.

At the beginning of the I century A.C., the Roman desk objects varied according to the purpose of the writings and the surface used. The unimportant writings and the school exercises often were carried out with metallic or bony punches on small wooden splints covered with wax. The letters shape was scratched on the waxed surface with the end of the punch, while the corrections were made with the blunt end of the tool.

Durable writings were carried out on papyrus with a sharp cane submerged in ink. The rough surface of the papyrus was suitable for this pointed utensil: the resulting writing resembles the one found on waxed splints. Flat paintbrushes and canes of blunt tip were used for the refined surfaces, like certain specially treated skins of animals (parchment), and on stone walls, the inscriptions were carried out with hammer and chisel, but the style of such letters, as well of thick as fine lines reveals the use of tools with wide edge.

2.2.6.1. Feathers

The birth and diffusion of the Christianity increased the demand of religious writings. As it was decreasing the size of the writing they writing utensils got to evolve as well the corresponding surfaces. The books in parchment came to substitute to the papyrus rolls and the bird feather displaced to the cane writing tool. Although they can be made with the feathers of the external wings of any bird, the most valuable were those of duck, swan, crow and (later) turkey. The first allusions to the feathers (century VI A.C.) belong to Saint Isidore from Seville a Spanish theologian; this object was the main writing tool during almost 1.300 years. In order to manufacture a feather, first it is necessary to harden it by means

of heat or desiccation. The hardened feather is cut with a special knife. The writer was forced to cut the feather frequently in order to maintain the suitable end. Toward the XVIII century, the paper had substituted to the parchment like main writing surface and once more writings for the world of the trade than for the Church or the Crown were demanded this was a period when multiple intents to get a definitive writing tool -that did not require to be sharpened- took place. People tried horns, turtle shells and beautiful stones, but finally the steel was used to manufacture pen points.

The oldest reference to the bronze pens dates 1465. The first patented steel pen was invented by the English engineer Bryan Donkin in 1803. The main English makers of the XIX century were William Joseph Gillot, William Mitchell and James Stephen Perry.
In 1884 Lewis Waterman, an agent of New York, patented the first stylographic pen with an ink source.

2.2.6.2. Pencil

The lines of the pencil, contrary to those carried out with some type of liquid, can be erased with easiness. Their interior is made of a graphite mixture (a variety of the carbon) and clay. In 1795, a formula was invented of mixing graphite powder with clay, cutting the resulting product in small bars that then were cooked. The hardness of these pencils depends on the proportion between graphite and clay: the more graphite is used, softer or darker it is the line of the pencil. In 1812 the American William Monroe devised a process that is used still at the present time, by means of which you could stuff the mixture graphite-clay between two wooden pieces of cedar.

2.3. Defining Writing And Its Process At The Basic School

The written expression is a linguistic dexterity whose final product is manifested through the domain of the graphic code that is used. This is a productive ability whose complexity - as the other linguistic ones - requires of some mental processes intervention and needs a development of the oral communication to facilitate its presence.

Writing is not an ability that can be taught in a mechanical way or isolated, it always requires of the other skills –listening, and reading. The teaching - learning process of the writing skill -by the children- begins from basic things that maybe many adults can think of as lacking of communicative or significant purpose but, Didn't we learn our first language starting from words that we find today so much elementary but which have been constituted themselves into important elements to communicate a given idea at any suitable time?. This is undoubtedly true as it is also important to take advantage of the imagination capability, spirit, happiness and desire to learn - curiosity - children have and apply all of those "tools" in activities related with writing.

There are diverse types of activities which facilitate learning the writing skill but the most useful ones - I have found to - are those which involve familiarization activities with the written text on the initial period, activities for elaborating guided sentences and then activities for elaborating free texts.

For beginning writing at the basic or initial stage there are activities and familiarization exercises (learning the basic vocabulary) related with the technique of reviewing, copying and fixating the written form in direct association to the graph or object to which it represents as: to review words and color drawings that represent them, to review or recognize the correct words (soup of letters or word

soup), to order letters and form correct words, etc. Once students have overcome the initial period, activities related with elaboration of guided sentences are introduced (learning Basic English Grammar). Here, I consider so much useful using exercises of error recognition, sentence completion, sentence correction, sentence interpretation, scrambled sentence, etc. Finally, at the stage of elaborating free texts (composition), it is very useful -for the present work - the activity of making sentences starting from drawings.

2.4.   The Teaching Of English Writing

2.4.1. How Did The Teaching Of The Languages Arise?

Human necessity of learning languages
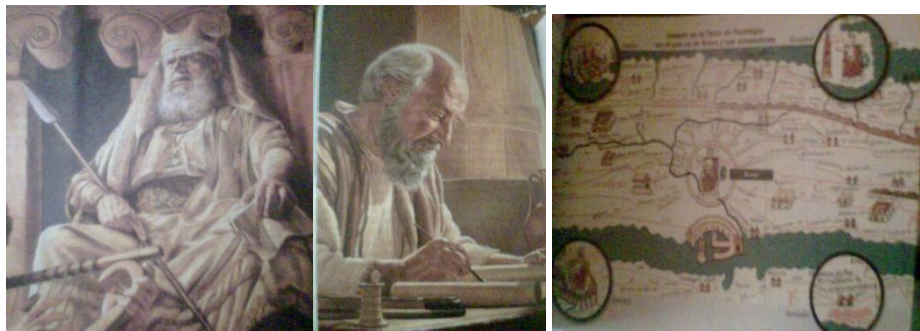
| kings (social) | writers (cultural) | merchants (commercial) |

The human being has always had the necessity to communicate with his fellow men therefore, along with the development of multiple social and commercial activities, the necessity to understand and communicate his ideas in other languages arose too; rulers (kings, emperors), merchants, navigators, military people, etc, had their own interests. But, according to the history, it was not until the time of philosophers like Plato and Aristotle (384-322 B.C) that a true interest for the study of languages really took place.

At the beginning, the teaching of languages was strictly linked to the literary production in Latin and Greek, then it was established as school subject in the XVII

century and for such purpose, they used the grammar - translation method. The students used to translate the sentences to the second language; then, they read their answers.

2.4.2. Traditional Methods For Teaching English

Enciclopedia Encarta, Corbis
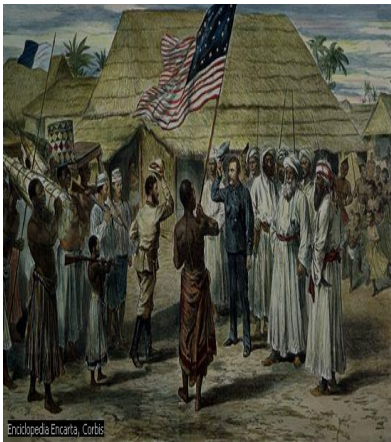
2.4.2.1. Direct Method.- For the end of the XIX century, people interested in travelling and knowing other cultures, and once established the theory on the ability that the children had in order to learn languages without learning complicated grammatical rules, people began to develop interest in speaking other languages fluently but not just translating some words, this way the Direct or Natural Method appeared. This method is based on the idea that the second language should be learnt in the same way that the native one, the study groups were small and the teaching of grammatical rules was avoided.

Enciclopedia Encarta, Hulton Deutsch

2.4.2.2. Audiolingual Method.- In the middle of the Second World War development(1939 - 1945), espionage like military tactics took place and with it the necessity to learn another language in an quick way, as consequence of it two new methods were implemented: Situational Language Teaching (SLT) and Audiolingual Method. In the first one, the student learned the language having in consideration aspects he would need to know according to the situation in which he will develop

his activities. In the second, the oral imitation was prioritized and therefore they focused in conversations about common daily activities. This method is still marketed through audio devices like CDs and video.

Enciclopedia Encarta, Richard T. Nowitz/Corbis

2.4.2.3. Learning Languages In The Native Community.- A North American Psychologist established a new method, it was the language learning in community. This is developed stimulating the students to talk about aspects of his personal life, the professor provides them of the appropriate translation and they repeat it. This part of the lesson is recorded so that -at the last stage of the class - the teacher explains the grammatical structures and vocabulary used.

2.4.2.4. Suggestopedia.- For 1975, a psychologists' team integrated by Georgi

Lozanov and Evelyna Gateva developed the method called: Suggestopedia or Suggestive Accelerated Language Teaching (SALT). They stated that the *right part of the brain had a tremendous potential that remained without use* but at using this method, students could take advantage *of it at subconscious* or par conscious *level*. They said that each stimulus the brain receives is able to produce immediate mental connections by means of the interpretation and understanding, this way the idea got to be established in the memory. Music was "the fixer of knowledge". First the new vocabulary is introduced by means of games and funny activities, then, a text in native language is given to the students and they put it to their left side and that of the second language to the left side; this way they can follow the reading, then the reading

begins using classic music. The next step consists on reading the same text but this time Baroque music and normal speed are used (this helps to fixate the learned matter at the long term memory area). Finally, the lesson is concluded with a role play or dialogue activity. These Psychologists defined 3 barriers that stop learning:

- Critical Logical. - it produces false reasons something you can not achieve for.

- Emotional Intuitive. - it produces forced emotions: fear.

- Ethical Moral. - The learning is blocked by beliefs or principles that we value.

They manifested that these barriers can be overcome better at a subconscious level, therefore, it was more productive to learn under subconscious situations.

2.4.3. Modern Methodological Proposals

The psychological investigation did not stop there. Other scientific men discovered new theories; among the most interesting ones, there is that about the triune brain (Paul Maclean) and another one about multiple intelligences (Howard Gardner). There, the following points are recognized:

- The human brain has a surprising capability for learning. This allows the man to learn in a quick and natural way every day.

- The atmosphere that propitiates the best learning is that consisting of zero pressure, it uses multi sensorial stimuli with an input based on real situations.

- The suggestion is a good method to take advantage of the subconscious potential.

- Audition and understanding are the first to take place before the oral production.

- Our beliefs or other people's of authority comments can limit or condition our learning.

- The best learning takes place by means of activities that make use of movement.
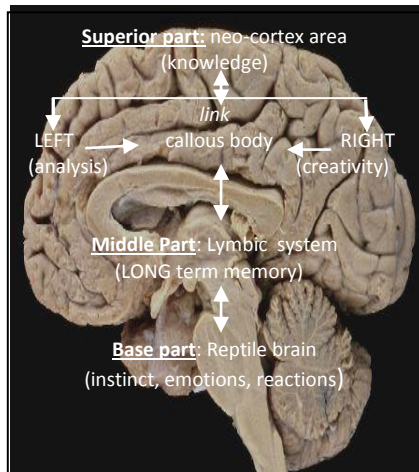
2.4.3.1.   The Triune Brain Theory

In 1990, Dr. Paul Maclean established his theory about the triune brain. In order to comprehend such theories, the brain was divided in three parts: reptile, limbic and neo-cortex. The reptile brain is located at the base of the brain and its motor is the instinct; there, the emotions and the man's primitive reactions: - to escape or to fight - are generated. Students and other persons experience them at facing stressing situations. The limbic system is responsible for our beliefs, values and short term memory so this area is of extreme interest for teachers. The neo-cortex part is located at the superior part of the brain belonging to the cognitive area. This is subdivided in 2 additional areas: left hemisphere and right hemisphere and the callous body which serves as communicative link between them. Such communication takes place in contrary sense because the information received by the left hemisphere affects to the right side and vice versa.

The left brain is mainly analytic and it works in a sequential way uniting information parts until arriving to a complete understanding. Among its functions are language, and logic and the numeric understanding.

The right hemisphere is intuitive and it is responsible for the situations that require creativity and imagination.

When a boy has his left hemisphere as the dominant part of his brain, he learns better through instructions and sequential tasks - step by step -. The boy with the dominant right hemisphere needs to have a general vision of the objective before concentrating on the details.

All the children learn better when both hemispheres are stimulated so it is necessary to use activities which combine those characteristics.

Memory and its relationship with the brain

To improve the learning, the recent investigations suggest the following ideas:

- There are more probabilities that students remember better what has been taught at the beginning and at the end of the class.

- Better results are obtained when teachers use activities that stimulate the whole brain.

- Positive emotions such as laugh, praise, achievement, etc. stimulates the memory in a possitive way.

- Children will remember better the material that keeps direct relationship with has been previously learned.

- A clear revision of what was learned along the lesson reinforces memory.

2.4.3.2. **V.A.K.O.G. Learning Styles** (Spanish letters corresponding to the senses: Visual, Audithory, Kinesthetic, Smell, and Gustatory)

The senses are powerful tools to achieve the learning. The human senses are the media which the information is received by, but each person uses them in different combinations - *visual*, auditory, kinesthetic (tactile) smell, and gustatory - as consequence, human beings have different forms for learning.

2.4.3.2.1. **Visual**.- Students whose predilection is the visual one react positively when stimulated with drawings and they find easy to memorize through images.

The teacher should:

- Use drawings, flashcards, graphics, colors and forms.

- Write on the board the vocabulary words and grammar structures he uses.

Example:

Teacher sticks flashcards -related to a specific topic - on the board. He asks children taking an imaginary photo of the drawings and closing their eyes, meanwhile teacher takes out one flashcard or changes the order of the graphic elements. They have to say which element has disappeared or to point out the difference.

2.4.3.2.2. **Audio Learning Style**.- Students with audio predilection prefer listening exercises: reading aloud, discussions, etc.

The teacher should:

- use music CDs and songs.

- make activities related to oral work, exercises and pronunciation games, etc.

Example:

The teacher plays a CD containing sounds of some animals, the students listen to the CD and try to guess which animal is it, then they write or pronounce aloud the corresponding word.

The teacher uses cans or empty boxes (of shoes) and puts one object inside each one, for example: school materials. He asks the student to shake it and write down or say the name of the object he thinks it is inside the box.

2.4.3.2.3. **Kinesthetic.-** The kinesthetic student can be classified in 2 classes: external kinesthetic and internal kinesthetic.

People that have developed this sense externally perceive the information better by means of movement and tact; meanwhile the internal kinesthetic ones usually learn better by means of experiencing the information through emotions and feelings. Both are active people so teachers must provide them the opportunity to play, feel and explore.

The teacher should:

- use objects that the students can touch, they could be toys or real objects.

- use mime and games that entail movement.

Example:

The teacher puts different objects inside a schoolbag - for example: fruits, vegetables, school materials or animals (toy kind); then, asks each student to touch and say or write the objects he can identify.

Rita and Ken Dunn investigated the children's cognitive behavior and they concluded that in a common classroom three learning senses prevail: V.A.K. This means. Visual, Auditory and Kinesthetic. The other two senses, - Smell and Taste - are those that the baby uses during his first months of life in order to assure his survival. These investigators discovered that among the 5 to 7 years of age, children used the 3 main senses and starting from that age ahead, each individual prioritizes his favorite sense for the learning process, it will outstand on his individuality per life.

2.4.3.2.4. **Smell and Gustatory.-** For the smell and taste activities, the teacher could fill each can with a different piece of vegetable or fruit, so then he could ask the student to smell or taste such piece of food, finally he has

to write or tell the others what element is the correct one he smelled or tasted.

Important: The learning will be more favorable if we use activities for the different senses in each lesson because this way we will achieve to improve the learning for all the children in the classroom. As I already said previously, not all the students learn or have developed predilection for the same sense, therefore, it is better to use different activities in order to help everybody.

2.4.3.3.   Multiple Inteligences Theory

During a long time people believed that the intelligence level a human being could reach depended on the education type that he had received. Psychologists used the IQ Test in order to know about the level of intelligence a person had. But, for the year 1983, Dr Howard Gardner - a North American Psychologist - established his theory about the Multiple Intelligences, which abolished the theory of the level of intelligence reported by the IQ test.
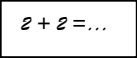
He manifested that everybody is intelligent in different ways and that the multiple intelligences or the person's capability is not limited but it can be developed according to the necessity that a person has in certain moment of the life. This psychologist explained that the intelligence is: "the capacity to solve problems and to elaborate products that are of importance in a given environment or specific community". He established the existence of 8 intelligence types:

2.4.3.3.1. **Verbal - Linguistic Intelligence.**- it has to do with the easiness in the use of the written or spoken language.

Activities:

Games and puzzles with words: soups of letters, crossword puzzles, etc.

2.4.3.3.2. **Logical - Mathematical Intelligence**.- it is related with the use of numbers and abstract symbols and with the interpretation of patterns and sequences.

Activities:

Activities that imply sequences: to put sentences or words in the correct order, to look for the error, exercises of filling in the blanks to get whole written words, etc

2.4.3.3.3. **Visual - Spatial Intelligence**.- it refers to the use of shapes, colors and the capability of imagining and visualizing.

Activities:

Tasks related with flashcards and visual materials.

2.4.3.3.4. **Bodily - Kinesthetic Intelligence**.- It has to do with movement and the use of the body in a coordinated way so to develop physical dexterities.

Activities:

Games that require touching things, mimic, etc.

2.4.3.3.5. **Musical Intelligence**.- it corresponds to the sensibility toward the sound.

Activities:

Songs

2.4.3.3.6. **Naturalist intelligence.**- It relates to the capability to feel empathy. It implies the dexterity of separating, categorizing and analyzing.

Activities:

Themes related with the nature: animals, fruits, vegetables. And activities that include organizing.

2.4.3.3.7. **Interpersonal Intelligence**.- it has to do with the capability to understand and communicate with other people through the corporal language and gestures so being able to understand and predict their answers.

Activities:

Works in group and team games.

2.4.3.3.8. **Intrapersonal intelligence**.- it refers to the self knowledge about the own strengths and weaknesses, this provides the person a great advantage for powering his capabilities, self controlling and self motivate.

Activities:

The students talk about their likes or dislikes and they get a resulting reflection.

Dr. Gardner says that we all have a combination of all these intelligences but the selection for one of them can change depending upon the environmental factors in which we are acting. For example: If a person is preparing himself to participate in a sport game, its bodily kinesthetic intelligence will be selected and used there.

This could be of great importance in the classroom daily practice since considering this way our students' brain, teachers could prepare different activities in order to give opportunity for activating all intelligences, therefore, our students will achieve more successful learning.

Along the Human History some persons have stood out because of their important scientific, artistic, political achievements, etc. Let's consider as example the following ones: Albert Einstein, Mozart, John F. Kennedy, David Beckham, -among

other ones-. Which of these we could consider the most intelligent to? One kind of intelligence outstands in each person; therefore we can conclude that everyone of them are intelligent. The same could be said of the students, they are in the same position and capability; therefore, the lesson should be planned so to empower their intelligences.

2.5.   Writing Skill And Its Relation With The Other Language Skills
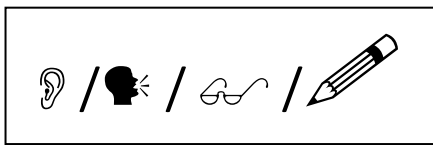
There are four basic language skills: listening, speaking, reading and writing. Speaking and writing involve language production and they are usually referred to as "productive skills". Listening and reading involve receiving messages and they are referred to as "receptive skills". Language users normally use a combination of skills at the same time. Speaking and listening happen simultaneously, and people may well read and write at the same time when they make notes or write something based on what they are reading. Therefore, one skill cannot be performed without another. Along the present work I will focus on teaching writing to children but it does not mean I will avoid the other three skills; as it was noted above, any skill needs of the other ones. Therefore, students will learn vocabulary on the basis of listening and speaking or pronouncing the word or words, they may review what they have learn on the writing vocabulary stage by means of the visual sense and by reading the word. This is also true on the case of writing grammar and composition. During the development of a lesson there are some phases. As it was said before, the main objective here will be focused on writing. In order to get that a child writes it is convenient that he would have been exposed to listening, speaking and reading. Along the lesson I have proved convenient to introduce and perform the English vocabulary and grammar items using the following sequence of language skills (the skill in bold is the

predominating one, whilst the other ones will be applied in a decreasing but necessary amount):

1. **Listening**, speaking (pronouncing).

2. **Listening and speaking (pronouncing),** reading and writing.

3. **Listening, speaking (pronouncing) and reading,** writing.

4. **Listening and speaking (pronouncing),** reading and writing.

2.6.   Areas Which Writing Works With

2.6.1. Vocabulary

It consists on the words we require students learn. They need to learn what words mean and how they are shaped and used. This obviously involves giving them the names for things (e.g. pencil, apple, tomato, goat, etc.). Some words are more likely to be taught at lower levels than others and some uses of words may be more sophisticated than others and therefore more appropriate for advanced students. Once understood this, it can be clearly seen why I have chosen the very basic vocabulary (colours, school materials, fruits, vegetables and animals) for teaching to my sample – 6th grade students-.

2.6.2. Grammar

Adjective + noun

Since knowledge of grammar is essential for capable users of a language it is clearly necessary to the students who are learning a second one. They need to be aware of the language pieces and where they have to be appropriately placed in a sentence in order to transmit the correct idea – affirmative, negative, question or answer -.

Teaching vocabulary is more than just presenting new words it implies to show what the structure means and how it is used, by giving examples, how it is formed

so that the students can use it as a model in order to make alike sentences with the acquired vocabulary by them

2.6.3. Composition

The kind of composition I refer to here, entails the requirement that students produce written sentences which resemble what they see on a drawing. This is a controlled kind of composition and it was the one I have chosen to apply in the present work since I worked with students who were learning very basic English.

PART THREE

3.   METHODOLOGYCAL DESIGN

3.1. Population: 93 students attending "Hernando Taquez" School.

3.2. Sample: 19 students from the 6TH Year of Basic Education attending "Hernando Taquez" School:

- 6TH "A": 9 students are the *experimental group*

- 6TH "B": 10 students are the *control group*

3.3. Implemented Methodology

3.3.1. Research Type: The research type of this project is BASIC (wants to create new knowledge). DESCRIPTIVE (describes present or actual reality and starts the research from it). OF FIELD ("real pupils" will be used, some of them will be given the new treatment and the others will act as the control group)

3.3.2. Research Design: The research design is Quasi-experimental (Control - experimental groups pre-test / post-test) and it will be applied to an elementary school course with 19 students divided in 2 groups: control and experimental group. First, a pretest will be applied to the whole population in order to get information about students' previous knowledge. Then, an experimental learning methodology for teaching the skill of writing in basic English will be administered during a three month period. After that, a post – test will be employed on both groups.

3.4. The Technique: Observation and test.

3.5. Techniques For Data Collection

- There was a *PRE-TEST application for both experimental and control groups to check prior knowledge.

- *A POST TEST was applied on both: experimental and control groups at the end of the term.

- The analysis focused on the results of the experimental group because that is the group working with the new proposal.

- The *PRE-TEST and the POST TEST WERE DESIGNED CONSIDERING THE THREE AREAS: VOCABULARY, GRAMMAR AND CONTENT.

*(You can check the pre-test and post- test sample on page 110 to 118. ANNEX 1)

PART FOUR

4. TESTING THE HYPOTHESIS

4.1. HYPOTHESIS SYSTEM

4.1.1. Working Hypothesis

The application of practical activities impacts positively on the writing skill improvement of the children attending the 6th Year of Basic Education at "Hernando Taquez School", during the second term of 2008 – 2009 School Year.

4.1.2. Null Hypothesis

The application of practical activities does not impact on the writing skill improvement of the children attending the 6th Year of Basic Education at "Hernando Taquez School", during the second term of 2008 – 2009 School Year.

4.2. Hypothesis Verification

4.2.1. Data Collectionand Analysis

4.2.1.1. Pre-Test And Post Test Grades (Experimental and Control Groups)

- *EXPERIMENTAL GROUP*

N°	STUDENTS	Vocab.		Gramm.		Comp.	
		Pre	Post	Pre	Post	Pre	Post
1	Espinoza Minda María Dolores	08	18	01	16	01	17
2	Espinoza Landázuri Fabricio Javier	08	18	01	14	01	16
3	Erazo Higuera Adriana Magali	09	18	04	18	01	15
4	García Minda Gary Denilson	06	16	02	17	01	15
5	Garcito Cruz Lizbeth Pamela	06	19	01	17	01	16
6	Lara Viveros Rottman Alexis	06	18	01	19	01	15
7	Matango Espinoza Luz Isabel	07	16	07	16	01	15
8	Minda Lara Alember Alexander	09	19	02	18	01	20
9	Viveros Espinoza Jheiner Jhoney.	07	17	01	19	01	16
	Totals	66	159	40	154	9	145
	Media	*7,3*	*17,6*	*4,4*	*17,1*	*1*	*16,1*

Pre-Test And Post Test Grades

- *CONTROL GROUP*

N°	STUDENTS	Vocab		Gramm.		Comp.	
		Pre	Post	Pre	Post	Pre	Post
1	Anangonó Minda Gregory Alexander	06	07	01	03	01	01
2	Espinoza Landázuri Nicol Giraldi	07	09	05	05	01	01
3	Espinoza Minda Carla Gisela	08	10	05	06	01	01
4	Folleco Espinoza Danixa Lizbeth	08	11	02	04	01	01
5	Gudiño Chalá Luis Alfonso	03	07	01	03	01	01
6	Mena Folleco Isaac Rafael	08	08	01	02	01	01
7	Minda Folleco Elibeth Lisseth	05	09	02	03	01	01
8	Serrano Garcito Wilmer Ronaldo	06	08	03	05	01	01
9	Viveros Carcelén Dayanara Alexandra	05	11	01	04	01	01
10	Viveros Minda Islanny Patricia	07	10	01	02	01	01
	Totals	63	90	22	37	10	10
	Media	*6,3*	*9*	*2,2*	*3,7*	*1*	*1*

4.2.1.2. ***Pre-Test Results*** **(Experimental and Control Groups)**- Once I have administered the Pre-test to the chosen population I have gotten the following grades:

4.2.1.2.1. Pre-Test Results. Vocabulary

*Course: 6th "A"

Course: 6th "A"

X	F	x.f	x^2_i	x^2.f
09	2	18	81	162
08	2	16	64	128
07	2	14	49	98
06	3	18	36	108
	9	66		496

$\overline{X}=\dfrac{66}{9}=$

$\overline{X}=7.33$

$S^2=\dfrac{496}{9}-\left[\dfrac{66}{9}\right]^2=$

$S^2=55.1-53.7$

$S^2=1.4$

$SD=\sqrt{1.4}$

$SD=1.18$

Course: 6th "B"

X	F	x.f	x^2_i	$x^2.f$
08	3	24	64	192
07	2	14	49	98
06	2	12	36	72
05	2	10	25	50
03	1	3	9	9
	10	63		421

$$\bar{X} = \frac{63}{10} =$$

$$\bar{X} = 6.3$$

$$S^2 = \frac{421}{10} - \left(\frac{63}{10}\right)^2 =$$

$$S^2 = 42.1 - 39.6$$

$$S^2 = 2.5$$

$$SD = \sqrt{2.5}$$

$$SD = 1.58$$

4.2.1.2.2. Pre-Test Results. Grammar

Course: 6th "A"

X	F	x.f	x^2_i	x^2.f
07	1	7	49	49
04	1	4	16	16
02	2	4	4	8
01	5	5	1	5
	9	20		78

$$\overline{X} = \frac{20}{9} =$$

$$\overline{X} = 2.22$$

$$S^2 = \frac{78}{9} - \left[\frac{20}{9}\right]^2 =$$

$$S^2 = 8.66 - 4.93 =$$

$$S^2 = 3.73$$

$$SD = \sqrt{3.73}$$

$$SD = 1.93$$

Course: 6th "B"

X	F	x.f	x^2_i	$x^2.f$
05	2	10	25	50
03	1	3	9	9
02	2	4	4	8
01	5	5	1	5
	10	22		72

$$\overline{X} = \frac{22}{10} =$$

$$\overline{X} = 2.2$$

$$S^2 = \frac{72}{10} - \left(\frac{22}{10}\right)^2 =$$

$$S^2 = 7.2 - 4.84 =$$

$$S^2 = 2.36$$

$$SD = \sqrt{2.36}$$

$$SD = 1.53$$

4.2.1.2.3. _Pre-Test Results. Composition_

Course: 6th "A"

X	F	x.f	x^2_i	x^2.f
01	9	9	1	9
	9	9		9

$\overline{X} = \dfrac{9}{9} =$

$\overline{X} = 1$

$S^2 = \dfrac{9}{9} - \left(\dfrac{9}{9}\right)^2 =$

$S^2 = 1 - 1 =$

$S^2 = 0$

$SD = \sqrt{0}$

$SD = 0$

Course: 6th "B"

X	F	x.f	x^2_i	$x^2.f$
01	10	10	1	10
	10	10		10

$$\overline{X} = \frac{10}{10} =$$

$$\overline{X} = 1$$

$$S^2 = \frac{10}{10} - \left(\frac{10}{10} \right)^2 =$$

$$S^2 = 1 - 1$$

$$S^2 = 0$$

$$SD = \sqrt{0}$$

$$SD = 0$$

4.2.1.3. ***Post-Test Results*** **(Experimental and Control Groups)**- Once I have administered the Pre-test to the chosen population I have gotten the following grades:

4.2.1.3.1. *Post-Test Results. Vocabulary*

Course: 6th "A"

Course: 6th "A"

X	F	x.f	x^2_i	x^2.f
19	2	38	361	722
18	4	72	324	1296
17	1	17	289	289
16	2	32	256	512
	9	159		2819

$\overline{X}=\dfrac{159}{9}=$

$\overline{X}= 17.6$

$S^2= \dfrac{2819}{9} - \left(\dfrac{159}{9}\right)^2 =$

$S^2= 313.22 - 309.76 =$

$S^2 = 3.46$

$SD= \sqrt{3.46} =$

$SD= 1.86$

Course: 6th "B"

X	F	x.f	x^2_i	$x^2.f$
11	2	22	121	242
10	2	20	100	200
09	2	18	81	162
08	2	16	64	128
07	2	14	49	98
	10	90		830

$$\overline{X} = \frac{90}{10} =$$

$$\overline{X} = 9$$

$$S^2 = \frac{830}{10} - \left(\frac{90}{10}\right)^2 =$$

$$S^2 = 83 - 81 =$$

$$S^2 = 2$$

$$SD = \sqrt{2}$$

$$SD = 1.41$$

4.2.1.3.2. _Post_-Test Results. _Grammar_

*Course: 6th "A"

X	F	x.f	x^2_i	x^2.f
19	2	38	361	722
18	2	36	324	648
17	2	34	289	578
16	2	32	256	512
14	1	14	196	196
	9	154		2656

$$\overline{X} = \frac{154}{9} =$$

$$\overline{X} = 17.1$$

$$S^2 = \frac{2656}{9} - \left[\frac{1}{9}\right]^2 =$$

$$S^2 = 295.11 - 292.41 =$$

$$S^2 = 2.7$$

$$SD = \sqrt{2.7}$$

$$SD = 1.64$$

Course: 6th "B"

X	F	x.f	x^2_i	$x^2.f$
06	1	6	36	36
05	2	10	25	50
04	2	8	16	32
03	3	9	9	27
02	2	4	4	8
	10	37		153

$$\overline{X} = \frac{37}{10} =$$

$$\overline{X} = 3.7$$

$$S^2 = \frac{153}{10} - \left(\frac{37}{10}\right)^2 =$$

$$S^2 = 15.3 - 13.69 =$$

$$S^2 = 1.61$$

$$SD = \sqrt{1.61}$$

$$SD = 1.26$$

4.2.1.3.3. _Post_-Test Results. _Composition_

Course: 6th "A"

Course: 6th "A"

X	F	x.f	x^2_i	x^2.f
20	1	20	400	400
17	1	17	289	289
16	3	48	256	768
15	4	60	225	900
	9	145		2357

$\overline{X}=\dfrac{145}{9}=$

$\overline{X}= 16.11$

$S^2=\dfrac{2357}{9} - \left(\dfrac{145}{9}\right)^2=$

$S^2= 261.88 - 259.53 =$

$S^2 = 2.35$

$SD= \sqrt{2.35}$

$SD= 1.53$

Course: 6th "B"

X	F	x.f	x^2_i	x^2.f
01	10	10	01	10
	10	10		10

$\overline{X} = \dfrac{10}{10} =$

$\overline{X} = 1$

$S^2 = \dfrac{10}{10} - \left(\dfrac{10}{10}\right)^2 =$

$S^2 = 1 - 1 =$

$S^2 = 0$

$SD = \sqrt{0}$

$SD = 0$

4.2.1.4.   Analysis Of Results With T- Table And F- Table Values

4.2.1.4.1. Analysis Between Two Tests. Experimental Group

4.2.1.4.1.1.   *Analysis on Vocabulary grades*

- **T value** for the media of 2 samples

      POST-TEST   PRE-TEST

X	X	x^2	X	X	x^2
19	1.4	1.96	09	1.6	2.56
19	1.4	1.96	09	1.6	2.56
18	0.4	0.16	08	0.6	0.36
18	0.4	0.16	08	0.6	0.36
18	0.4	0.16	07	-0.3	0.09
18	0.4	0.16	07	-0.3	0.09
17	-0.6	0.36	06	-1.3	1.69
16	-1.6	2.56	06	-1.3	1.69
16	-1.6	2.56	06	-1.3	1.69
159		10.04	66		11.09

- **Media**

$\overline{X} = \dfrac{\Sigma X}{n} = 159/9 = 17.6$ $\overline{X} = \dfrac{\Sigma X}{n} = 66/9 = 7.3$

As it can be seen, the average value of the post-test is 17.6 and the media of the pre-test is 7.3. Clearly, there is a difference between both quantities. Now, we want to know if the difference between groups is significant or if it is the result of chance. So, the null hypothesis says: The application of practical activities does not impact on the writing skill improvement of the children attending the 6th Year of basic

Education at "Hernando Taquez" School, during the second term of 2008-2009 School year. Therefore, I am going to calculate the:

- **Standard Error** of the difference between two media

$$S x1\text{-}x2 = \sqrt{\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n} + \frac{1}{n}\right)}$$

$$S x^1\text{-}x^2 = \sqrt{\frac{10.04 + 11.09}{9 + 9 - 2} \left(\frac{1}{9} + \frac{1}{9}\right)} = \sqrt{\frac{21.1}{16} \left(\frac{2}{9}\right)}$$

$$= \sqrt{0.2935} = 0.541730$$

The 0.541730 value is the expected difference between the media academic outputs on both groups. Is this difference enough higher than the foreseen difference so to let us rejecting the null hypothesis? In order to answer it, I am going to calculate the T- reason:

- **T- reason**

$$T = \frac{\bar{X}_1 - \bar{X}_2}{S x1\text{-}x2} = \frac{17.6 - 7.3}{0.541730} = \mathbf{19.01}$$

The observed difference is 19.01 times higher than the expected one taking into account the null hypothesis. Is it enough higher in order to reject the null hypothesis at a 0.05 level? In order to answer it, I am going to calculate the freedom degrees and look the values at T- table:

- **Freedom degrees**

$$gld = n1 + n2 - 2 \quad = 9 + 9 - 2 = \mathbf{16}$$

There are 16 freedom degrees. At looking it on the T-table, I found that at a 0.05 level and with 16 freedom degrees the T-reason is about 2.120, it means that a

true null hypothesis will take place by chance: 5 by 100 times. The T-reason of 19.01 is higher than 2.120, and this shows us that the difference between groups is higher than the needed value in order to reject the null hypothesis at a 0.05 level. Therefore, the estimated probability that the null hypothesis may be true is smaller than 5 by 100. The data is enough meaningful in order to conclude that the difference does not depend on chance.

- **F- reason** (variance simple analysis)

POST –TEST   PRE -TEST

X	X_1^2
19	361
19	361
18	324
18	324
18	324
18	324
17	289
16	256
16	256
159	2819

X	X_1^2
09	81
09	81
08	64
08	64
07	49
07	49
06	36
06	36
06	36
66	496

- **Media**

$\overline{X} = 159/9 = 17.66$ $\overline{X} = 66/9 = 7.33$

- **Total media** *between* **groups:** 225/18 = 12.5
- Total **sum of squares**

$\Sigma xt^2 = \Sigma X^2 - \dfrac{(\Sigma X)^2}{N} = 3315 - \dfrac{(225)^2}{18} = 502.5$

- **Sum of squares** *between* **groups**

$$\Sigma\, x_b^2 = \frac{(\Sigma X_1)^2}{n1} + \frac{\Sigma (X_2)^2}{n2} - \frac{(\Sigma X)^2}{N}$$

$$\Sigma\, x_b^2 = \frac{(159)^2}{9} + \frac{(66)^2}{9} - \frac{(225)^2}{18} = 480.5$$

- **Sum of squares** *inside* **groups**
- First method

$$\Sigma\, x_b^2 = \Sigma X_1^2 - \frac{(\Sigma X1)^2}{n_1} + \Sigma X_2^2 - \frac{(\Sigma X_2)^2}{n_2}$$

$$\Sigma\, x_b^2 = 2819 - \frac{(159)^2}{9} + 496 - \frac{(66)^2}{9} = 22$$

- Second method

$$\Sigma\, x_b^2 = 502.5 - 480.5 = 22$$

- *Summary.-* **Variance analysis**

Variance source	SS	Df	MS	F	Significance level
Between groups	480.5	1	480.5	349.45	0.01
Inside groups	22	16	1.375		0.05
Total:	502.5	17			

On this exercise, with 1 and 16 freedom degrees, it is established an F – reason of 4.49 in order to reject the null hypothesis at 0.05 level, and an F-reason of 8.53 to

reject it at a 0.01 level. Taking into account that the F- value calculated in this exercise got to be higher than both values, it means that the F- reason is significant at a 0.01level and at the 0.05 one; therefore, the null hypothesis is rejected at both levels.

The F-reason here doesn't mean that both tests are different (since the pre-test and the post-test contain the same questions and exercises) but it does mean that the results or grades are significantly different since they were improved as result of the treatment application.

4.2.1.4.1.2. Analysis on Grammar grades

- **T value** for the media of 2 samples

    POST-TEST   PRE-TEST

X	X	x^2
19	1.9	3.61
19	1.9	3.61
18	0.9	0.81
18	0.9	0.81
17	-0.1	0.01
17	-0.1	0.01
16	-1.1	1.21
16	-1.1	1.21
14	-3.1	9.61
154		20.89

X	X	x^2
07	4.8	23.04
04	1.8	3.24
02	-0.2	0.04
02	-0.2	0.04
01	-1.2	1.44
01	-1.2	1.44
01	-1.2	1.44
01	-1.2	1.44
01	-1.2	1.44
20		33.56

- **Media**

$\bar{X} = \dfrac{\Sigma X}{n} = 154/9 = 17.1$ $\bar{X} = \dfrac{\Sigma X}{n} = 20/9 = 2.2$

As it can be seen, the average value of the post-test is 17.1 and the media of the pre-test is 2.2. Clearly, there is a difference between both quantities. Now, we want to know if the difference between groups is significant or if it is the result of chance. So, the null hypothesis says: The application of practical activities does not impact on the writing skill improvement of the children attending the 6th Year of basic Education at "Hernando Taquez" School, during the second term of 2008-2009 School year. Therefore, I am going to calculate the:

- **Standard Error** of the difference between two media

$$S\ x1\text{-}x2 = \sqrt{\frac{\Sigma\ x_1{}^2 + \Sigma\ x_2{}^2}{n_1 + n_2 - 2}\left(\frac{1}{n} + \frac{1}{n}\right)}$$

$$S\ x^1\text{-}x^2 = \sqrt{\frac{20.89 + 33.56}{9 + 9 - 2}\left(\frac{1}{9} + \frac{1}{9}\right)} = \sqrt{\frac{54.45}{16}\left(\frac{2}{9}\right)}$$

$$= \sqrt{0.7486875} = 0.865267299$$

The 0.865267299 value is the expected difference between the media academic outputs on both groups. Is this difference enough higher than the foreseen difference so to let us rejecting the null hypothesis? In order to answer it, I am going to calculate the T- reason:

- **T- reason**

$$T = \frac{\overline{X}_1 - \overline{X}_2}{S\ x1\text{-}x2} = \frac{17.1 - 2.2}{0.865267299} = \mathbf{17.22011223}$$

The observed difference is 17.22 times higher than the expected one taking into account the null hypothesis. Is it enough higher in order to reject the null

hypothesis at a 0.05 level?   In order to answer it, I am going to calculate the freedom degrees and look the values at T- table:

- **Freedom degrees**

gld = n1 + n2 – 2   = 9 + 9 – 2 = **16**

There are 16 freedom degrees. At looking it on the T-table, I found that at a 0.05 level and with 16 freedom degrees the T-reason is about 2.120, it means that a true null hypothesis will take place by chance: 5 by 100 times. The T-reason of 17.22 is higher than 2.120, and this shows us that the difference between groups is higher than the needed value in order to reject the null hypothesis at a 0.05 level. Therefore, the estimated probability that the null hypothesis may be true is smaller than 5 by 100. The data is enough meaningful in order to conclude that the difference does not depend on chance.

- **F- reason** (variance simple analysis)

POST –TEST   PRE -TEST

X	X_1^2
19	361
19	361
18	324
18	324
17	289
17	289
16	256
16	256
14	196
154	2656

X	X_1^2
07	49
04	16
02	4
02	4
01	1
01	1
01	1
01	1
01	1
20	78

- **Media**

$$\bar{X} = 154/9 = 17.1 \qquad\qquad \bar{X} = 20/9 = 7.33$$

- **Total media** *between* **groups:** 174/18 = 9.66

- Total **sum of squares**

$$\Sigma\, xt^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N} = 2734 - \frac{(174)^2}{18} = 1052$$

- **Sum of squares** *between* **groups**

$$\Sigma\, x_b^2 = \frac{(\Sigma X_1)^2}{n1} + \frac{\Sigma(X_2)^2}{n2} - \frac{(\Sigma X)^2}{N}$$

$$\Sigma\, x_b^2 = \frac{(154)^2}{9} + \frac{(20)^2}{9} - \frac{(174)^2}{18} = 997.5$$

- **Sum of squares** *inside* **groups**
  - First method

$$\Sigma\, x_b^2 = \Sigma X_1^2 - \frac{(\Sigma X1)^2}{n_1} + \Sigma X_2^2 - \frac{(\Sigma X_2)^2}{n_2}$$

$$\Sigma\, x_b^2 = 2656 - \frac{(154)^2}{9} + 78 - \frac{(20)^2}{9} = 54.5$$

  - Second method

$$\Sigma\, x_b^2 = 1052 - 997.5 = 54.5$$

- *Summary.-* **Variance analysis**

Variance source	SS	Df	MS	F	Significance level
Between groups	997.5	1	997.5	292.84	0.01
Inside groups	54.5	16	3.40625		0.05
Total:	1052	17	1000.9		

On this exercise, with 1 and 16 freedom degrees, it is established an F – reason of 4.49 in order to reject the null hypothesis at 0.05 level, and an F-reason of 8.53 to reject it at a 0.01 level. Taking into account that the F- value calculated in this exercise got to be higher than both values, it means that the F- reason is significant at a 0.01level and at the 0.05 one; therefore, the null hypothesis is rejected at both levels.

The F-reason here doesn't mean that both tests are different (since the pre-test and the post-test contain the same questions and exercises) but it does mean that the results or grades are significantly different since they were improved as result of the treatment application.

4.2.1.4.1.3. *Analysis on Composition grades*

- **T value** for the media of 2 samples

  POST-TEST   PRE-TEST

X	X	x^2
20	3.9	15.21
17	0.9	0.81
16	-0.1	0.01
16	-0.1	0.01
16	-0.1	0.01
15	-1.1	1.21
15	-1.1	1.21
15	-1.1	1.21
15	-1.1	1.21
145		20.89

X	X	x^2
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
9		0

- **Media**

$$\overline{X} = \frac{\Sigma X}{n} = 145/9 = 16.1 \qquad\qquad \overline{X} = \frac{\Sigma X}{n} = 9/9 = 1$$

As it can be seen, the average value of the post-test is 16.1 and the media of the pre-test is 1. Clearly, there is a difference between both quantities. Now, we want to know if the difference between groups is significant or if it is the result of chance. So, the null hypothesis says: The application of practical activities does not impact on the writing skill improvement of the children attending the 6th Year of basic Education at "Hernando Taquez" School, during the second term of 2008-2009 School year. Therefore, I am going to calculate the:

- **Standard Error** of the difference between two media

$$S\,x1\text{-}x2 = \sqrt{\frac{\Sigma\,x_1^2 + \Sigma\,x_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n} + \frac{1}{n}\right)}$$

$$S\,x^1\text{-}x^2 = \sqrt{\frac{20.89 + 0}{9 + 9 - 2}\left(\frac{1}{9} + \frac{1}{9}\right)} = \sqrt{\frac{20.89}{16}\left(\frac{2}{9}\right)}$$

$$= \sqrt{0.2872375} = 0.535945426$$

The 0.535945426 value is the expected difference between the media academic outputs on both groups. Is this difference enough higher than the foreseen difference so to let us rejecting the null hypothesis? In order to answer it, I am going to calculate the T- reason:

- **T- reason**

$$T = \frac{\overline{X}_1 - \overline{X}_2}{S\,x1\text{-}x2} = \frac{16.1 - 1}{0.535945426} = \textbf{28.17451044}$$

The observed difference is 28.17 times higher than the expected one taking into account the null hypothesis. Is it enough higher in order to reject the null hypothesis at a 0.05 level? In order to answer it, I am going to calculate the freedom degrees and look the values at T- table:

- **Freedom degrees**

gld = n1 + n2 – 2   =   9 + 9 – 2 = **16**

There are 16 freedom degrees. At looking it on the T-table, I found that at a 0.05 level and with 16 freedom degrees the T-reason is about 2.120, it means that a true null hypothesis will take place by chance: 5 by 100 times. The T-reason of 28.17 is higher than 2.120, and this shows us that the difference between groups is higher than the needed value in order to reject the null hypothesis at a 0.05 level. Therefore, the estimated probability that the null hypothesis may be true is smaller than 5 by 100. The data is enough meaningful in order to conclude that the difference does not depend on chance.

- **F- reason** (variance simple analysis)

POST –TEST   PRE -TEST

X	X_1^2
20	400
17	289
16	256
16	256
16	256
15	225
15	225
15	225
15	225
145	2357

X	X_1^2
01	1
01	1
01	1
01	1
01	1
01	1
01	1
01	1
01	1
9	9

- **Media**

$\overline{X}$ = 145/9 = 16.11 $\overline{X}$ = 9/9 = 1

- **Total media** *between* **groups:** 154/18 = 8.55

- Total **sum of squares**

$$\Sigma\, xt^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N} = 2366 - \frac{(23716)^2}{18} = 1048.44$$

- **Sum of squares** *between* **groups**

$$\Sigma\, x_b^2 = \frac{(\Sigma X_1)^2}{n1} + \frac{\Sigma(X_2)^2}{n2} - \frac{(\Sigma X)^2}{N}$$

$$\Sigma\, x_b^2 = \frac{(145)^2}{9} + \frac{(9)^2}{9} - \frac{(154)^2}{18} = 1027.55$$

- **Sum of squares** *inside* **groups**
  - First method

$$\Sigma\, x_b^2 = \Sigma X_1^2 - \frac{(\Sigma X1)^2}{n_1} + \Sigma X_2^2 - \frac{(\Sigma X_2)^2}{n_2}$$

$$\Sigma\, x_b^2 = 2357 - \frac{(145)^2}{9} + 9 - \frac{(9)^2}{9} = 20.89$$

  - Second method

$$\Sigma\, x_b^2 = 1048.44 - 1027.55 = 20.89$$

- *Summary*.- **Variance analysis**

Variance source	SS	Df	MS	F	Significance level
Between groups	1027.55	1	1027.55	787.01	0.01
Inside groups	20.89	16	1.305625		0.05
Total:	1048.44	17	1028.85		

On this exercise, with 1 and 16 freedom degrees, it is established an F – reason of 4.49 in order to reject the null hypothesis at 0.05 level, and an F-reason of 8.53 to reject it at a 0.01 level. Taking into account that the F- value calculated in this exercise got to be higher than both values, it means that the F- reason is significant at a 0.01level and at the 0.05 one; therefore, the null hypothesis is rejected at both levels.

The F-reason here doesn't mean that both tests are different (since the pre-test and the post-test contain the same questions and exercises) but it does mean that the results or grades are significantly different since they were improved as result of the treatment application.

4.2.1.4.2. Analysis Between Two Groups. Post-test results

4.2.1.4.2.1. Analysis on Vocabulary grades

- **T value** for the media of 2 samples

EXPERIMENTAL GROUP

X	X	x^2
19	1.4	1.96
19	1.4	1.96
18	0.4	0.16
18	0.4	0.16
18	0.4	0.16
18	0.4	0.16
17	-0.6	0.36
16	-1.6	2.56
16	-1.6	2.56
159		10.04

CONTROL GROUP

X	X	x^2
11	2	4
11	2	4
10	1	1
10	1	1
09	0	0
09	0	0
08	-1	1
08	-1	1
07	-2	4
07	-2	4
90		20

- **Media**

$$\overline{X} = \underline{\Sigma X} = \quad 159/9 \qquad\qquad \overline{X} = \underline{\Sigma X} = 90/10$$
$$\phantom{\overline{X} = }n \qquad\qquad\qquad\qquad\qquad\qquad n$$

$$\overline{X} = 17.6 \qquad\qquad\qquad\qquad\qquad \overline{X} = 9$$

As it can be seen, the average value of the experimental group is 17.6 and the media of the control group is 9. Clearly, there is a difference between both quantities. Now, we want to know if the difference between groups is significant or if it is the result of chance. So, the null hypothesis says: The application of practical activities does not impact on the writing skill improvement of the children attending the 6th Year of basic Education at "Hernando Taquez" School, during the second term of 2008-2009 School year. Therefore, I am going to calculate the:

- **Standard Error** of the difference between two media

$$S\,x1\text{-}x2 = \sqrt{\dfrac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\left(\dfrac{1}{n} + \dfrac{1}{n}\right)}$$

$$S\,x1\text{-}x2 = \sqrt{\dfrac{10.04 + 20}{9 + 10 - 2}\left(\dfrac{1}{9} + \dfrac{1}{10}\right)} = \sqrt{30.04\left(\dfrac{19}{17} \quad \dfrac{}{90}\right)}$$

$$= \sqrt{0.371082353} = 0.609165292$$

The 0.609165292 value is the expected difference between the media academic outputs on both groups. Is this difference enough higher than the foreseen difference so to let us rejecting the null hypothesis? In order to answer it, I am going to calculate the T- reason:

- **T- reason**

$$T = \dfrac{\overline{X}_1 - \overline{X}_2}{S\,x^1\text{-}x^2} = \dfrac{17.6 - 9}{0.609165292} = \quad T = 14.11767892$$

The observed difference is 14.11 times higher than the expected one taking into account the null hypothesis. Is it enough higher in order to reject the null hypothesis at a 0.05 level?   In order to answer it, I am going to calculate the freedom degrees and look the values at T- table:

- **Freedom degrees**

gdl = n1 + n2 – 2   = 9 + 10 – 2 = 17

There are 17 freedom degrees. At looking it on the T-table, I found that at a 0.05 level and with 17 freedom degrees the T-reason is about 2.110, it means that a true null hypothesis will take place by chance: 5 by 100 times. The T-reason 14.11 is higher than 2.110 and this shows us that the difference between groups is higher than the needed value in order to reject the null hypothesis at a 0.05 level. Therefore, the estimated probability that the null hypothesis may be true is smaller than 5 by 100. The data is enough meaningful in order to conclude that the difference does not depend on chance.

- **F- reason** (variance simple analysis)

EXPERIMENTAL GROUP

X	X_1^2
19	361
19	361
18	324
18	324
18	324
18	324
17	289
16	256
16	256
159	2819

CONTROL GROUP

X	X_1^2
11	121
11	121
10	100
10	100
09	81
09	81
08	64
08	64
07	49
07	49
90	830

- **Media**

$$\overline{X} = 159/9 = 17.66 \qquad\qquad \overline{X} = 90/10 = 9$$

- **Total media** *between* **groups:** 249/19 = 13.10
- Total **sum of squares**

$$\Sigma xt^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N} = 3649 - \frac{(249)^2}{19} = 385.8$$

- **Sum of squares** *between* **groups**

$$\Sigma x_b^2 = \frac{(\Sigma X_1)^2}{n1} + \frac{\Sigma(X_2)^2}{n2} - \frac{(\Sigma X)^2}{N}$$

$$\Sigma x_b^2 = \frac{(159)^2}{9} + \frac{(90)^2}{10} - \frac{(249)^2}{19} = 355.8$$

- **Sum of squares** *inside* **groups**
- First method

$$\Sigma x_b^2 = \Sigma X_1^2 - \frac{(\Sigma X1)^2}{n_1} + \Sigma X_2^2 - \frac{(\Sigma X_2)^2}{n_2}$$

$$\Sigma x_b^2 = 2819 - \frac{(159)^2}{9} + 830 - \frac{(90)^2}{10} = 30$$

- Second method

$$\Sigma x_b^2 = 385.79 - 355.8 = 30$$

- *Summary.-* **Variance analysis**

Variance source	SS	df	MS	F	Significance level
Between groups	355.8	1	355.8	202.15	0.01
Inside groups	30	17	1.76		0.05
Total:	385.8	18	357.56		

On this exercise, with 1 and 17 freedom degrees, it is established an F – reason of 4.45   in order to reject the null hypothesis at 0.05 level, and an F-reason of 8.40 to reject it at a 0.01 level. Taking into account that the F- value calculated in this exercise got to be higher than both values, it means that the F- reason is significant at a 0.01level and at the 0.05 one; therefore, the null hypothesis is rejected at both levels.

The F-reason here doesn't mean that both groups are different (since they had similar characteristics before the treatment) but it does mean that the results or grades are significantly different since the experimental group got a considerable improvement if compared with the grades gotten by the control group (originally similar grades on both groups before the treatment but really different after it) the experimental group was improved as result of the treatment application.

4.2.1.4.2.2.   Analysis on Grammar grades

- **T value** for the media of 2 samples

EXPERIMENTAL GROUP

X	X	x^2
19	1.9	3.61
19	1.9	3.61
18	0.9	0.81
18	0.9	0.81
17	-0.1	0.01
17	-0.1	0.01
16	-1-1	1.21
16	-1-1	1.21
14	-3.1	9.61
154		20.89

CONTROL GROUP

X	X	x^2
06	2.3	5.29
05	1.3	1.69
05	1.3	1.69
04	0.3	0.09
04	0.3	0.09
03	-0.7	0.49
03	-0.7	0.49
03	-0.7	0.49
02	-1.7	2.89
02	-1.7	2.89
37		16.1

- **Media**

$\underline{\Sigma X} = \dfrac{154}{9}$ $\qquad\qquad\qquad\qquad\qquad \underline{\Sigma X} = \dfrac{37}{10}$
n $\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad$ n

$\overline{X} = 17.1$ $\qquad\qquad\qquad\qquad\qquad\qquad\qquad \overline{X} = 3.7$

As it can be seen, the average value of the experimental group is 17.1 and the media of the control group is 3.7. Clearly, there is a difference between both quantities. Now, we want to know if the difference between groups is significant or if it is the result of chance. So, the null hypothesis says: The application of practical activities does not impact on the writing skill improvement of the children attending the 6th Year of basic Education at "Hernando Taquez" School, during the second term of 2008-2009 School year. Therefore, I am going to calculate the:

- **Standard Error** of the difference between two media

$S\ x1\text{-}x2 = \sqrt{\dfrac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\left(\dfrac{1}{n} + \dfrac{1}{n}\right)}$

$S\ x1\text{-}x2 = \sqrt{\dfrac{20.89 + 16.1}{9 + 10 - 2}\left(\dfrac{1}{9} + \dfrac{1}{10}\right)} = \sqrt{36.99\left(\dfrac{19}{17 \quad 90}\right)}$

$\qquad\qquad = \sqrt{0.456935294} \quad = 0.675969891$

The 0.675969891 value is the expected difference between the media academic outputs on both groups. Is this difference enough higher than the foreseen difference so to let us rejecting the null hypothesis? In order to answer it, I am going to calculate the T- reason:

- **T- reason**

$T = \dfrac{\overline{X_1} - \overline{X_2}}{S\ x1\text{-}x2} = \dfrac{17.1 - 3.7}{0.675969891} = \quad T = 19.82336814$

The observed difference is 19.82 times higher than the expected one taking into account the null hypothesis. Is it enough higher in order to reject the null hypothesis at a 0.05 level? In order to answer it, I am going to calculate the freedom degrees and look the values at T- table:

- **Freedom degrees**

gdl = n1 + n2 – 2   = 9 + 10 – 2 = 17

There are 17 freedom degrees. At looking it on the T-table, I found that at a 0.05 level and with 17 freedom degrees the T-reason is about 2.110, it means that a true null hypothesis will take place by chance: 5 by 100 times. The T-reason 19.82 is higher than 2.110 and this shows us that the difference between groups is higher than the needed value in order to reject the null hypothesis at a 0.05 level. Therefore, the estimated probability that the null hypothesis may be true is smaller than 5 by 100. The data is enough meaningful in order to conclude that the difference does not depend on chance.

- **F- reason** (variance simple analysis)

EXPERIMENTAL GROUP

X	X_1^2
19	361
19	361
18	324
18	324
17	289
17	289
16	256
16	256
14	196
154	2656

CONTROL GROUP

X	X_1^2
06	36
05	25
05	25
04	16
04	16
03	9
03	9
03	9
02	4
02	4
37	153

- **Media**

$$\bar{X} = 154/9 = 17.11 \qquad\qquad \bar{X} = 37/10 = 3.7$$

- **Total media** *between* **groups:** 191/19 = 10.05
- Total **sum of squares**

$$\Sigma\, xt^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N} = 2809 - \frac{(191)^2}{19} = 888.94$$

- **Sum of squares** *between* **groups**

$$\Sigma\, x_b^2 = \frac{(\Sigma X_1)^2}{n1} + \frac{\Sigma(X_2)^2}{n2} - \frac{(\Sigma X)^2}{N}$$

$$\Sigma\, x_b^2 = \frac{(154)^2}{9} + \frac{(37)^2}{10} - \frac{(191)^2}{19} = 851.95$$

- **Sum of squares** *inside* **groups**
- First method

$$\Sigma\, x_b^2 = \Sigma X_1^2 - \frac{(\Sigma X1)^2}{n_1} + \Sigma X_2^2 - \frac{(\Sigma X_2)^2}{n_2}$$

$$\Sigma\, x_b^2 = 2656 - \frac{(154)^2}{9} + 153 - \frac{(37)^2}{10} = 36.99$$

- Second method

$$\Sigma\, x_b^2 = 888.94 - 851.95 = 36.99$$

- *Summary.-* **Variance analysis**

Variance source	SS	df	MS	F	Significance level
Between groups	851.95	1	851.95	392.60	0.01
Inside groups	36.99	17	2.17		0.05
Total:	888.94	18	854.12		

On this exercise, with 1 and 17 freedom degrees, it is established an F – reason of 4.45   in order to reject the null hypothesis at 0.05 level, and an F-reason of 8.40 to reject it at a 0.01 level. Taking into account that the F- value calculated in this exercise got to be higher than both values, it means that the F- reason is significant at a 0.01level and at the 0.05 one; therefore, the null hypothesis is rejected at both levels.

The F-reason here doesn't mean that both groups are different (since they had similar characteristics before the treatment) but it does mean that the results or grades are significantly different since the experimental group got a considerable improvement if compared with the grades gotten by the control group (originally similar grades on both groups before the treatment but really different after it) the experimental group was improved as result of the treatment application.

4.2.1.4.2.3.   Analysis on Composition grades

- **T value** for the media of 2 samples

EXPERIMENTAL GROUP

X	X	x^2
20	3.9	15.21
17	0.9	0.81
16	-0.1	0.01
16	-0.1	0.01
16	-0.1	0.01
15	-1.1	1.21
15	-1.1	1.21
15	-1.1	1.21
15	-1.1	1.21
145		20.89

CONTROL GROUP

X	X	x^2
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
01	0	0
10		0

- **Media**

$$\bar{X} = \frac{\Sigma X}{n} = \quad 145/9 \qquad\qquad \bar{X} = \frac{\Sigma X}{n} = 10/10$$

$$\bar{X} = 16.1 \qquad\qquad\qquad\qquad\qquad \bar{X} = 1$$

As it can be seen, the average value of the experimental group is 16.1 and the media of the control group is 1. Clearly, there is a difference between both quantities. Now, we want to know if the difference between groups is significant or if it is the result of chance. So, the null hypothesis says: The application of practical activities does not impact on the writing skill improvement of the children attending the 6th Year of basic Education at "Hernando Taquez" School, during the second term of 2008-2009 School year. Therefore, I am going to calculate the:

- **Standard Error** of the difference between two media

$$S\,x1\text{-}x2 = \sqrt{\frac{\Sigma x_1{}^2 + \Sigma x_2{}^2}{n_1 + n_2 - 2} \left(\frac{1}{n} + \frac{1}{n}\right)}$$

$$S\,x1\text{-}x2 = \sqrt{\frac{20.89 + 0}{9 + 10 - 2} \left(\frac{1}{9} + \frac{1}{10}\right)} = \sqrt{\frac{20.89}{17}\left(\frac{19}{90}\right)}$$

$$= \sqrt{0.258052941} \quad = 0.507989115$$

The 0.507989115 value is the expected difference between the media academic outputs on both groups. Is this difference enough higher than the foreseen difference so to let us rejecting the null hypothesis? In order to answer it, I am going to calculate the T- reason:

- **T- reason**

$$T = \frac{\bar{X}_1 - \bar{X}_2}{S\,x1\text{-}x2} = \frac{16.1 - 1}{0.507989115} = \qquad T= 29.72504637$$

The observed difference is 29.72 times higher than the expected one taking into account the null hypothesis. Is it enough higher in order to reject the null hypothesis at a 0.05 level? In order to answer it, I am going to calculate the freedom degrees and look the values at T- table:

- **Freedom degrees**

gdl = n1 + n2 – 2   = 9 + 10 – 2 = 17

There are 17 freedom degrees. At looking it on the T-table, I found that at a 0.05 level and with 17 freedom degrees the T-reason is about 2.110, it means that a true null hypothesis will take place by chance: 5 by 100 times. The T-reason 29.72 is higher than 2.110 and this shows us that the difference between groups is higher than the needed value in order to reject the null hypothesis at a 0.05 level. Therefore, the estimated probability that the null hypothesis may be true is smaller than 5 by 100. The data is enough meaningful in order to conclude that the difference does not depend on chance.

- **F- reason** (variance simple analysis)

EXPERIMENTAL GROUP

X	X_1^2
20	400
17	289
16	256
16	256
16	256
15	225
15	225
15	225
15	225
145	2357

CONTROL GROUP

X	X_1^2
01	1
01	1
01	1
01	1
01	1
01	1
01	1
01	1
01	1
01	1
10	10

- **Media**

$\overline{X} = 145/9 = 16.11$ $\overline{X} = 10/10 = 1$

- **Total media** *between* **groups:** $155/19 = 8.15$

- Total **sum of squares**

$$\Sigma \, xt^{\,2} = \Sigma X^2 - \frac{(\Sigma X)^2}{N} = 2367 - \frac{(155)^2}{19} = 1102.5$$

- **Sum of squares** *between* **groups**

$$\Sigma \, x_b^{\,2} = \frac{(\Sigma X_1)^2}{n1} + \frac{\Sigma (X_2)^2}{n2} - \frac{(\Sigma X)^2}{N}$$

$$\Sigma \, x_b^{\,2} = \frac{(145)^2}{9} + \frac{(10)^2}{10} - \frac{(155)^2}{19} = 1081.64$$

- **Sum of squares** *inside* **groups**
  - First method

$$\Sigma \, x_b^{\,2} = \Sigma X_1^{\,2} - \frac{(\Sigma X1)^2}{n_1} + \Sigma X_2^{\,2} - \frac{(\Sigma X_2)^2}{n_2}$$

$$\Sigma \, x_b^{\,2} = 2357 - \frac{(145)^2}{9} + 10 - \frac{(10)^2}{10} = 20.9$$

  - Second method

$$\Sigma \, x_b^{\,2} = 1102.52 - 1081.64 = 20.9$$

- *Summary.-* **Variance analysis**

Variance source	SS	df	MS	F	Significance level
Between groups	1081.6	1	1081.6	886.5	0.01
Inside groups	20.9	17	1.22		0.05
Total:	1102.5	18	1082.8		

On this exercise, with 1 and 17 freedom degrees, it is established an F – reason of 4.45 in order to reject the null hypothesis at 0.05 level, and an F-reason of 8.40 to reject it at a 0.01 level. Taking into account that the F- value calculated in this exercise got to be higher than both values, it means that the F- reason is significant at a 0.01level and at the 0.05 one; therefore, the null hypothesis is rejected at both levels.

The F-reason here doesn't mean that both groups are different (since they had similar characteristics before the treatment) but it does mean that the results or grades are significantly different since the experimental group got a considerable improvement if compared with the grades gotten by the control group (originally similar grades on both groups before the treatment but really different after it) the experimental group was improved as result of the treatment application.

4.3. Data Graphical Exposition Of Results

4.3.1. Individual Group Comparison Between Media Values

4.3.1.1. Experimental Group, Pre-Test And The Post-Test results. *Vocabulary*
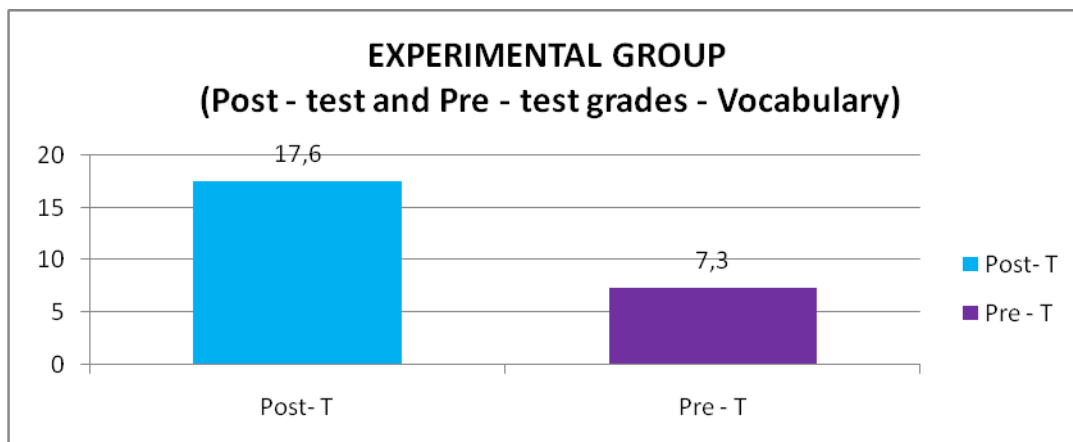
POST-test grades

X	f	x.f
19	2	38
18	4	72
17	1	17
16	2	32
Total	9	159

$\overline{X} = 159/\ 9 = 17.6$

PRE- test grades

X	F	x.f
09	2	18
08	2	16
07	2	14
06	3	18
Total	9	66

$\overline{X} = 66/9 = 7,3$

EXPERIMENTAL GROUP
(Post - test and Pre - test grades - Vocabulary)

On the Experimental group, students got a media value grade of 17,6/20 on the Post Test. If we compare such value with that on the Pre-test where students got a media value grade of 07,3/20, we are able to appreciate a clear improvement on the students' academic output after they have received the treatment. This shows us that the practical activities have impacted positively on the writing skill improvement of these students. Therefore, the alternative hypothesis is accepted.

4.3.1.2. Control Group, Pre-Test And The Post-Test results. *Vocabulary*
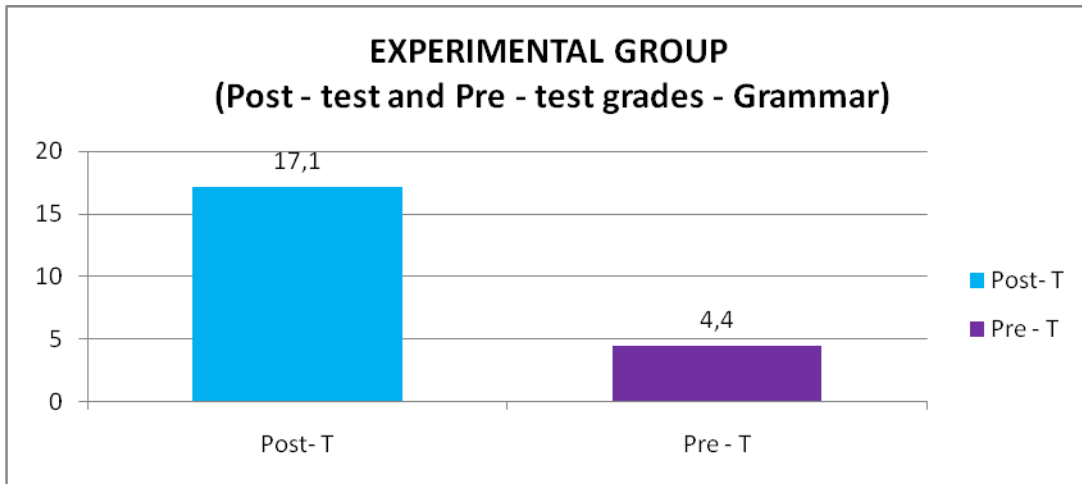
POST-test grades

X	f	x.f
11	2	22
10	2	20
09	2	18
08	2	16
07	2	14
Total	10	90

$\overline{X}$ = 90/ 10 = 9

PRE- test grades

X	f	x.f
08	3	24
07	2	14
06	2	12
05	2	10
03	1	3
Total	10	63

$\overline{X}$ = 63/10= 6.3

CONTROL GROUP
(Post - test and Pre - test grades - Vocabulary)
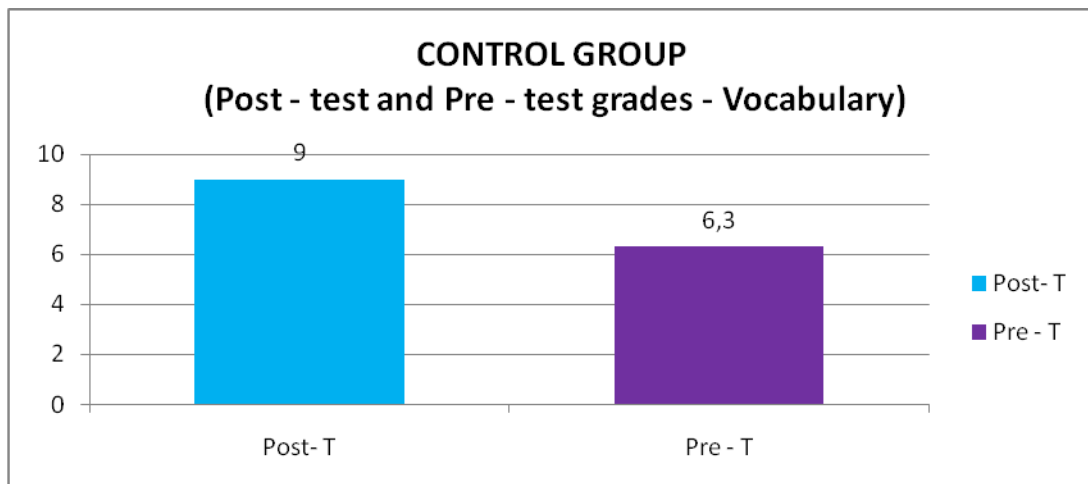
On the Control group, students got a media value grade of 09/20 on the Post Test. If we compare such value with that on the Pre-test, where students got a media value grade of 06,3/20; we are able to see that there is almost no difference on the students' academic output. This is because this group didn't receive treatment so it is used as point of comparison in order to appreciate if there has been a change on the experimental group. This shows us that if it had been the case that the practical activities had been used on the control group, this would have received a positive improvement on the writing skill output. Therefore, the alternative hypothesis is accepted.

### 4.3.1.3. Experimental Group, Pre-Test And Post-Test results. *Grammar*

POST-test grades

X	F	x.f
19	2	38
18	2	36
17	2	34
16	2	32
14	1	14
Total	9	154

PRE- test grades

X	f	x.f
7	1	7
4	1	4
2	2	4
1	5	25
Total	9	40

$\overline{X} = 154/9 = 17.1$　　　　　　　　$\overline{X} = 40/9 = 4.44$

On the Experimental group, students got a media value grade of 17,1/20 on the Post Test. If we compare such value with that on the Pre-test where students got a media value grade of 04.4/20, we are able to appreciate a clear improvement on the students' academic output after they have received the treatment. This shows us that the practical activities have impacted positively on the writing skill improvement of these students. Therefore, the alternative hypothesis is accepted.

4.3.1.4. Control Group, Pre-Test And The Post-Test results. *Grammar*

POST-test grades

X	F	x.f
06	1	6
05	2	10
04	2	8
03	3	9
02	2	4
Total	10	37

PRE- test grades

X	f	x.f
05	2	10
03	1	3
02	2	4
01	5	5
Total	10	22

$\overline{X} = 37/10 = 3.7$ $\overline{X} = 22/10 = 2.2$
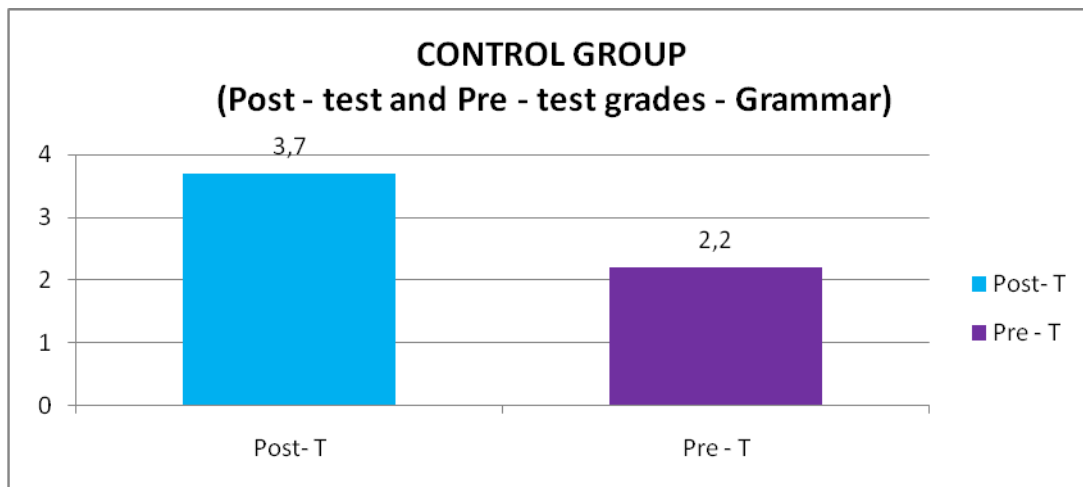
On the Control group, students got a media value grade of 03.7/20 on the Post Test. If we compare such value with that on the Pre-test, where students got a media value grade of 02.2/20; we are able to see that there is almost no difference on the students' academic output. This is because this group didn't receive treatment so it is used as point of comparison in order to appreciate if there has

been a change on the experimental group. This shows us that if it had been the case that the practical activities had been used on the control group, this would have received a positive improvement on the writing skill output. Therefore, the alternative hypothesis is accepted.

4.3.1.5. **Experimental Group, Pre-Test And The Post-Test results**.
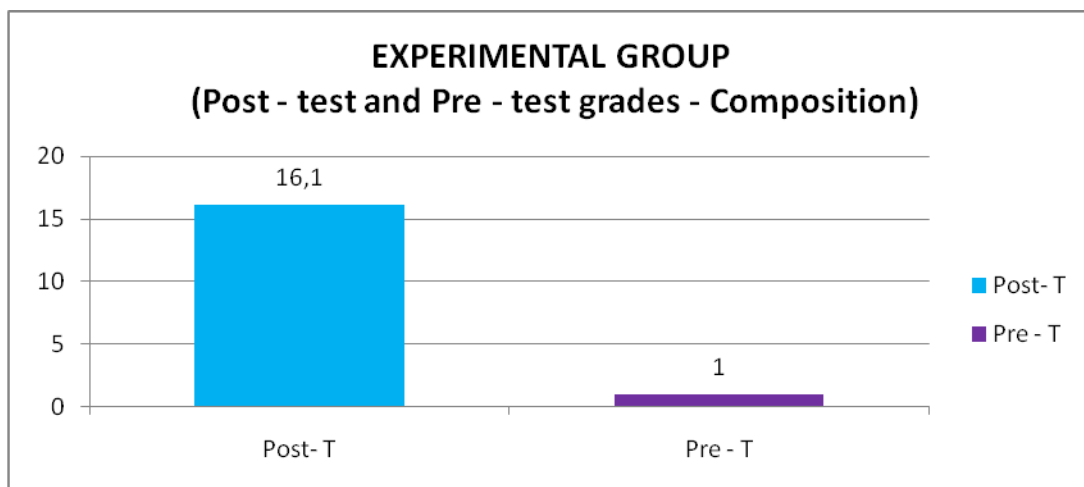**Composition**

POST-test grades

X	F	x.f
20	1	20
17	1	17
16	3	48
15	4	60
Total	9	145

PRE- test grades

X	f	x.f
01	9	9
Total	9	9

$\bar{X} = 145/ 9 = 16.1$ $\bar{X} = 9/9= 1$

85

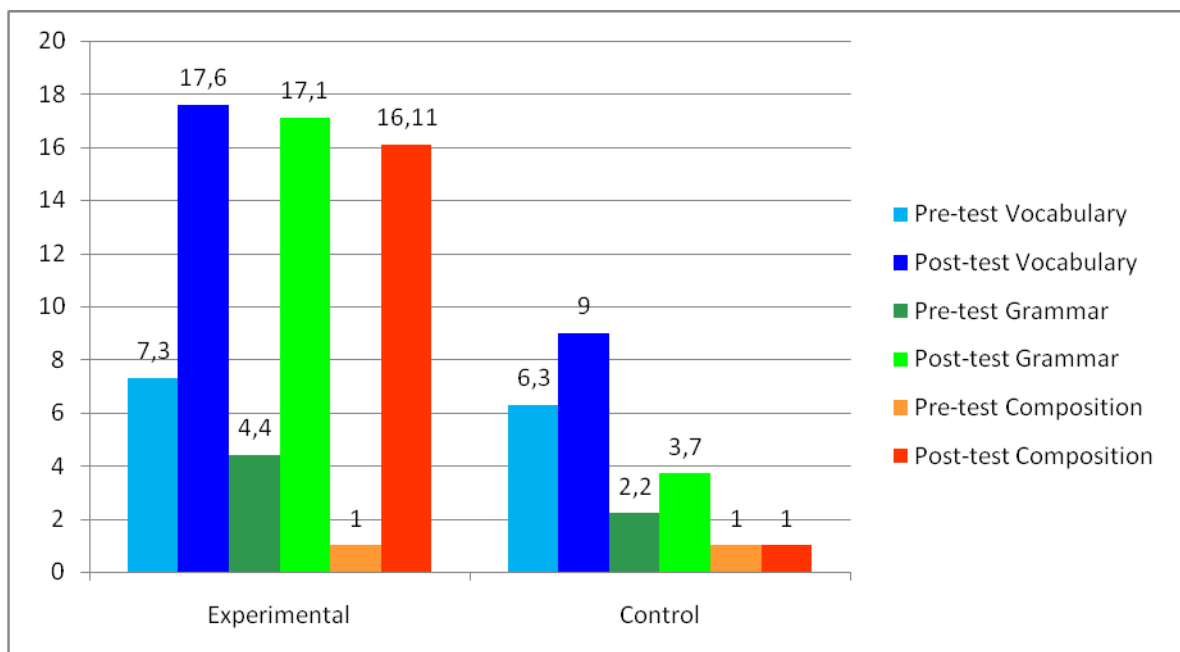On the Experimental group, students got a media value grade of 16,1/20 on the Post Test. If we compare such value with that on the Pre-test where students got a media value grade of 01/20, we are able to appreciate a clear improvement on the students' academic output after they have received the treatment. This shows us that the practical activities have impacted positively on the writing skill improvement of these students. Therefore, the alternative hypothesis is accepted.

4.3.1.6.   Control Group, Pre-Test And The Post-Test results. *Composition*

POST-test grades   **PRE- test grades**

X	F	x.f
01	10	10
Total	10	10

X	f	x.f
01	10	10
Total	10	10

$\overline{X}$ = 10/ 10 = 1 $\overline{X}$ = 10/10= 1
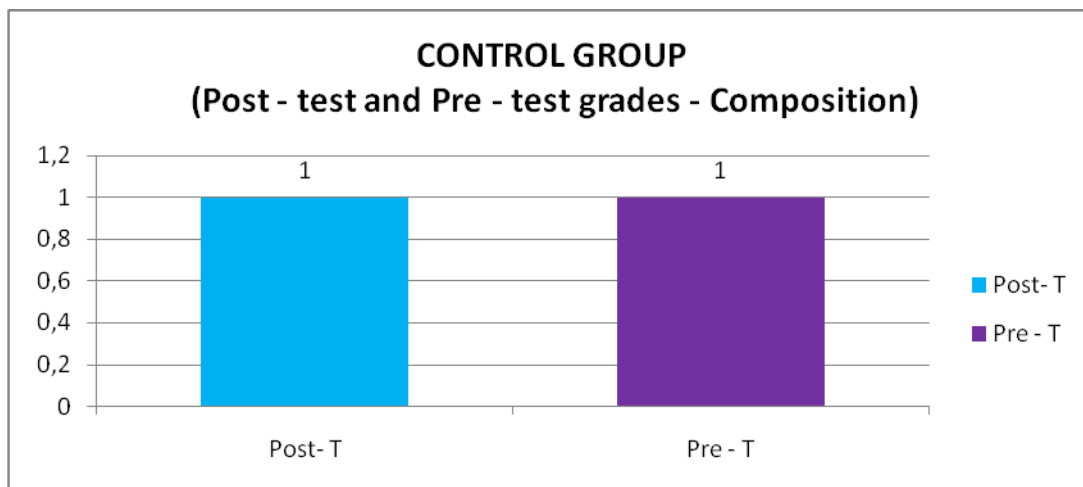
On the Control group, students got a media value grade of 01/20 on the Post Test. If we compare such value with that on the Pre-test, where students got a media value grade of 01/20; we are able to see that there is no difference on the students' academic output. This is because this group didn't receive treatment so it is used

as point of comparison in order to appreciate if there has been a change on the experimental group. This shows us that if it had been the case that the practical activities had been used on the control group, this would have received a positive improvement on the writing skill output. Therefore, the alternative hypothesis is accepted.

4.3.2. General Comparison Between Media Values

- Comparison among Pre-test and Post-test media values grades of the Experimental and Control groups

Here, we can compare the positive impact of the treatment on the experimental group since the students' grades are higher on the post-test compared with those on the pre-test. The experimental group has not got a considerable improvement when compared with the other one since it did not receive treatment. Therefore we can conclude that the treatment has let to get the expected results, and taking

these data as precedent I am able to assert that the alternative hypothesis is accepted and the null one is rejected.

4.4. Conclussions And Recommendations

4.4.1. Conclussions

- It has been observed that the students at "Hernando Taquez" School have serious problems to communicate in written English.

- The inadequate use of learning activities by the teacher of the "Hernando Taquez" School makes it difficult for the students to develop the writing skill in English.

- The application of different adequate techniques – as the ones proposed by this research work – generate active participation on the students, therefore helping to fulfill the educational objectives and helping to accept the alternative hypothesis.

- The teacher who uses appropriate activities in the teaching learning process achieve a considerable improvement on their students' academic output related to the writing skill so differentiating from those teachers who hardly use this kind of activities or do not use them at all, obtaining as result their students' low output.

4.4.2. Recommendations

After I have carried out the present project, I am able to demonstrate that it is necessary to point out some recommendations in order to aim the educative authorities, teachers and future teachers get the maximum benefit of this research.

- The educative authorities should facilitate capacitating courses to the English teachers so they can learn to enrich their knowledge and therefore be able to develop their teaching task in the best way.

- I recommend to use these activities because they incentive the active and creative students' participation on the English writing skill development.

- I suggest that the teachers -who use the present work- feel in freedom to choose the activities and use them in a creative way so trying to improve its effectiveness every time more and more because this project is not limited but it can be improved.

- It has been proved that the use of these activities to develop the writing skill motivates the students' active participation so they should be considered in every lesson planning.

- I recommend the teachers to use the present activities and ideas in a natural and simple language so the student can understand, retain and create the correct written idea achieving so an excellent output in the English writing skill.

PART FIVE

5. PROPOSAL

5.1. Description On The Project

5.1.1. **Project Title**: "APPLICATION OF SOME PRACTICAL ACTIVITIES FOR THE WRITING SKILL IMPROVEMENT"

5.1.2. **Contents**:

- Colors
- School materials
- Fruits
- Vegetables
- Animals

5.1.3. **Didactical Resources**:

- Flash cards
- Posters
- Realia
- Board
- Photocopies of didactic material.

5.1.4. Process

At each English class during 12 weeks such themes were be taught. Each Monday and Tuesday: Vocabulary. On Wednesdays and Thursdays: Grammar and finally, on Fridays: Content.

We must outstand that I included one additional day each week (Tuesday) in order to overcome possible problems or acquire more practice on vocabulary acquisition. The same was done (Thursday) in order to get more practice or to strengthen Grammar.

Didactic material (for students' use or practice) was photocopied and distributed in order to save time and focus them on the practice rather than spending valuable time on reproducing the exercise frame.

5.1.5. Timetable

WEEKS	Monday VOCABULARY	Tuesday VOCABULARY	Wednesday GRAMMAR	Thursday GRAMMAR	Friday COMPOSITION
1st	Colors	School things	School things Singular/plural	There is/are (meaning / use) Affirmative sentences	Composition using Affirmative structure
2nd	Adjectives 1-4	Review: School things	Adj + noun position	Negative sentences	Composition using affirmative and negative structures
3rd	Fruits 1-6	Fruits 7 – 13	Adj + noun position	Review of affirmative and negative sentences	Composition using affirmative and negative structures
4th	Review of all we	have learned	on weeks	1st to	4th
5th	Adjectives 5-8	Vegetables 1-6	Adj + noun position	Affirmative and negative sentences	Composition using affirmative and negative structures
6th	Vegetables 7-13	Adjectives 1 - 8	Adj + noun	Affirmative and negative sentences	Composition using affirmative and negative structures
7th	Prepositions 1 and 2	Review: vegetables 1 – 13	Adj + noun Prepositions 3 and 4	Review Affirmative and negative sentences	Composition using affirmative and negative structures
8th	Prepositions 3 and 4	Fruits and vegetables	Adj + noun Prepositions 3 and 4	Affirmative and negative sentences Prepositions 3 and 4	Composition using affirmative and negative structures
9th	Review of all we	have learned	on weeks	5th to	8th
10th	Animals 1 – 6	Review animals	Interrogative sentences	Affirmative, negative, interrogative	Composition using affirmative, negative and interrogative structures
11th	Animal 7-13	Review animals	Interrogative sentences Affirmative/ negative answers	Review: Affirmative / negative / integorrative/ aff – neg answers	Composition Affirmative / negative / integorrative/ aff – neg answers
12th	Review weeks 1-3 themes		Review themes weeks 5 - 8	Review themes weeks 10 – 11	Post – test

5.1.6. **Resources**

5.1.6.1. **Human**: English teacher, classroom teacher, Institutional authorities.

5.1.6.2. **Material**: Office materials.- bond paper sheets (photocopies), pencils, erasers, board, board markers, color pencils, board eraser, folders, posters, flash cards, 1 classroom, chairs, tables, photocopies of the graphical English notebook.

5.2.   Theories and Activities Used in the Present Project.

5.2.1. Theories

I have found both, the "V.A.K.O.G. Learning Styles" and the "Multiple intelligences theory" very interesting and some of their activities very useful. They are closely related to the practical activities I listed on Chapter Two.

I have stimulated the student's visual sense or visual- spatial intelligence by means of using flashcards, a notebook with drawings and printed words to stick on the board or I have written the vocabulary words and grammar structures on the board; so they can find easy to memorize through images.

In order to get attention on their audio sense, I have developed activities related to oral work, exercises and pronunciation games, etc. For example, I have stuck some flash cards on the board and then, suddenly I have taken out one of them, after it I have asked them for the one which has disappeared. This way they practice pronunciation and direct association between the graphic and its corresponding second language pronunciation and meaning.

Everybody enjoyed the Bodily - Kinesthetic intelligence or kinesthetic activities such as touching toy fruits or animals which were inside a schoolbag and guessing which object it was.

They also liked to play using mimic and guessing activities. These are directly related to Bodily - Kinesthetic intelligence.

At applying Verbal - linguistic intelligence activities, I used puzzles with words like soups of letters and crossword puzzles.

The Logical - Mathematical intelligence was stimulated by means of grammar activities which required the students to put sentences or words in the correct order, to look for the errors, exercises of filling in the blanks to get whole written words, etc

5.2.2. Activities *

English is a language which has some common characteristics and of course some particularities and differences when compared with Spanish. Students usually make mistakes at writing in English mainly due to the fact that the words are not written in the same way as they are pronounced; the words are not written in the same order (in a sentence) as those in Spanish, so the English teacher must prepare activities which help the students to overcome punctual problems such as the ones stated before.

The following ones are activities which will help the students to develop an accurate sense of how a word is correctly written or placed, at the time they offer something different from the traditional memoirist way of learning.

*(You can check the activities samples on pages 119 to 155. ANNEX 2)

5.2.2.1. Differential Activities

These are procedures based on differences in meaning between the first language and the second one. They include the use of the native language to get the meaning across. But, you please, do not try to criminalize the use or avoidance of a native or second language use because here I am just trying to take an intermediate position; it is to use the native and the second language to a greater or lesser extent depending upon the class requirements, just with the aim of facilitating the learning to the students. Here I write down two differential activities I will apply in the present project:

5.2.2.1.1. **Explanation And Translation**.

- I used the native language to explain things such as grammar rules, differences in the structure of the two languages, etc. I think this is deeply useful because this way the teacher avoids: wasting time, confusing to the student, etc. And taking into account that the students at this level will translate anyway in their minds, therefore it is useless to try to prevent him from doing so.

5.2.2.2. Ostensive Activities

Ostensive is a term which refers to an action when a teacher shows something or demonstrates something, therefore the student makes use of his senses in order to get the meaning or sense of it. The principle of learning meaning through the senses is greatly accepted by scientists who have set new theories on language learning and they state that whatever is in mind must first have been in the senses. The stronger the association between the visual stimulus and vocal sound, the shorter the time needed for learning. Ostensive activities use pronunciation and gesticulation in order to form a link in the student's mind between what is said and what is done and between the object and its pronunciation and meaning. These activities include the use of:

5.2.2.2.1. Objects.- Objects or models of them – sometimes called *realia* -may be used to teach vocabulary and structures. The easier these objects can be seen and felt the easier it is to get the meaning across.

- Names of things like school materials, fruits, vegetables, animals, etc may be taught by pointing and naming them.

- Quality words such as: long, short, big, etc may be presented in contrast with their opposites by means of objects which best bring out their opposing qualities. For example: long is clearer when contrasted to short whenever we use appropriate objects which reflect such qualities.

- Certain abstract words like the generic names of the objects, say: fruits, school materials, animals, colours, etc., may be taught by grouping together a number of objects, models or materials belonging to the same class.

5.2.2.2.2. Actions.- When objects are not enough useful to teach meaning then, gestures like pointing and touching or actions like putting the objects in a particular position; this is the case of prepositions of place which are going to be taught along the present project application: in, on, under, next to. Gestures may also be sued to practise vocabulary or the production of sentences. The teacher may use only gestures to show the students how e.g. a given fruit looks like and the students would try to guess the correct word or sentence the teacher is trying to explain. (The performer of the mimic - activity may be also a student).

5.2.2.2.   Pictorial Activities Or Visual Aids

Showing visual aids focuses attention on meaning, and helps to make the language used in the class more real and alive.

Having something to look at keeps the students' attention, and makes the class more interesting.

Visuals can be used at any stage of the lesson – to help in presenting new language or introducing a topic, as part of language practice, and when reviewing language that has been presented earlier. The teacher can also use a drawing in order to elicit that the student write a composition (some sentences) describing the illustration. This is the case of the exercise: "making sentences from pictures". Good visual aids are not just used once, but again and again, and can be shared by different teachers.

There are some visual aids:

5.2.2.3.1. The Blackboard.- The teachers or students can use it to draw pictures, diagrams, etc.

5.2.2.3.2. Flashcards.- These are cards with single pictures which can be held up by the teacher. They can be used for presenting and practising new words and structures, and for revision. The teacher can draw a picture on the flashcard, or stick on a picture from a magazine; flashcards can also be used to show words or numbers. Flash cards are a very useful didactic resource and one of the easier of using. They let to develop a wide variety of activities since pair drawings with names, memory games, mimic, etc. This kind of material may be reused as many times as desired or required.

5.2.2.3.3. Graphic Charts For Writing Sentences.- They are larger sheets of card or paper with writing, pictures or diagrams, used for more extended presentation or practice. They would usually be displayed on the wall, blackboard or included in the work paper sheet. They are series of pictures under each of which the student writes an appropriate sentence describing what he sees.

5.2.2.3.4. Semantic Pictures.- They are drawings which goal is to teach meaning without translation. There are some drawings of objects and the teacher makes

use of them in order to make the students learn the correct pronunciation and spelling of vocabulary words. The teacher may provide organise them in form of book* and then distribute some copies to the students. This is a useful tool since it lets them to review the taught vocabulary in written form. It also serves as reinforcement instrument since they could practice what they learned at home – children are always eager to share it with their friends and relatives-; they also use it to do homework. This is also useful to focus students´ attention during the vocabulary class because as teacher teaches it using pictorial aids, students reinforce such process with their own material.

5.2.2.4. Contextual Activities

These are activities which require ordering words in order to get correct sentences. Once the students have acquired certain vocabulary, known words may be used to teach and practice the correct grammar structures. These activities include:

5.2.2.4.1.Scrambled Sentence.- This is an exercise where belonging to each sentence are mixed in a random order - in its own file - and the students are required to order such pieces and write a correct sentence out of them.

5.4.2.4.2. Sentence Correction.- It is another interesting exercise which entails to identify and rectify the error in a given grammar structure. This activity may be also used with vocabulary words in order the students feel challenged to remember how to write the correct word. Then, I could refer to it as: *error recognition*; it is an activity which encourages the student to recognize the error or errors in a given word and to produce its right written form.

5.2.2.5. Spelling Drills

Drills are a sequence of exercises which demand the student to repeat over and over a determined activity until he can perform it faultlessly.

*(You can check the graphical booklet used for learning vocabulary on pages 156 to 164. ANNEX 3)

In order the student learn to write the words correctly he must practice its correct spelling. These kind of drills include exercises where the student is required to:

5.2.2.5.1.Order The Letters.- The teacher provides a paper sheet containing some groups of letters - in disorder – which the student must organize in order to get the correct word, some letters are already placed so to serve as hint but most blanks remain empty so to let the student practice on assembling the right written word.

5.2.2.5.2. Complete.- Here, the student faces with an exercise where some letters are written and most of them omitted in each exercise, he has to fill in the blanks so to form a correctly spelled word. Each exercise may have a drawing so to serve as hint. The purpose of word completion exercises is to encourage the student in trying to remember the correct spelling of a word.

5.2.2.5.3. Circle The Correct Word.- This is a multiple choice kind of exercise. The student is given a paper sheet containing, say, 3 columns of words; each file has one correctly written word and two incorrectly ones. He must remember the correct spelling so to be able to choose and circle the correct option. This is a discrimination exercise helps the student to reinforce the correct way of writing the new words.

5.2.2.5.4. Find The Missing Half.- The teacher must divide each vocabulary word in two pieces so getting two columns and then he places the second column halves at random order. The student needs to recognize and match the corresponding halves of the word and then write it correctly.

5.2.2.6.   Word Games

Games are activities which have some fun on them at the time they are useful tools in order to encourage students to practice something. They are not difficult to develop since many children enjoy of them in their own language

5.2.2.6.1. Spelling Games

5.2.2.6.1.1.W*ordsoup* is a funny activity that requires the student to search for correctly written words and circle them. Those words remain "hiding" among letters written in a random order.

5.2.2.6.1.2. ***Crossword puzzles*** are well known activities which demand the student to write the correct letters that resemble to the suitable word, their main characteristic is they have the exact quantity of squares –one per letter- or spaces for a given word. The kind of puzzles I have used for my teaching purposes uses drawings as hints; it is made in order to avoid confusion and to get the learning of the word spelling at the time he practices the vocabulary acquisition by means of direct visual association between the picture and its correct English spelling way.

5.3.   Lesson Planning*

5.3.1. What does it consist on?

Planning a lesson consists on preparing techniques, activities and resources in advance so to teach something in such a way that students can be able to understand and learn the main ideas along the learning process. In order to plan a lesson, it is necessary to take into account some points:

- The aims of the lesson.

- The vocabulary that is going to be taught in the lesson.

- The main stages of the lesson.

- How do you plan teaching the lesson.

It is important for teachers to decide about these themes – in other words, to make their own plan for the lesson.

*(You can check the lesson plans samples on page 165 to 170. ANNEX 4)

If there is available a teacher's book that gives adequate information, teachers should still decide for themselves how best to teach the lesson. They should use the teacher's book only as a guide and a source of good ideas, not as a set of instructions that must be followed precisely.

5.3.1.1. Aims And Content Of The Lesson. It is always important to see what the objectives of the lesson are. A lesson may focus on:

- A particular topic- so the aim of the lesson may be: The students will be able to identify the colors and express this information in an oral and written way.

- A particular structure- so the aim of the lesson may be "To describe objects using the simple present tense".

- A skill – so the aim of the lesson may be "To express descriptions in writing".

5.3.1.1.1. *Vocabulary and Structure*.- It is important for the teacher to know exactly what words will be taught in the lesson. Most lessons introduce either new vocabulary or a new structure, or both.

- New vocabulary.- Not all new words in a lesson are equally important. As part of the preparation for the lesson, the teacher should decide which words need to be practised, and which only need to be briefly mentioned.

- Structures.- If a new structure is introduced in the lesson, it will need be presented carefully and practised. The teacher should also be aware of any structures which are practised in the lesson, but which were introduced in earlier lessons.

5.3.1.1.2. *Skills*.- The teacher needs to be aware of what skills or which one is the main skill that will be developed in the lesson: speaking, listening, reading or WRITING (This last one is the one we are going to focus on this thesis).

5.3.1.2. Stages Of The Lesson.

Any lesson we teach naturally divides into different stages of activity. For example, at one stage in a lesson, the teacher may be explaining new words and writing them on the board; at another stage students may be doing some guided written practise on the board, and so on. It is much easier to plan the details of a lesson if we think in terms of separate stages rather than trying to think in terms of the lesson as a whole.

5.3.1.2.1. Warm - Up.- The teacher introduces the objectives of the class and presents material related to the theme (it should get the students' attention so the most useful here are the visual aids).

5.3.1.2.2. Presentation.- The teacher presents new words or structures, gives examples, writes them on the board.

5.3.1.2.3. Practice.-Students practise using words or structures in a controlled way, e.g. making sentences from prompts, asking and answering questions, giving sentences based on a picture, participating in a given game that involves exercising what the teacher already performed. Practice can be oral or written.

5.3.1.2.4. Production.- Students use vocabulary that they have learnt to express themselves more freely, e.g. to write about a determined theme. After it, the exercise may be done on the board so students and teacher can check and correct possible errors. Production can be oral or written.

5.3.1.2.5. Evaluation.- Each student participates in a total individual way, e.g. going to the front and participating in a given exercise, say: identifying and labelling the colour of a given object or doing a written exercise without teacher's help.

5.3.1.2.6. Summary.- The teacher reviews language learnt in the lesson, to refresh students' memories or as preparation for their daily homework.

5.3.2. Importance

Most teachers tend to think that writing a lesson plan is a waste of time, some of them are convinced they are enough experienced and therefore they do not need to make use of a lesson plan, but they are making a big mistake. Being a teacher is a life of continuous enrichment and changes. As we spend time teaching, we learn: from our students, from our mistakes, from our good days and from our worst days. We are working with humans, people with different personalities and life environments, students whose mind and attitudes toward learning is constantly being affected by external stimulus; therefore, no matter how much experienced a teacher can consider himself, if he/she reflects deeply he/ she should recognise it is necessary to plan lessons according to our students' personality, interest, preferences, etc.

Another important point to take into account is that writing a lesson plan helps teachers to prepare the lesson and the necessary materials in advance; it helps them to decide exactly what they will do and how they will do it.

The lesson plan is a useful tool we can look at again after the lesson, and use it to evaluate what happened. (Did they do what I planned? Was each stage successful? Which were the mistakes? What can I do or change in order to improve the learning process?) This valuable tool can be kept and used again next year (of course the teacher will adapt some changes to it but the main idea is there. It is alike a doctor who has his instrumental clean and ready for the next patient. Maybe his patient would come along with some particularities different from his last one but anyway a good doctor will adapt to his patient's situation and make a wise use of his tools –which are waiting for the master-, experience and knowledge in order to do the best each time.)

I think there is no "correct" way to write a lesson plan, but a good lesson plan should give a clear picture of what the teacher intends to do in the lesson. The annexed plan in the present thesis is intended as an example that includes some

features which have functioned in a successful way along the experimental phase of the present work.

5.3.3. Preparing Some Material

Preparing the necessary material the students are going to use during the English class is really important and it is not difficult to do. Nowadays, there is always a computer near us and its programs are relatively easy to use. On the following pages I have included some examples of material I have designed using "Microsoft Word". These exercises can be reproduced on wider paper sheets we can find at any bookstore. We can use markers and pencils to design the exercises in such a size that we could stick the poster on the board and we can explain the exercise there. Students can take turns to get extra practice on developing the exercise in front of their mates (they are always eager to take part in this activity because they consider it as a "privilege").

Someone may argue it is a waste of time but teachers must realize this really saves valuable time that in other way we would be forced to use in reproducing such exercises on the board at our forty-five minutes class.

Of course, some educative institutions are lucky at having an "in-focus" reproducer machine and this device could be used to reproduce the exercise on the board avoiding this way the teacher's extra job of designing the exercises on wide paper sheets. The institution I worked in, did not have such device but I really learned that designing didactic material is not difficult to do but it is really useful.

On the Annexes Part, I included some exercises I used in order to teach Vocabulary, Grammar and Content to the students. I have not included all the themes because it could be so much longer. The idea is that you could be able of understanding that the exercises have an adaptable nature any teacher can use and fit into any desired theme he wants to teach. Of course this is not a "magic

formulae" but you may also add or change something and improve ideas. I hope this could serve as an invitation in order other teachers begin designing and discovering everybody has a creative mind for doing our daily task more interesting.

GLOSSARY OF TERMS

- ***ABILITY**.- The one of congenital innate attitude. It is acting with more result and minimum effort, that requires a methodological learning. Ability is non-suitable objective of a systematic education. The levels of output are measured by objective scales.*

- ***BEHAVIOR**.- It is a manner to conduct oneself in relations with others, in accordance with social, moral and cultural norms. Besides, it refers to the global behavior of a social group in their relation with other social groups. Sometimes employed as a synonym of conduct.*

- ***CREATIVENESS**.- Aspect of personality and characteristic of an artist, discoverer, investigator. The creativeness will correspond to a type of sharp thinking, always ready to image a great number of possible solutions*

- ***DIDACTIC**.- An art to design or profess in Pedagogy, the technology of professional function, the study of teaching means. It bases upon the intuition, general theories about learning and experimental contributions.*

- ***KNOWLEDGE**.- Anything a person wants to understand, comprehend or get information about. The plural form of knowledge is employed in psychology to indicate the accumulation of comprehended information based on the data or facts possessed by the individual.*

- ***LEARNING**.- The performed actions and their effects constitute association that provoke stimuli in the brain that reinforces them positively or negatively, converting them in knowledge that will be employed from this moment in thinking processes and somehow related to new situations. Learning is the acquisition of new behaviors that will be put in practice in new situations.*

- ***LEARNING PROCESS**.- Series of activities focused to get students learn a theme.*

- **METHOD**.- It is a road that leads to the end, ways to do something well. Method is defined as a conjoint of adequate proceedings to achieve a determined goal.

- **METHODOLOGY**.-It is a part of Didactics that is about means of teaching, training and education under its control.

- **MOTIVATION**.- To predispose the student to what is pretended to be taught, make him participate actively in school works. Thus, motivate is to conduct the student to learn, through rehearsal or error, imitation or reflection.

- **PROCESS**.- An organization of teaching materials, with the aim to obtain an optimum output. Action of going forward. Time pass. A conjoint of successive phases of a natural phenomenon or some artificial operation.

- **SKILL**.- Ability, art, property to do anything

- **STIMULATE**.- To provoke any excitement that pretend to unchain the mental, affective or intellectual mechanisms. It can come from the exterior or be born in the organism.

- **TEACHING**.- Action and effect of teaching systems and instruction methods, example or success that serve as an experience or escarpment.

- **TECHNIQUES**.- It is a noun of the adjective: technical. Its origin lies in Greek and Latin: technicus that means related to art. It is a conjoint of processes of an art or fabrication. The simplified meaning of a technique is do something

- **TO TEACH**.- To instruct, show or expose a thing in order to make it seen or learnt.

BIBLIOGRAPHY

CANT, A. y SUPERFINE, W. *Developing Resources for Primary.* España. Richmond publishing, 1997.

CARRIER, M. *Intermediate language skills.* Hodder and Stoughton, 1981

DOFF, Adrian. *Teach English. A Training Course for Teachers.* Cambridge University Press, 1989

GARCÍA AREZA, M y otros. *La Lengua Inglesa en la Educación Primaria*, Málaga. Ediciones Aljibe, 1994.

GARDNER, R. and LAMBERT, W. *Attitudes and Motivation in second language learning.* Newbury House, 1972

GRANGER, Colin. *Play Games with English.* Litho Ltd, 1995

HARMER, Jeremy. *The practice of English language teaching.* Longman, 2000.

HEARN IZABELLA y GARCÉS ANTONIO (Coords.)*Didáctica del Inglés para Primaria.* Madrid. Pearson Educación, 2003.

HOLDEN, Susan. *Second selections from Modern English teacher*. Longman, 1986

INGA, JARA, A., Metodología de Estudio. *Edit. Universidad técnica Particular de Loja, 1992.*

JORBA, Jaime. *Hablar y Escribir para aprender: Uso de la Lengua en situación de enseñanza - aprendizaje desde las áreas curriculares.* Ed. Síntesis, 2002

LOPEZ, Raúl. *Methodology.-Self-study guide to accompany: The teaching English as a second language: Techniques and Procedures - third and fourth study guide*. Escuela Politécnica del Ejército - MED. Ecuador, 2000.

MICROSOFT CORPORATION. *Microsoft Student 2008 [DVD]*, 2007

NERICI, Imideo. Hacia una Didáctica General Dinámica. *Edit Capeluz, Ed. Bercera, 1985.*

NORMAN, David. *Communicative ideas*. C.Colour Press, 1986

PRABHU,N. *Second Language Pedagogy.* Oxford University Press, 1987

ROOKS, George. *Share your Paragraph*. Prentice Hall Regents, 1988

SPRATT, Mary. *English for the teacher: A language development course.* Cambridge University Press, 1994

UR, Penny and WRIGHT Andrew. *Five- Minute activities.* Cambridge University Press, 1998

VALE, David and FEUNTEUN, Anne. *Teaching Children English.* Cambridge University Press, 1998

VILLAROEL IDROBO, Jorge. *Didactica General.* Universidad Técnica del Norte, 1995

WHITE, R. *Teaching English*. Heinemann, 1980

WRIGHT, Andrew, BETTERIDGE and BUCKBY, Michael. Games for language learning. *Cambridge University Press, 1993*

Annexes

ANNEX 1　　　　　　　　PRE TEST AND POST TEST

Hernando Taquez School

STUDENT´S NAME:	**COURSE/ GRADE:**
TEACHER´S NAME.	**DATE:**

WRITING SKILL TEST

INSTRUCTIONS:

Level	Topic:	Skill	Areas	Participants	Time:
Basic	*Adjectives*	*WRITING*	*Vocabulary*	*Students*	*45 minutes*

Materials:

Answer sheet

Soft clean eraser

Soft pencil (type B or HB is recommended)

INSTRUCTIONS

Write your name

Write the correct word in the dot lines.

Write your answers on the question paper.

At the end of the examination, hand in your papers

The WRITING Test on Vocabulary is formed by the exercises related to the following themes:

1. Colors.........................4 marks

2. School materials...........4 marks

3. Fruits ....4 marks

4. Vegetables...................4 marks

5. Animals ....4 marks

TOTAL GRADE..............20 marks

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "............"

STUDENT´S NAME: _____   DATE: _____

1. Order the letters. Write the correct color.

p _ _ _	<u>y e l l o w</u>	w _ _ _ _	o _ _ _ _ _
k in p	w o l l e y	h i w t e	r o a n g e

b _ _ _ _	b _ _ _ _	g _ _ _ _	b _ _ _
b c a l k	w n o r b	e e n g r	l u e b

2. Circle the correct word. (School things).

-	pensol	pencil	pensil
-	book	buk	buck
-	erracer	eracer	eraser
-	pen	pem	qen
-	notebok	notebuuk	notebook
-	peper	paper	peiper
-	schollbag	schoolbag	scholbag
-	rruler	ruller	ruler

3. Correct the errors. Write the exact word.(Fruits)

aple _____   cherryes _____   pera _____   lemmon _____

waltermellon _____   orramge _____   stroberry _____   pich _____

4. Find the missing half. Write the correct word. (Vegetables)

....	cab	cado
....	pot	bage
....	avo	tatoes
....	o	nion
....	carr	ato
....	tom	ots
....	pe	cumber
....	cu .	pper

5. Look at the drawings. Write the names of the animals
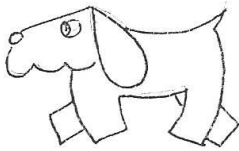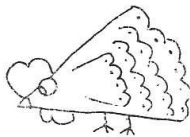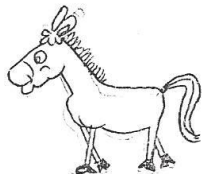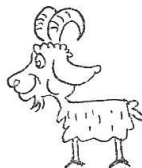
_____   _____   _____

_____   _____   _____

_____   _____

STUDENT´S NAME: **COURSE/ GRADE:**

TEACHER´S NAME.   **DATE:**

WRITING SKILL TEST

INSTRUCTIONS:

Level	Topic:	Skill	Areas	Participants	Time:
Basic	*Adjectives*	*WRITING*	*Grammar*	*Students*	*45 minutes*

Materials:

Answer sheet

Soft clean eraser

Soft pencil (type B or HB is recommended)

INSTRUCTIONS

Write your name

Write the correct word in the dot lines.

Write your answers on the question paper.

At the end of the examination, hand in your papers

The WRITING Test on <u>Grammar</u> is formed by the exercises related to the following Grammar structures:

1. Affirmative sentences using adjectives and nouns.........................5 marks

2. Affirmative sentences using prepositions of place........................5 marks

3.Negative sentences using adjectives.......................................10 marks

4. Interrogative sentences ....10 marks

5. Affirmative answers………………………………........................5 marks

6. Negative answers…………………………………………………………..5 marks

TOTAL GRADE................40 marks (40/2)

WRITING PRE-TEST
GRAMMAR

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "............."

STUDENT´S NAME: _____   DATE: _____

1. Write the words in their correct order.

   a) There .... 1 .... (red / is / pencil)

   b) There .... 4 .... (are / long / bananas)

   c) There .... 6 ....(avocadoes / good / are)

   d) There .... 2 ....(are / pencils / short)

   e) There .... 1 ....(expensive / lettuce/ is)

   f) There .... 3 .... (yellow /are / pineapples)

   g) There .... 1 .... (is / cow /big)

   h) There .... 5 .... (small / are / horses)

   i) There .... 1 .... (cheap / carrot / is)

   j) There .... 4 .... (are / green / lettuces)

2. Order the words. Write correct sentences.

   | 1 bird | the tomato | There is | next to |

   a) _____

   | There are | 5 chickens | under | the hen |

   b) _____

   | next to | There is | 1 cow | the bull |

   c) _____

   | 4 beans | under | There are | the pepper |

   d) _____

   | 1 turkey | next to | the dog | There is |

   e) _____

3. Write these negative sentences in their correct form.

a) There is 1 not pen short. _____

b) There are green 3 grapes not. _____

c) There is banana not 1 yellow. _____

d) There not is big watermelon 1. _____

e) There 2 are small not cherries. _____

4. Make questions from these sentences

a) There is   1 blue ruler. _____?

b) There are 2 long bananas. _____?

c) There is 1 expensive book. _____?

d) There are 3 red strawberries. _____?

e) There is 1 big coconut. _____?

f) There is 1 green apple _____?

g) There are 4 small tomatoes _____?

h) There is 1 big mouse _____?

i) There are 5 yellow _____?

j) There is 1 black cow. _____?

5. Answer the following questions in affirmative form

a) Is there 1 yellow pineapple? _____

b) Are there 4 big coconuts? _____

c) Is there 1 cheap school bag? _____

d) Are there 3 gray donkeys? _____

e) Is there 1 orange peach? _____

6. Answer the following questions in negative form.

a) Is there 1 blue ruler? _____

b) Are there 2 long bananas? _____

c) Is there 1 big coconut? _____

d) Is there 1 green apple? _____

e) Are there 4 small tomatoes? _____

_____
STUDENT'S SIGNATURE

115

Hernando Taquez School

STUDENT´S NAME: **COURSE/ GRADE:**

TEACHER´S NAME.   **DATE:**

WRITING SKILL TEST

INSTRUCTIONS:

Level	Topic:	Skill	Areas	Participants	Time:
Basic	*Adjectives*	*WRITING*	*Composition*	*Students*	*45 minutes*

Materials:

Answer sheet

Soft clean eraser

Soft pencil (type B or HB is recommended)

INSTRUCTIONS

Write your name

Write the correct word in the dot lines.

Write your answers on the question paper.

At the end of the examination, hand in your papers

The WRITING Test on <u>Composition</u> is formed by the exercises related to the following themes and Grammar structures:

1.   Affirmative sentences using adjectives colors and vocabulary on school materials..5 marks

2.   Negative sentences using adjectives and fruits.....................................4 marks

3.   Interrogative sentences using prepositions and vocabulary on vegetables..5 marks

4.   Affirmative answers using colors and other adjectives and animals names…...………………………………………….…………….....................3 marks

6.   Negative answers using adjectives…………...…………………………..3 marks

TOTAL GRADE................20 marks

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "............"

STUDENT´S NAME: _____   DATE: _____

1. Look at the school things and their colours. Write affirmative sentences.
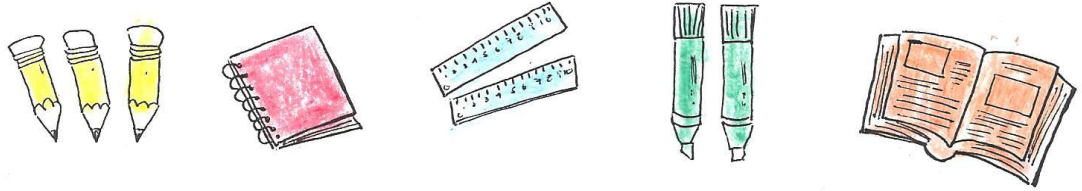
a) _____

b) _____

c) _____

d) _____

e) _____

2. Look at the fruits. Write negative sentences. Use the words in parentheses

(cheap)   (bad)   (expensive)   (big)

a) _____

b) _____

c) _____

d) _____

117
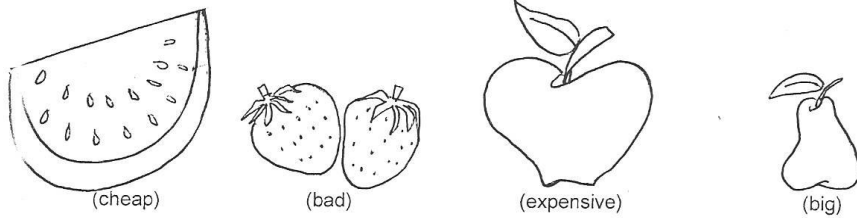
3. Look at the vegetables. Write a question with each one. Use: UNDER / NEXT TO
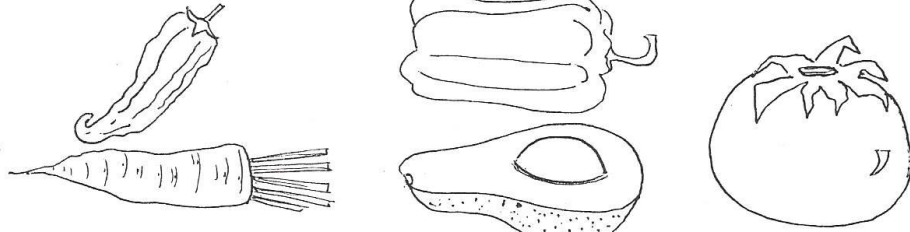
a) _____?

b) _____?

c) _____?

d) _____?

e) _____?

4. Look at the animals. Write an affirmative answer for each question.
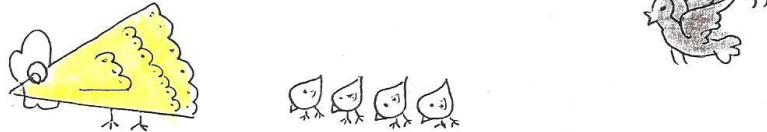
a) Is there 1 yellow hen? _____

b) Are there 4 small chickens? _____

c) Is there 1 black bird? _____

5. Look at the animals. Write a negative answer for each question.
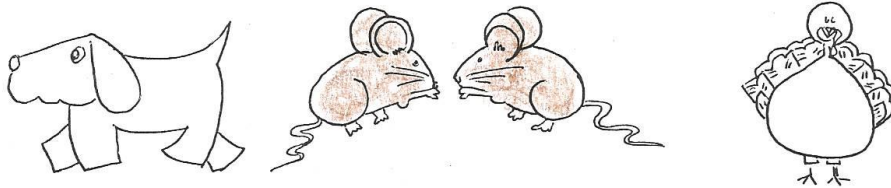
a) Are there 2 small dogs? _____

b) Is there 1 gray mouse? _____

c) Are there 3 big turkeys? _____

_____
STUDENT'S SIGNATURE

118

"HERNANDO TAQUEZ SCHOOL"

WRITING EXERCISES (Vocabulary)

STUDENT´S NAME: _____   **GRADE:** <u>6th</u> **"A"**

TEACHER´S NAME: Marcia Ayala Ch.   **DATE:_____**

INSTRUCTIONS: Circle the colors:

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

WHITE

BLACK

YELLOW

PINK

RED

ORANGE

PURPLE

BLUE

GREEN

GRAY

BROWN

WRITING EXERCISES (Vocabulary)

STUDENT´S NAME: _____   GRADE: <u>6th</u> **"A"**

TEACHER´S NAME: Marcia Ayala Ch.   DATE:_____

INSTRUCTIONS: Order the letters to write the correct color

p _ _ _   p _ _ _ _ _
k i n p   p l e p u r

                    o _ _ _ _ _

y <u>e</u> <u>l</u> <u>l</u> <u>o</u> <u>w</u>   r o a n g e   g _ _ _
w o l l e y   r a g y

b _ _ _ _   b _ _ _   b _ _ _ _
b c a l k   l u e b   w n o r b

w _ _ _ _   g _ _ _ _
h i w t e   e e n g r

r _ _
r d e

STUDENT´S NAME: _____   **GRADE: 6th "A"**

TEACHER´S NAME: Marcia Ayala Ch.   **DATE:_____**

INSTRUCTIONS: Circle the correct word.

-   yelow   (yellow)   yellou

-   pinck   pink   pinc

-   blax   black   blak

-   white   juait   wite

-   orang   orrang   orange

-   reb   red   rred

-   blu   blue   vlue

-   purpol   purple   purplo

-   gary   grei   gray

-   brawn   brown   brouwn

-   gren   gran   green
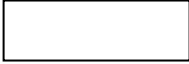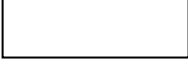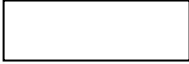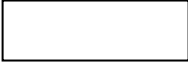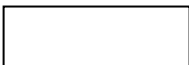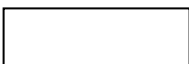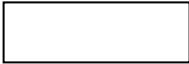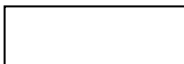
STUDENT´S NAME: _____   **GRADE:** <u>6</u>th **"A"**

TEACHER´S NAME: Marcia Ayala Ch.   **DATE:_____**

INSTRUCTIONS: Correct the errors. 1. Write the exact word. 2. Color the box

Word	Correction	Box
rred	__red___	🟥
pinck	_____	
yelow	_____	
black	_____	
whuite	_____	
orramge	_____	
brawn	_____	
purpol	_____	
blu	_____	
grin	_____	
gray	_____	

WRITING EXERCISES (Vocabulary)

STUDENT´S NAME: _____   GRADE: <u>6</u>th "A"

TEACHER´S NAME: Marcia Ayala Ch.   DATE:_____

INSTRUCTIONS: Complete the spaces. Write the correct word.

R <u>E</u> <u>D</u>

P _ _ K

Y _ _ _ _ W

B _ _ _ K

W _ _ _ _ E

O _ _ N _ E

P _ _ _ _ E

B _ _ E

G _ _ _ N

"HERNANDO TAQUEZ SCHOOL"
WRITING EXERCISES (Vocabulary)

STUDENT´S NAME: _____   **GRADE: 6ᵗʰ "A"**

TEACHER´S NAME: Marcia Ayala Ch.   **DATE:_____**

INSTRUCTIONS: Complete the spaces. Write the correct word of the crossword puzzle.
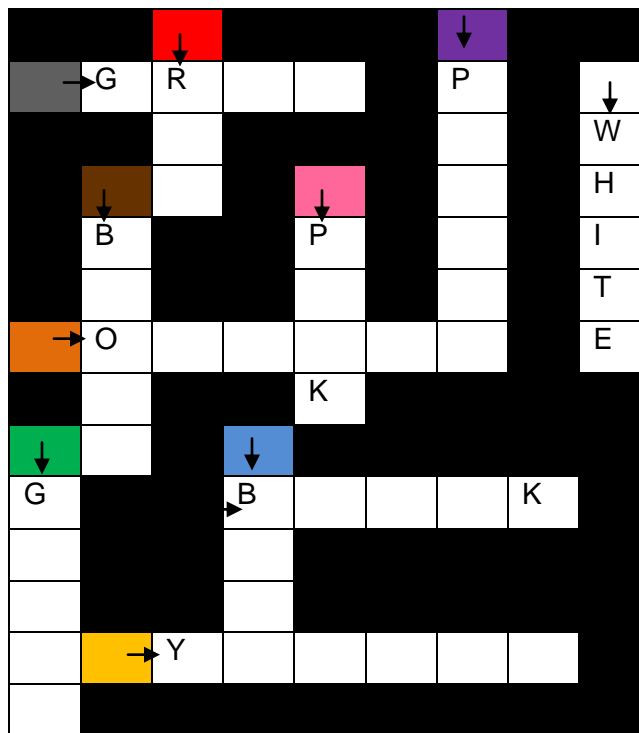
WRITING EXERCISES (Vocabulary)

STUDENT´S NAME: _____   GRADE: <u>6th "A"</u>

TEACHER´S NAME: Marcia Ayala Ch.   DATE:_____

INSTRUCTIONS: Find the missing half. Write the correct word.

……brown…..   bro   en

………………   gre   wn

………………   bl   ple

………………   pur   ue

………………   oran   ed

………………   r   ink

………………   pi   ge

………………   yel   ay

………………   bl   low

………………   whi   ack

………………   gr   te

WRITING EXERCISES (Vocabulary)

STUDENT´S NAME: _____   GRADE: <u>6th</u> "A"

TEACHER´S NAME: Marcia Ayala Ch.   DATE:_____

INSTRUCTIONS: Cross out the word that is not a color.

blue, white, yellow, ~~eraser~~.

pink, red, pencil, orange.

purple, pear, black, brown.

gray, glue, green, white.

yellow, pink, brown, grapes.

eraser, red, green, blue.

orange, paper, pink, white.

WRITING EXERCISES (Vocabulary)

STUDENT´S NAME: _____   **GRADE:** 6th "A"

TEACHER´S NAME: Marcia Ayala Ch.   **DATE:_____**

INSTRUCTIONS: Write the names of the vegetables and circle them in the wordsoup:
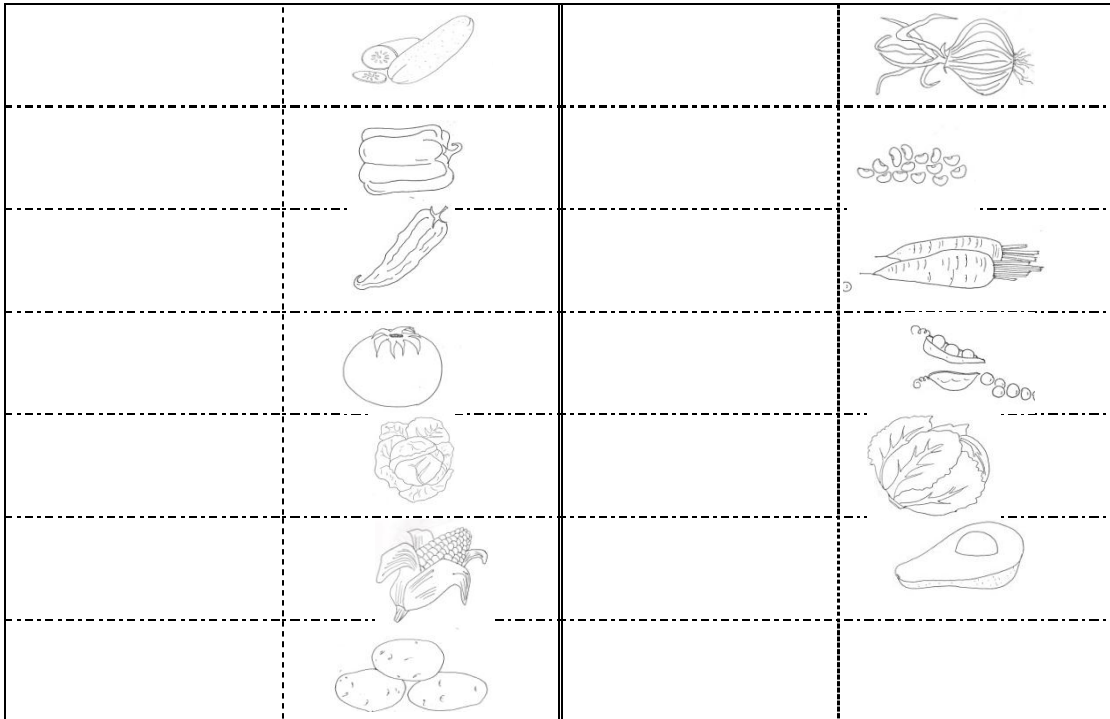
C	U	C	U	M	B	E	R	C	H	P	M	P
A	O	P	E	A	V	O	C	A	D	O	A	E
B	L	E	T	T	U	C	E	R	C	T	T	P
B	O	N	I	I	M	O	R	R	H	A	O	P
A	N	S	M	P	A	R	R	O	I	T	M	E
G	I	P	B	E	A	N	S	T	M	O	A	R
E	O	C	A	A	R	O	S	S	I	E	T	P
O	N	A	V	S	C	O	R	R	B	S	O	E
C	H	I	L	I	P	E	P	P	E	R	A	A

STUDENT´S NAME: _____   GRADE: <u>6</u>th "A"

TEACHER´S NAME: Marcia Ayala Ch.   DATE:_____

INSTRUCTIONS: Order the letters to write the correct color

c u c u m b e r   c _ _ _ _ _ e   p _ _ _
c e m c u b u r   c b a b a g e   p a e s

p _ _ _ _ r   c _ _ _   o _ _ _ n
p p p e e r   n r o c   o o i n n

t _ _ _ _ o   b _ _ _ s   a _ _ _ _ _ o
t o t m a o   b e n a s   a o a c d v o

l _ _ _ _ _ e   c _ _ _ _ _ s   p _ _ _ _ _ _ s
l t t u c e e   c r r o a t s   p o a o e t t s

c _ _ _ i p _ _ _ _ r
c l h i l p p p e e r

STUDENT´S NAME: _____   **GRADE: 6th "A"**

TEACHER´S NAME: Marcia Ayala Ch.   **DATE:_____**

INSTRUCTIONS: Circle the correct word.

- onnion   (onion)   onyon

- pottatoes   potatoes   patatoes

- avocado   abocado   avocabo

- deans   beams   beans

- pis   qeas   peas

- carots   carrots   carrotts

- corn   corrn   corm

- cabage   cabbae   cabbage

- letuce   lettuce   lettuse

- tomatoe   tomatto   tomato

- chili peper   chili qepper   chili pepper

- peper   pepper   ppeper

- cucunber   cucumber   cucumder

WRITING EXERCISES (Vocabulary)

STUDENT´S NAME: _____   **GRADE:** <u>6th "A"</u>

TEACHER´S NAME: Marcia Ayala Ch.   **DATE:_____**

INSTRUCTIONS: Correct the errors. Write the exact word.

kukumber   _cucumber__

pottatoes   _____

peper   _____

chili pepre   _____

cabage   _____

korn   _____

tomatto   _____

letuse   _____

bins   _____

pis   _____

carots   _____

omion   _____

STUDENT´S NAME: _____   **GRADE: 6th "A"**

TEACHER´S NAME: Marcia Ayala Ch.   **DATE:_____**

INSTRUCTIONS: Complete the spaces. Write the correct word. .

T <u>O</u> M <u>A</u> T O

C _ _ _ _ _ E

C _ _ _ _ _ S

P _ _ S

C _ _ N

B _ _ _ S

P _ _ _ _ _ _ S

O _ _ _N

A _ _ _ _ _ O

C _ _ _ _ _ _ R

L _ _ _ _ _ E

C _ _ _ I P _ _ _ _ R

P _ _ _ _ R

A _ _ _ _ _ O

C _ _ _ I P _ _ _ _ R

C _ _ _ O_ _

T_ _ M _ _ _

P_ _ _ E _

_ _ _ O N

C _ R _ _ _ _

WRITING EXERCISES (Vocabulary)

STUDENT´S NAME: _____   GRADE: <u>6th</u> **"A"**

TEACHER´S NAME: Marcia Ayala Ch.   DATE:_____

INSTRUCTIONS: Find the missing half. Write the correct word.

cu	pper	= ………………
pe	cumber	= …cucumber…
chili	ato	= ………………
tom	pepper	= ………………
le	as	= ………………
carr	ttuce	= ………………
pe	ots	= ………………
cab	bage	= ………………
co	rn	= ………………
be	nion	= ………………
o	tatoes	= ………………
avo	ans	= ………………
po	cado	= ………………
cuc	umber	= ………………

STUDENT´S NAME: _____   GRADE: <u>6th "A"</u>

TEACHER´S NAME: Marcia Ayala Ch.   DATE:_____

INSTRUCTIONS: Complete the spaces. Write the correct word of the crossword puzzle.

WRITING EXERCISES (Grammar.- 1° week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____   DATE: February 05th, 2009

INSTRUCTIONS: Circle the correct verb form: **is** or **are.**

    a) There   (*is*)*are*   1 pencil.

    b) There   *is are*   4 erasers.

    c) There   *is are*   7 markers.

    d) There   *is are*   1 pen.

    e) There   *is are*   2 rulers.

    f) There   *is are*   1 paper.

    g) There   *is are*   7 schoolbags.

    h) There   *is are*   1 book.

    i) There   *is are*   3 notebooks.

    j) There   *is are*   5 scissors.

    k) There   *is are*   1 eraser.

    l) There   *is are*   6 pencils.

    m) There   *is are*   1 marker.

    n) There   *is are*   10 books.

    o) There   *is are*   9 notebooks.

    p) There   *is are*   11 pens.

    q) There   *is are*   1 schoolbag .

    r) There   *is are*   1 notebook.

    s) There   *is are*   12 rulers.

    t) There   *is are*   14 schoolbags.

WRITING EXERCISES (Grammar.- 1° week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Write the correct To-be verb form: **is** or **are**.

a) There   ..*is*....   1 pen.

b) There   ...*are*...   4 rulers.

c) There   ………   1 paper.

d) There   ………   1 schoolbag.

e) There   ………   6 books.

f) There   ………   2 pencils.

g) There   ………   1 eraser.

h) There   ………   1 marker.

i) There   ………   3 notebooks.

j) There   ………   4 scissors.

k) There   ………   1 book.

l) There   ………   7 notebooks.

m) There   ………   2 erasers.

n) There   ………   6 pencils.

o) There   ………   1 marker.

p) There   ………   2 rulers.

q) There   ………   1 schoolbags.

r) There   ………   9 pens.

s) There   ………   5 schoolbags.

t) There   ………   1 notebook.

WRITING EXERCISES (Grammar.- 1° week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Tick the correct sentences: ✓ - Cross out the incorrect sentences: X
Write their correct form

a) There is 6 pencils. X   …There *are* 6 pencils.

b) There are 1 marker. X   …There *is* 1 marker.

c) There are 2 rulers. ✓   …………………………………

d) There are 1 schoolbag.   …………………………………

e) There are 9 pen.   ………………………………….

f) There are 5 schoolbags.   …………………………………..

g) There are 1 notebook.   …………………………………..

h) There is 1 pen.   …………………………………..

i) There are 4 rulers.   …………………………………..

j) There are 1 paper.   …………………………………..

k) There is 1 schoolbag.   …………………………………..

l) There are 6 books.   …………………………………..

m) There is 2 pencils.   …………………………………...

n) There are 1 eraser.   …………………………………….

o) There is 1 marker.   …………………………………….

p) There is 3 notebooks.   …………………………………….

q) There are 4 scissors.   …………………………………….

r) There are 1 book.   …………………………………….

s) There are 3 notebooks.   …………………………………….

t) There is 2 erasers.   …………………………………….

WRITING EXERCISES (Grammar.- 1° week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Order the words. Write correct sentences.

_There is 1 pen.

| is | There | 1 | pen |

_____

| 5 | books | There | are |

_____

| pen | There | is | 1 |

_____

| are | There | 2 | markers |

_____

| There | is | schoolbag | 1 |

_____

| 1 | is | ruler | There |

_____

| 3 | notebooks | are | There |

_____

| is | There | paper | 1 |

_____

| scissors | are | 4 | There |

_____

| schoolbags | 5 | There | are |

WRITING EXERCISES (Grammar.- 2nd week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Write the words in their correct order.

a) There   ……... 1 ……………………….. (red / is / pencil)

b) There   ………. 4 ……………………….. (are / long / pens)

c) There   ……… 1………………………….(paper / is / white)

d) There   ……… 1 ……………………….(schoolbag / is / orange)

e) There   ……… 6 ……………………….(books / big / are)

f) There   ……… 2 ……………………….(are / pencils / short)

g) There   ……… 1 ……………………….(small / eraser/ is)

h) There   ……… 1 ……………………….(marker /is / green)

i) There   ……… 3 ……………………….(are/ notebooks / yellow)

j) There   ……… 4 ……………………….(scissors / are / short)

k) There   ……… 1 ……………………….(book/ is / black)

l) There   ……… 7 ……………………….(big / are/ notebooks)

m) There   ……… 5 ……………………….(erasers / white / are)

n) There   ……… 3 ……………………….(pencils/ long / are)

o) There   ……… 1 ……………………….(blue / is / marker)

p) There   ……… 2 ……………………….(rulers/ short /are)

q) There   ……… 1 ……………………….(is /schoolbag / brown)

r) There   ……… 9 ……………………….(are /pens /long)

s) There   ……… 5 ……………………….(small / schoolbags / are)

t) There   ……… 1 ……………………….(is /notebook / big)

WRITING EXERCISES (Grammar.- 2nd week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Tick the correct sentences: ✓ - Cross out the incorrect sentences: X
Write their correct form

a) There are 3 notebooks big.   X   …There are 3 big notebooks.

b) There are 4 long scissors.   ✓   …………………………………………

c) There is big 1 book.   …………………………………………

d) There are 3 yellow notebooks.   …………………………………………

e) There are 2 erasers white.   …………………………………………

f) There is small 1 schoolbag.   …………………………………………

g) There are 9 long pens.   ………………………………………….

h) There are 5 schoolbags brown.   ………………………………………….

i) There is small 1 notebook.   ………………………………………….

j) There is 1 short pen.   ………………………………………….

k) There are yellow 4 rulers.   ………………………………………….

l) There is 1 pink paper.   ………………………………………….

m) There are books 6 big.   ………………………………………….

n) There is 1 purple schoolbag.   ………………………………………….

o) There are 2 orange pencils.   …………………………………………..

p) There are long 6 pens.   …………………………………………..

q) There is 1 marker red.   …………………………………………..

r) There are 2 green rulers.   …………………………………………

s) There is 1 eraser small.   …………………………………………

t) There is 1 blue marker.   …………………………………………

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6ᵀᴴ "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Order the words. Write correct sentences.

-There is 1 red pen.

| red | 1 | There is | pen |

_____

| There are | books | 5 | green |

_____

| pen | There is | 1 | yellow |

_____

| pink | 4 | There are | markers |

_____

| 1 | orange | schoolbag | There is |

_____

| purple | There is | ruler | 1 |

_____

| red | notebooks | There are | 2 |

_____

| There is | 1 | paper | white |

_____

| scissors | There are | black | 6 |

_____

| schoolbags | brown | 3 | There are |

140

WRITING EXERCISES (Grammar.- 2nd week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Change the sentences into negative form.

    a) There are 3 notebooks big.   …There are not 3 big notebooks.

    b) There is 1 small schoolbag.   … There is not 1 small schoolbag.

    c) There are 9 long pens.   ………………………………….

    d) There are 5 brown schoolbags.   …………………………………..

    e) There are 2 long scissors.   ……………………………………

    f) There is 1 big book.   ……………………………………

    g) There are 4 yellow rulers.   …………………………………..

    h) There is 1 pink paper.   …………………………………..

    i) There are 6 big books.   …………………………………..

    j) There is 1 purple schoolbag.   …………………………………..

    k) There are 3 yellow notebooks.   ……………………………………

    l) There are 2 white erasers.   ……………………………………

    m) There is 1 small notebook.   …………………………………..

    n) There are 2 green rulers.   …………………………………

    o) There is 1 small eraser.   ……………………………………

    p) There is 1 blue marker.   ……………………………………

    q) There is 1 short pen.   …………………………………..

    r) There are 2 orange pencils.   …………………………………..

    s) There are 5 long pens.   …………………………………..

    t) There is 1 red marker.   …………………………………..

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Write the verb: **is** or **are** and the negative form: ***not***

   a) There *..is not*.…   1 pen.

   b) There …***are not***…   4 rulers.

   c) There …………….…   1 paper.

   d) There …………….…   1 schoolbag.

   e) There …………….…   6 books.

   f) There ……………..   2 pencils.

   g) There …………….…   1 eraser.

   h) There …………….…   1 marker.

   i) There ……………   3 notebooks.

   j) There ……………   4 scissors.

   k) There ……………   1 book.

   l) There ……………   7 notebooks.

   m) There ……………   2 erasers.

   n) There ……………   6 pencils.

   o) There ……………   1 marker.

   p) There ……………   2 rulers.

   q) There ……………   1 schoolbag.

   r) There ……………   9 pens.

   s) There ……………   5 schoolbags.

   t) There ……………   1 notebook.

WRITING EXERCISES (Grammar.- 2nd week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Write correct negative sentences

    a) There not are 6 pencils.   …There **are not** 6 pencils.

    b) There is 1 not marker.   …There **is not** 1 marker.

    c) There are not 2 rulers.   …………………………………

    d) There not is 1 schoolbag.   …………………………………

    e) There are 9 pen not.   …………………………………

    f) There are 5 not schoolbags. …………………………………

    g) There is not 1 notebook.   …………………………………

    h) There are 2 schoolbags not. …………………………………

    i) There are not 6 books.   …………………………………

    j) There is 1 not pen.   …………………………………

    k) There not are 4 rulers.   …………………………………

    l) There is not 1 paper.   …………………………………

    m) There are 2 not pencils.   …………………………………

    n) There not is 1 eraser.   …………………………………

    o) There are not 7 markers.   …………………………………

    p) There are 3 not notebooks. …………………………………

    q) There not are 4 scissors.   …………………………………

    r) There is not 1 book.   …………………………………

    s) There are 3 not notebooks. …………………………………

    t) There is 1 eraser not.   …………………………………

WRITING EXERCISES (Grammar.- 2ⁿᵈ week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Order the words. Write correct sentences.

-There **is not** 1 red pen. | is | | not | | There | | 1 red pen |

_____ | There | | not | | are | | 4 green books |

_____ | 1 yellow pen | | There | | is | | not |

_____ | are | | 4 pink markers | | There | | not |

_____ | 1orange pencil | | is | | not | | There |

_____ | not | | There | | 1 green ruler | | is |

_____ | are | | not | | There | | 2 black notebooks |

_____ | There | | not | | is | | 1 white paper |

_____ | 2 gray scissors | | There | | not | | are |

_____ | 3 brown schoolbags | | not | | is | | There |

"HERNANDO TAQUEZ SCHOOL"
WRITING EXERCISES (Grammar.- 3rd week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Write the words in their correct order.

a) There ……… 5.………… …………………(grapes / are / green)

b) There ……… 1 ………… …………………(banana / is / yellow)

c) There ……… 1………… …………………(watermelon / big / is)

d) There ……… 2 …...……… …………………(are / cherries / small)

e) There ……... 1 …………... …………….…... (red / is / apple)

f) There ……… 3 …………... ……………….. (are / long / bananas)

g) There ……… 1 …………... ……………..……(small / pear/ is)

h) There ……… 5 ……………. …..……………..…(are/ coconuts / brown)

i) There ……… 4 …………… ……...…………...…(pineapples/ are / big)

j) There ……… 1 …………… …...………………(orange/ is / small)

k) There ……… 1 …………… …….….…………(red /is / strawberry)

l) There ……… 6 …………... ……..……………(big / are/ peaches)

m) There ……… 8 …………... ….….……………(lemons / small / are)

n) There ……… 1 …………… ….….…….……..(is /coconut / brown)

o) There ……… 7 …………… ……..……………(are /pears /long)

p) There ……… 2 …………… ……..……………..(small / apples / are)

q) There ……… 3 …….……… ……………………(cherries/ red / are)

r) There ……… 1 …….……… ……..……………(grape / is / purple)

s) There ……… 4 …….……… ……..……………(small / pineapples /are)

t) There ……… 1 …….……… ……..…………....(is / peach / big)

145

WRITING EXERCISES (Grammar.- 3ʳᵈ week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6ᵀᴴ "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Order the words. Write correct sentences.

-There is 1 red apple. | red | | 1 | | There is | | apple |

_____ | There are | | lemons | | 4 | | green |

_____ | watermelon | | There is | | 1 | | yellow |

_____ | yellow | | 6 | | There are | | bananas |

_____ | 1 | | brown | | coconut | | There is |

_____ | orange | | There is | | big | | 1 |

_____ | pineapples | | yellow | | There are | | 3 |

_____ | There is | | 1 | | green | | pear |

_____ | long | | There are | | bananas | | 5 |

_____ | grapes | | purple | | 2 | | There are |

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6ᵀᴴ "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Order the words. Write correct negative sentences.

-There **is not** 1 red apple. | is | | not | | There | | 1 red apple |

_____ | are | | not | There | | 2 green grapes |

_____ | There | | not | | is | | 1 yellow banana |

_____ | 2 yellow pineapples | | There | | not | | are |

_____ | 3 brown coconuts | | not | | is | | There |

_____ | There | | not | | are | | 4 yellow oranges |

_____ | 1 red stawberry | | There | | is | | not |

_____ | are | | 4 green bananas | | There | | not |

_____ | 1 orange cherry | | is | | not | There |

_____ | not | | There | | 1 green pear | | is |

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6ᵀᴴ "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: 1. Change these sentences into **negative** form. (Cambie estas oraciones la forma NEGATIVA) [Osea después de: IS o ARE escriba NOT)

a)   There are 2 long bananas.   …There are *not* 2 long bananas…….

b)   There is 1 big watermelon.   ……….………………………………

c)   There are 4 yellow pineapples. ……………..………………………

d)   There is 1 green pear.   ………………………………………

e)   There are 6 small cherries.   ………………………………………

f)   There is 1 brown coconut.   …………………………….…………..

g)   There is 1 yellow lemon.   …………………………………..………

h)   There are 2 big oranges.   …………………………………….......

i)   There are 5 small peaches.   …………………………………………

j)   There is 1 green strawberry.   …………………………………………

INSTRUCTIONS: 1. Change these sentences into **affirmative** form. (Cambie estas oraciones a forma AFIRMATIVA) [Osea escriba las oraciones pero **sin**: NOT]

k)   There are not 3 yellow apples   .   …………………………………………

l)   There are not 2 brown pineapples.   …………………………………………

m)   There is not 1 short banana.   …………………………………………

n)   There are not 2 green coconuts.   …………………………………………

o)   There is not 1 small pineapple.   …………………………………………

p)   There is not 1 red lemon.   …………………………………………

q)   There are not 3 big watermelons.   …………………………………………..

r)   There is not 1 pink peach.   ………………………………...............

s)   There are not 9 purple grapes.   …………………………………………..

t)   There are not 5 red strawberries.   …………………………………………..

WRITING EXERCISES (Grammar.- 3rd week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Complete the **negative** sentences. (Escriba: IS NOT (antes del número 1)   o ARE NOT (antes del número 2 o un número más grande)

a) There   ..*is not*.…   1 red apple.

b) There …*are not*...   4 yellow cherries.

c) There   ……….……   1 brown coconut.

d) There   ……….……   1 orange pineapple.

e) There   ……….……   6 green pears.

f) There   …………..…   2 yellow bananas.

g) There   ……….……   1 green lemon.

h) There   ……..………   1 red strawberry.

i) There   ……..……..   3 yellow oranges.

j) There   …….………   4 purple grapes.
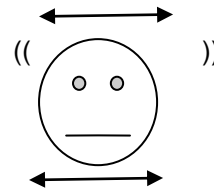
INSTRUCTIONS: Complete the **affirmative** sentences. (Escriba: IS (antes del número 1)   o ARE (antes del número 2 o un número más grande)

k) There   …**is** ………   1 red watermelon.

l) There   …**are**…..…..   7 orange cherries.

m) There   ……………   2 red apples.

n) There   ……………   6 brown coconuts.

o) There   ……………   1 green banana.

p) There   ……………   2 red strawberries.

q) There   ……………   1 green pineapple.

r) There   ……………   9 purple grapes.

s) There   ……………   5 green pears.

t) There   ……………   1 yellow lemon.
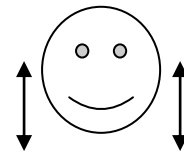
WRITING EXERCISES (Grammar.- 3rd week)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Write correct AFFIRMATIVE sentences:

a) 6 yellow oranges.   …There *are* 6 yellow oranges.

b) 1 red strawberry.   …There *is* 1 red strawberry.

c) 2 green pears.   …………………………………

d) 1 pink peach   .   …………………………………

e) 9 yellow bananas.   ………………………………….

f) 5 brown coconuts.   …………………………………..

g) 1 green lemon.   …………………………………..

h) 2 blue grapes .   …………………………………..

i) 6 purple cherries.   …………………………………..

j) 1 yellow pineapple.   …………………………………..
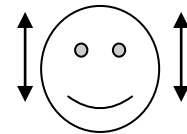
INSTRUCTIONS: Write correct NEGATIVE sentences:

k) 4 orange cherries.   …There <u>are</u> <u>not</u> 4 orange cherries....

l) 1 white paper.   …There <u>is</u> <u>not</u> 1 white coconut…..

m) 2 green pears.   …………………………………...

n) 1 pink peach.   …………………………………

o) 6 red strawberries.   …………………………………

p) 3 blue grapes .   …………………………………

q) 4 red watermelons.   …………………………………

r) 1 green banana.   …………………………………

s) 3 green lemons.   …………………………………

t) 1 brown pineapple.   …………………………………
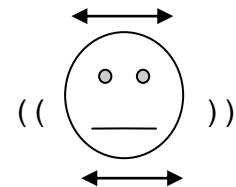
WRITING EXERCISES (Composition)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Look at the drawing. Write a sentence describing it.

___There are 5 pencils.__
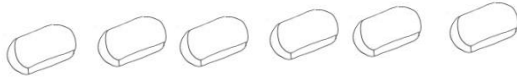
_____

_____

_____

_____

_____

_____

_____

151

WRITING EXERCISES (Composition)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Look at the drawings. Write a sentences describing them.
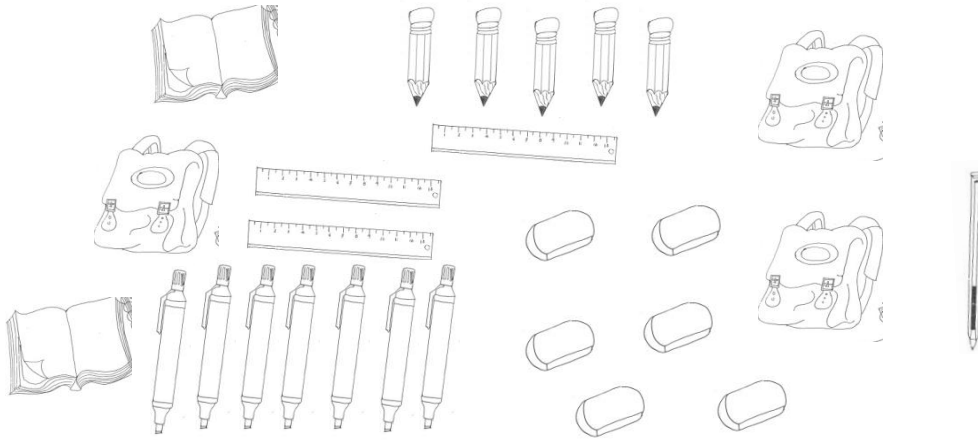
____There are 5 yellow pencils…._____

_____

_____

_____

_____

_____

_____

WRITING EXERCISES (Composition)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Look at the drawings.

Write 1 <u>affirmative</u> sentence.   and   1 <u>negative</u> sentence.
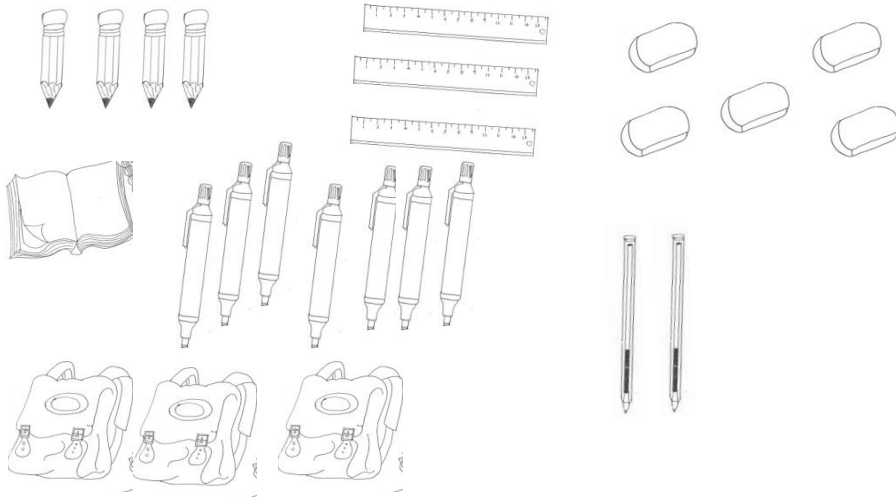
__There **are** 4 pencils._____   ___ There is **not** 1 pencil.____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

WRITING EXERCISES (Composition)

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Look at the drawings. Write sentences describing them.
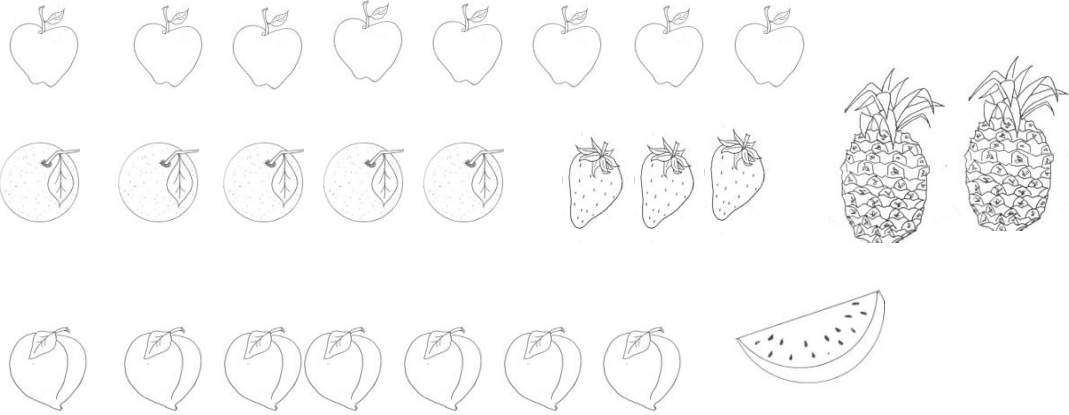
a)There are 2 green oranges

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h)_____

i) _____

j) _____

TEACHER´S NAME: Marcia Ayala Ch.   GRADE: 6TH "A"

STUDENT´S NAME: _____DATE: _____

INSTRUCTIONS: Look at the drawings.
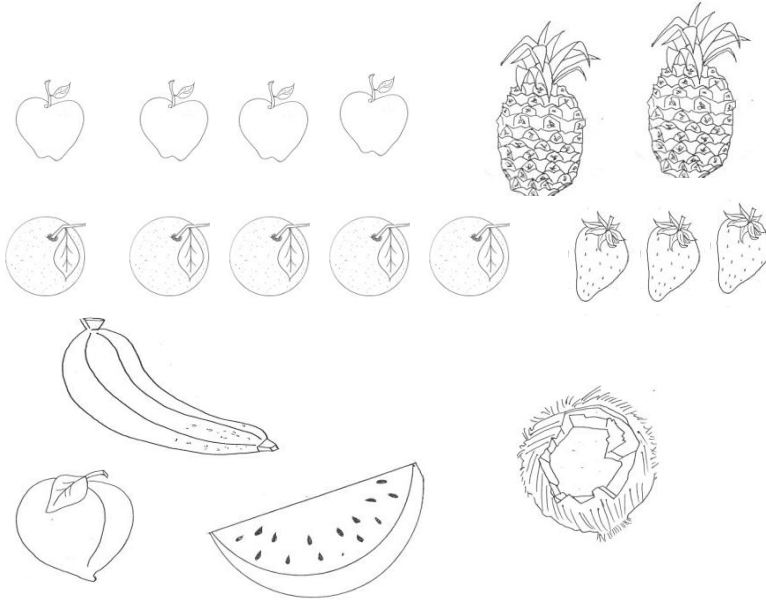
Write 1 **negative** sentence.   and   1 **affirmative** sentence.

a)__There are not 5 apples.__   ___ There are 4 apples____

b)_____   _____

c)_____   _____

d)_____   _____

e)_____   _____

f)_____   _____

g)_____   _____

h)_____   _____

ANNEX 3. GRAPHICAL BOOKLET.
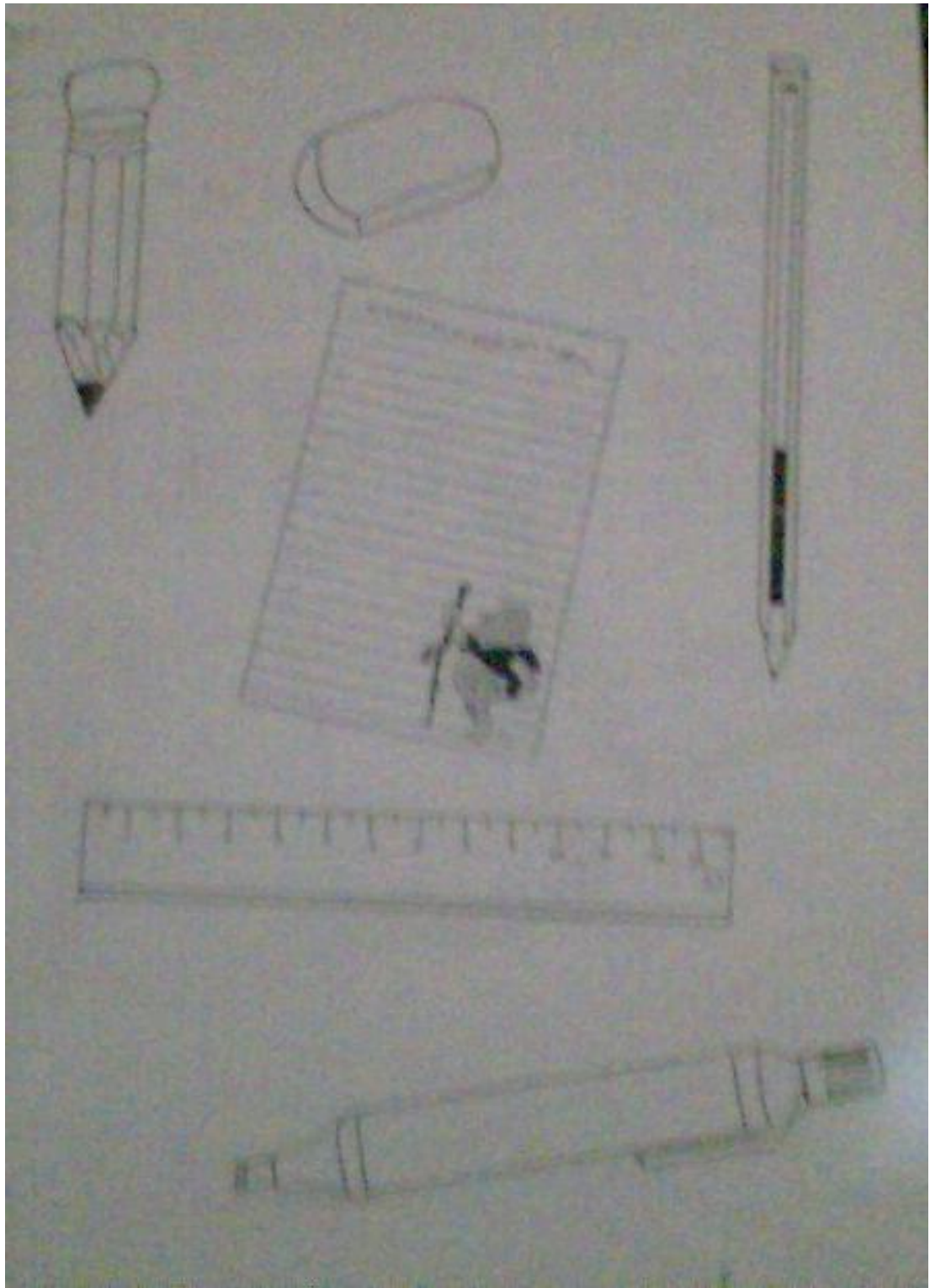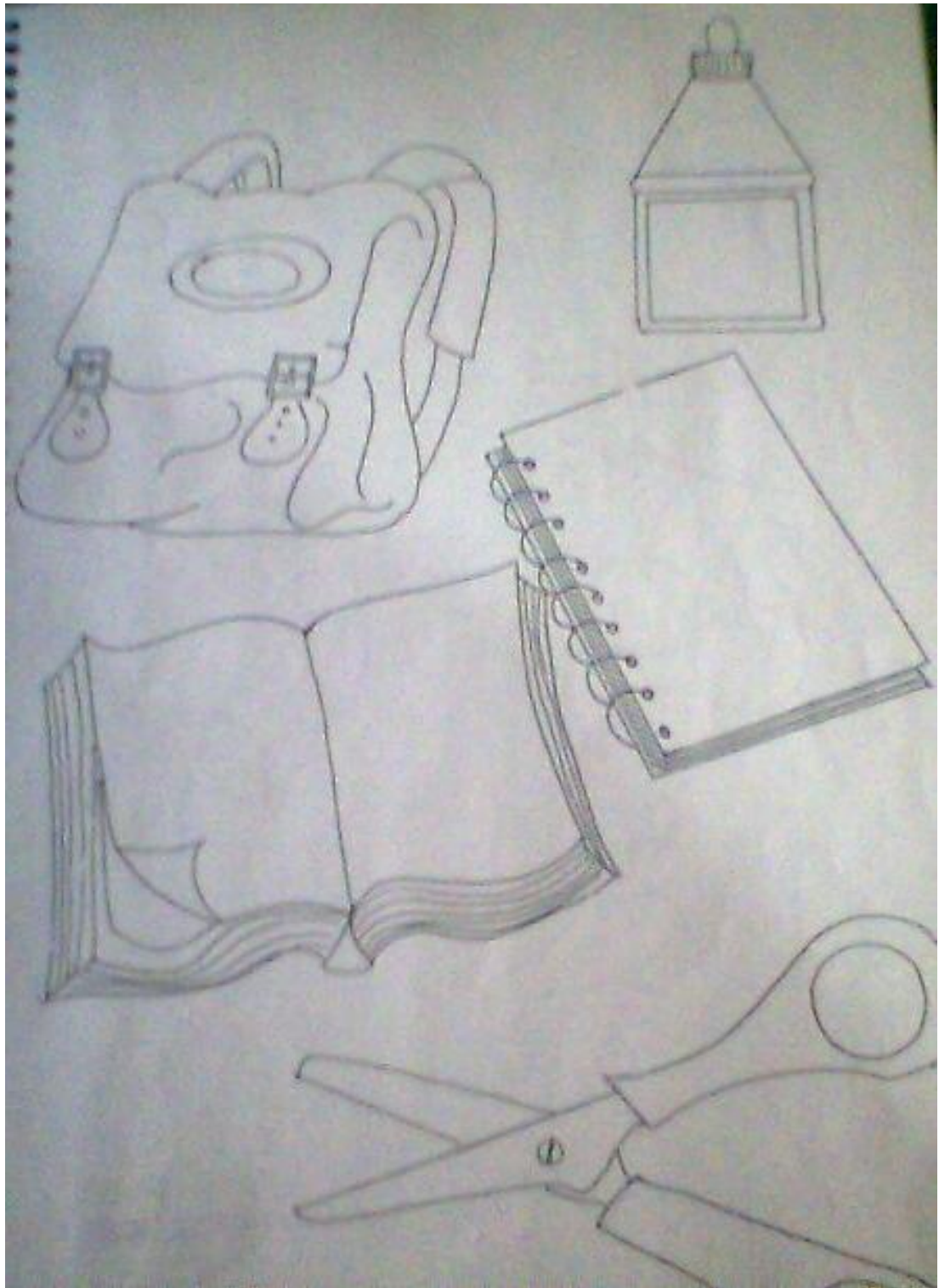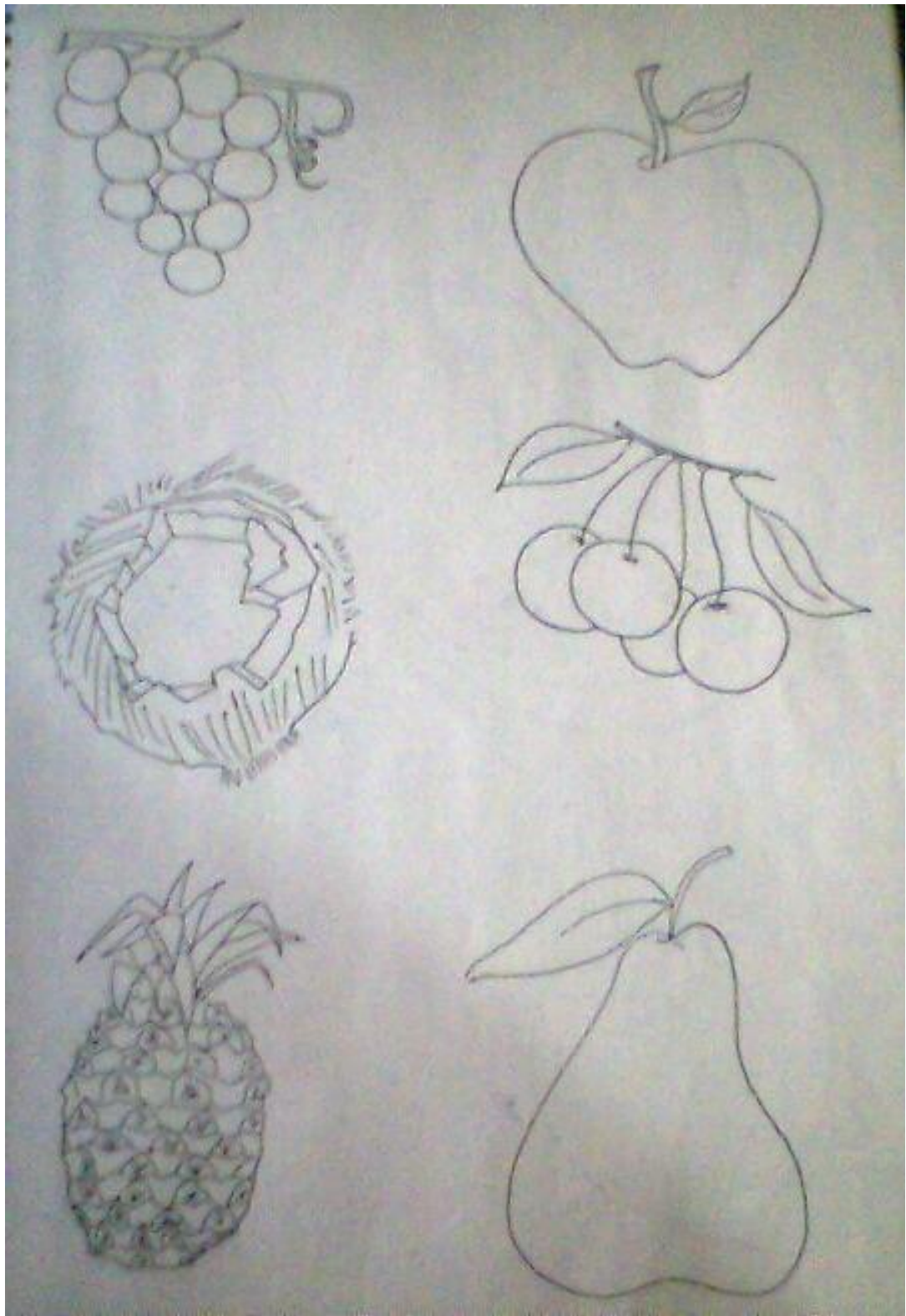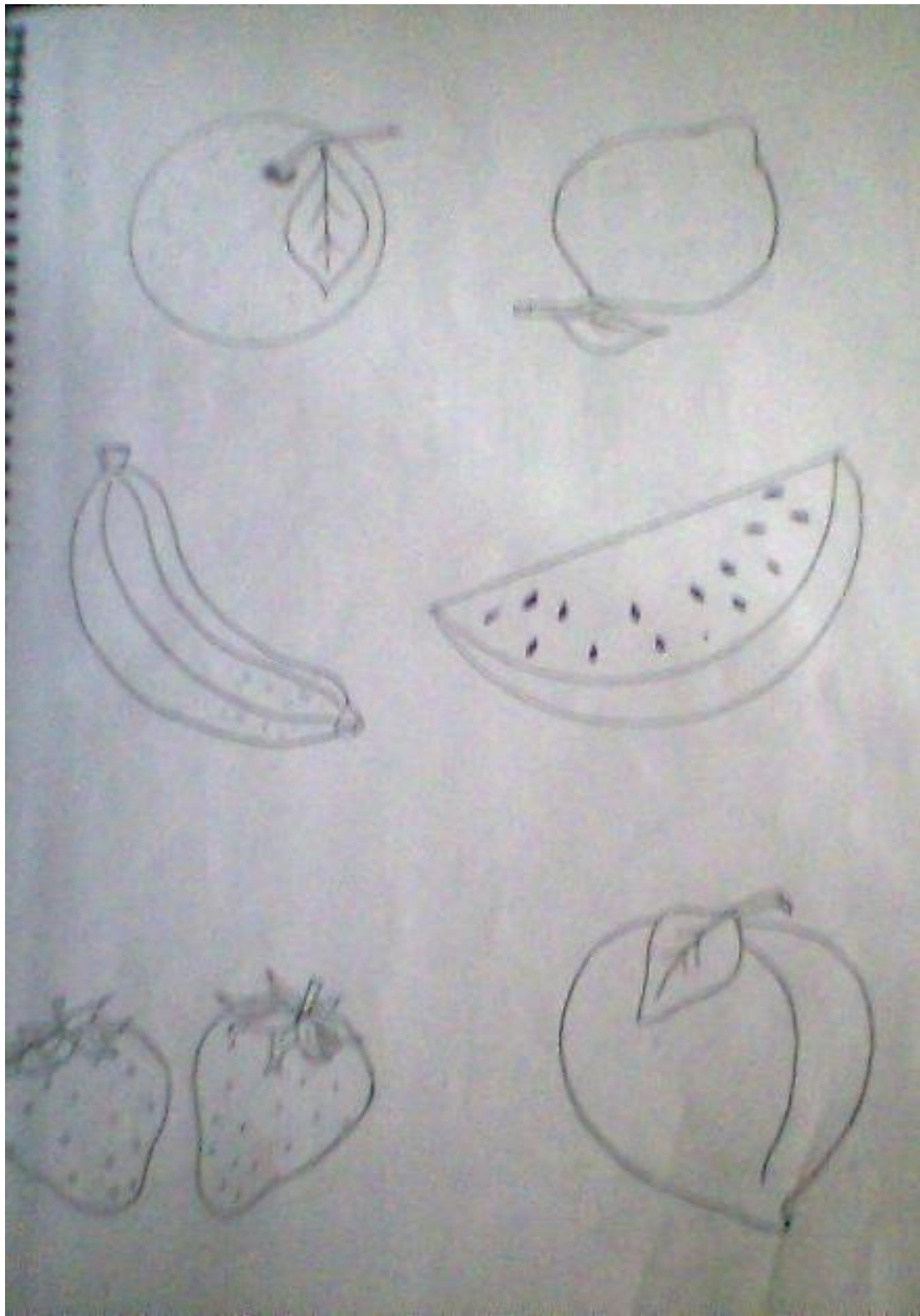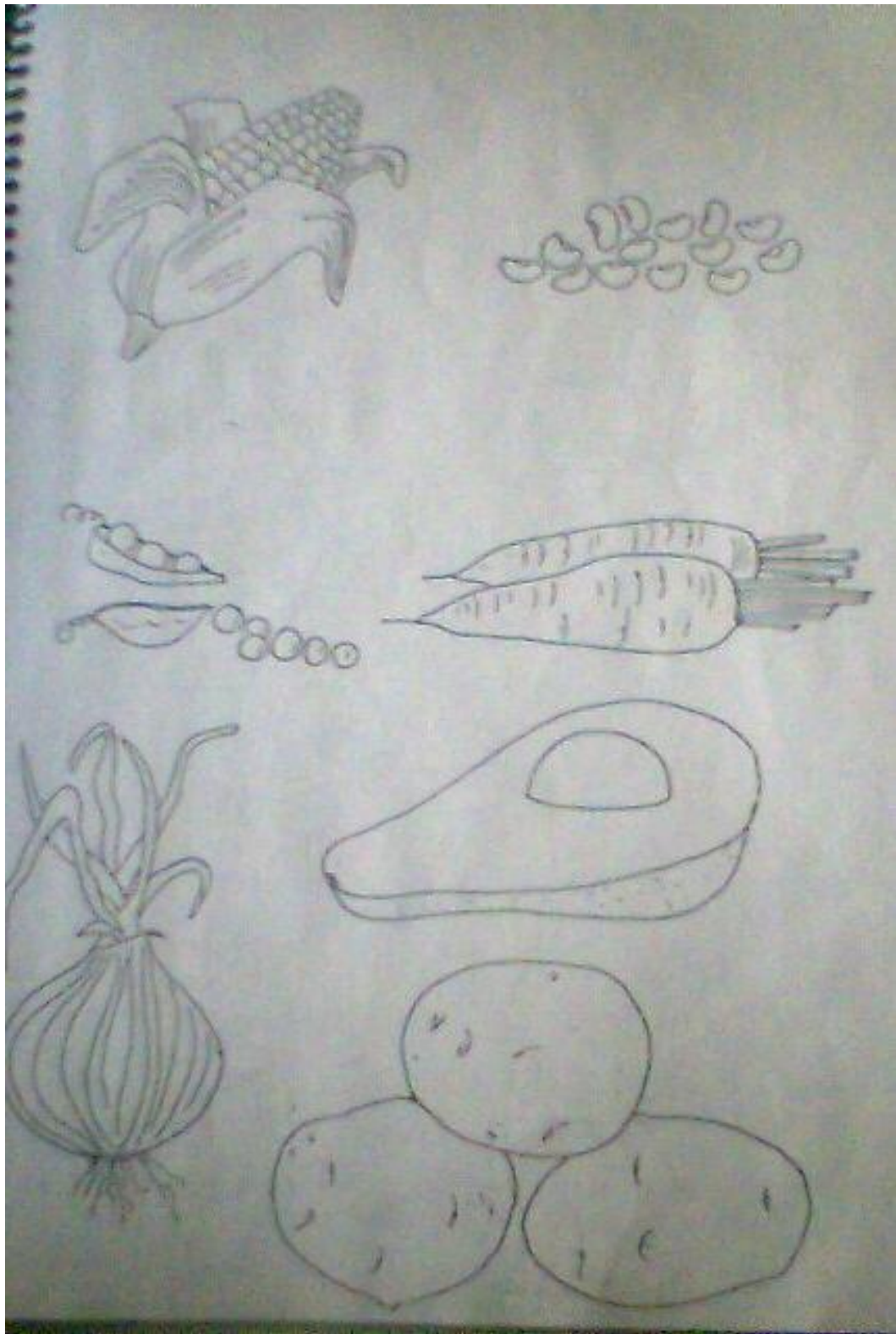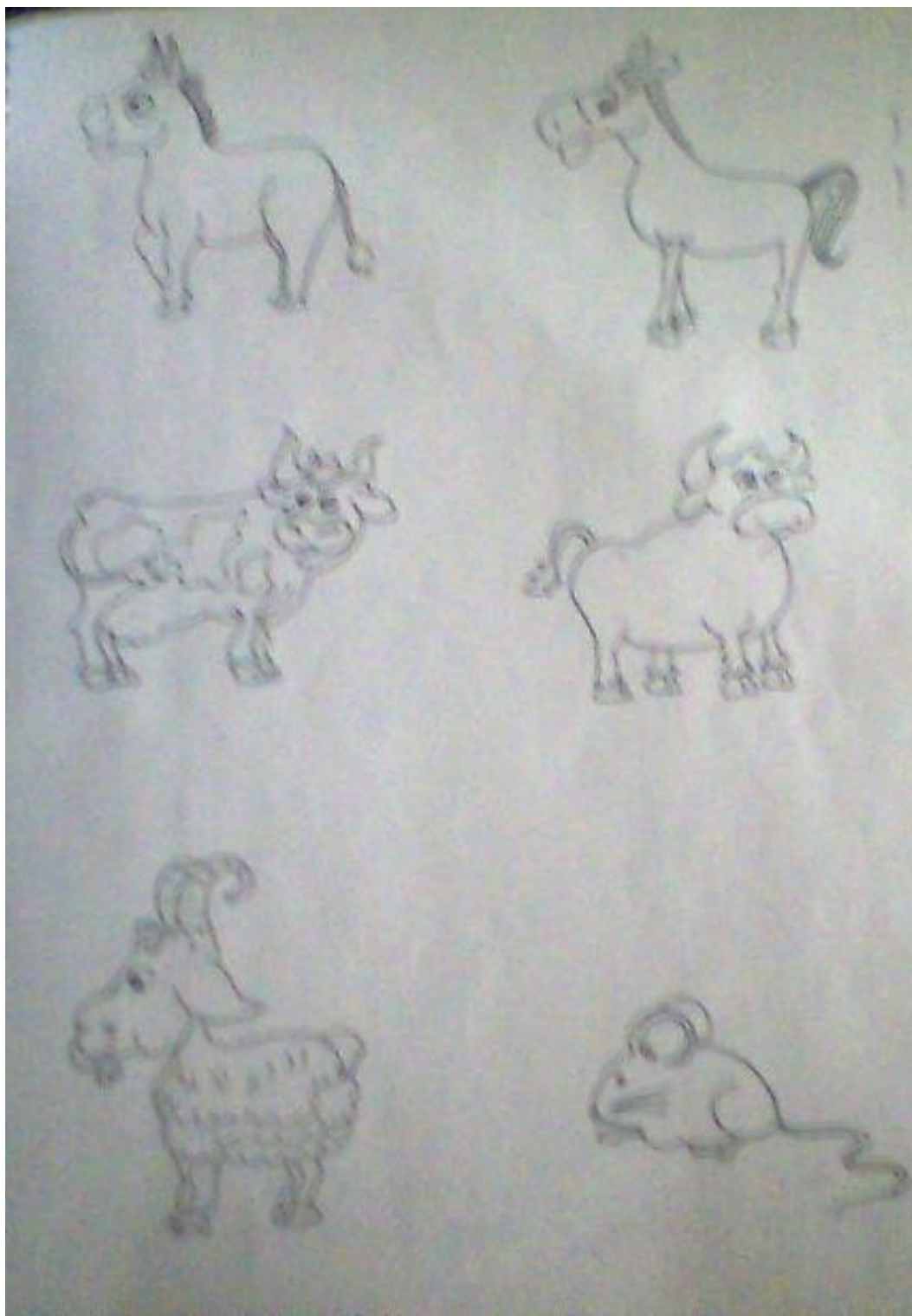
LESSON PLAN N°1

AREA: VOCABULARY

1. **INFORMATIVE DATA:**

1.1 Suggested by: Marcia Olinda Ayala Chicaíza.

1.2 Tel.:(06) 2280 – 385   **Cell phone:** 088 – 523 – 819

1.3 E-mail: micaolinda@yahoo.es

1.4 Institution: "Hernando Táquez" School

1.5 Grade: 7° Grade of Basic Education

1.6 Subject: English

1.7 Main Theme of the Lesson Plan: "The colors"

1.8 Available Time: 45 minutes

2. **OBJECTIVES:**

2.1 Functional Objectives:

- The students will be able to:
  - Identify the colors and express this information in an oral and written way.

2.2 Structural Objectives:

- The students will be able to use the following vocabulary:
  - Colors: pink, red, black, yellow, white, orange, blue, brown, green, purple, gray.

....

MARCIA OLINDA AYALA CHICAIZA

C.I. 040113936-5

TEACHER'S SIGNATURE

STAGE	STEPS	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	PRACTICED SKILLS	TESTING INDICATORS	RESOURCES	TIME
1	WARM – UP	-Greets the students -Asks for their names -Explains the lesson objectives -Reviews: *The colors (Spanish) using real school things and a poster	-Answer the greeting -Pay attention	-SPEAKING -LISTENING	-Attitudinal observance	-board -adhesive tape -poster -real school things	5 min
2	PRESENTATION	-Introduces and writes the lesson theme on the board -Explains: pronunciation, writing and meaning of: *the colors -Reviews the contents along with the students aloud -Emphasizes the difference between spoken and written English -Answers the questions if there are	-Pay attention -Review aloud along with their teacher -Make questions if they don't understand	-LISTENING -SPEAKING -LISTENING	-Attitudinal observance	-marker -eraser -board -poster	10 min
3	PRACTICE	-Explains the exercise: - Introduces the exercise on the board - Identifies the mistake of exercise n°1 -Writes the word correctly stressing at each letter -Reads the word aloud -Draws a line matching the word with its corresponding color -Asks questions to check if the students have understood -Gives a sheet of exercises to each student -Ask the students to do the exercises -Lets them enough time - Reinforces the explanation for those who have not understood by doing the whole exercise on the board -Asks the students to compare their exercises with those on the board	-Pay attention -Listen and watches carefully -Collaborate with their teacher. -Take the sheet of exercises -Do the exercises -Pay attention -Compare their answers	-LISTENING -WRITING -LISTENING -READING	-Class performance 50% written, 25% listening, 25% reading - Walk around the class checking the students' work -	-marker -eraser -board -poster -printed exercises -pencil -eraser -alternative exercises to use for students who solve their exercises sooner than the others	10 min
4	PRODUCCIÓN	-Introduces and explains the exercises on a poster -Gives the exercises to each student -Asks the students to do the exercises -Checks the tasks by making that some students do them on the board	-Pay attention -Receives their exercises -Do the exercises -Collaborate with their teacher	- LISTENING -READING -WRITING	-Walk around the class checking for the students' development -Performance criterium: acceptable	-marker -eraser -board -poster -printed exercises -pencil -eraser	10 min
5	EVALUATION	- Reinforces the explanation -Invites the students to go to the board and to participate one at a time in order to identify, label and read the color of an object aloud. -Motivates the mutual cooperation	-Pay attention -Collaborate with their teacher -Help their classmate if he needs	-SPEAKING	-Attitudinal observance: students' behaviour -Performance criterium: acceptable	-poster -real school things -label -adhesive tape	5 min
6	SUMMARY	- Summarizes the taught contents: - Uses the last exercise: points the object, reads the color aloud at the time she stresses on its written form. -Thanks the students collaboration	- Pay attention -Read aloud with their teacher	-LISTENING -READING	-Attitudinal observance	-last stage exercises	5 min

AREA: GRAMMAR

3. INFORMATIVE DATA:

3.1 Suggested by: Marcia Olinda Ayala Chicaíza.

3.2 Tel.: (06)2280 – 385   **Cell phone:** 088 – 523 – 819

3.3 E-mail: micaolinda@yahoo.es

3.4 Institution: "Hernando Taquéz" School

3.5 Grade: 7° Grade of Basic Education

3.6 Subject: English

3.7 Main Theme of the Lesson Plan: Affirmative sentences: There is … / There are….

3.8 Available Time: 45 minutes

4. OBJECTIVES:

4.1 Functional Objectives:

- The students will be able to:
    - Write, read, listen and understand affirmative sentences using introductory: There is / are…… and vocabulary related to school things.

4.2 Structural Objectives:

- The students will be able to use the following structures and grammar components:
    - There is….. / There are …… / Vocabulary related to school things: pencil, eraser, paper, pen, ruler, marker, schoolbag, glue, notebook, book, scissors.

……………………………………………

MARCIA OLINDA AYALA CHICAIZA

C.I. 040113936-5

TEACHER'S SIGNATURE

STAGE	STEPS	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	PRACTICED SKILLS	TESTING INDICATORS	RESOURCES	TIME
1	WARM - UP	-Greets the students. -Explains the lesson objectives. -Reviews: *The vocabulary related to "school things" using real objects.	-Answer the greeting -Pay attention	-SPEAKING -LISTENING	-Attitudinal observance	-board -adhesive tape -real school things	5 min
2	PRESENTATION	-Introduces and writes the lesson theme on the board -Explains: pronunciation, writing and meaning and ORDER of the grammar elements on sentences using introductory: There is/are…. -Reviews the explained theme along with the students (aloud). -Emphasizes difference between both sentences. -Gives each student 1 paper sheet summarizing the explanation. -Answers questions if there are	-Pay attention -Review aloud along with their teacher -Make questions if they don't understand	-LISTENING -SPEAKING -LISTENING	-Attitudinal observance	-marker -eraser -board -photocopies about the summarized explanation of the theme	10 min
3	PRACTICE	-Explains the exercise: - Sticks the poster n°1 on the board. - Introduces the exercise - Identifies the correct answer for sentence n°1. -Writes the correct to-be verb form. -Reads the sentence aloud -Asks questions to check if the students have understood -Gives printed exercises to e/student -Ask the students to do the exercises -Lets them enough time - Reinforces the explanation for those who have not understood by doing the whole exercise on the poster (board) -Asks students to compare their exercises with those on the board. -Asks students to take turns on reading one sentence aloud.	-Pay attention -Listen and watches carefully -Collaborate with their teacher. -Take the sheet of exercises -Do the exercises -Pay attention -Collaborate with the teacher	-LISTENING -WRITING -LISTENING -READING	-Class performance 50% written, 25% listening, 25% reading - Walk around the class checking the students' work	-marker -eraser -board -poster n° 1 -printed exercises -pencil -eraser	10 min
4	PRODUCCIÓN	-Introduces and explains the exercises on a poster (poster n°2) -Gives the exercises to each student -Asks the students to do the exercises -Checks the tasks by making that some students do them on the board	-Pay attention -Receives their exercises -Do the exercises -Collaborate with their teacher	- LISTENING -READING -WRITING	-Walk checking for the students' development -Performance criterium: acceptable	-marker -eraser -poster n°2 -printed exercises -pencil	10 min
5	EVALUATION	- Stick words of scrambled sentences - Explains the exercise -Invites the students to take turns going to the board and writing the sentence words in a correct order. - Asks the student to read his resulting sentence aloud. -Motivates mutual cooperation	-Pay attention -Collaborate with their teacher -Help their classmate if he needs	- LISTENING - READING -WRITING -SPEAKING	-Attitudinal observance: students' behaviour -Performance criterium: acceptable	-some scrambled sentences -real school things -label -adhesive tape	5 min
6	SUMMARY	- Summarizes the taught contents: - Uses the last exercise sentences: takes real objects that resemble the sentence meaning and, reads the corresponding sentence aloud at the time she stresses on its written form. -Thanks the students collaboration	- Pay attention -Read aloud with their teacher	-LISTENING -READING	-Attitudinal observance	-last stage exercises -real objects	5 min

AREA: CONTENT

5. INFORMATIVE DATA:

5.1 Suggested by: Marcia Olinda Ayala Chicaíza.

5.2 Tel.: (06) 2280 – 385   **Cell phone:** 088 – 523 – 819

5.3 E-mail: micaolinda@yahoo.es

5.4 Institution: "Hernando Taquéz" School

5.5 Grade: 7° Grade of Basic Education

5.6 Subject: English

5.7 Main Theme of the Lesson Plan: Writing descriptions on the number of school objects.

5.8 Available Time: 45 minutes

6. OBJECTIVES:

6.1 Functional Objectives:

- The students will be able to:
  - Write a description identifying the appropriate number and using the correct school objects vocabulary words.

6.2 Structural Objectives:

- The students will be able to use the following structures and grammar components:
  - introductory: There.
  - correct To-be verb form: is / are.
  - correct number
  - correct vocabulary words: pencil, eraser, paper, pen, ruler, marker, schoolbag, glue, notebook, book, scissors.

....

MARCIA OLINDA AYALA CHICAIZA

C.I. 040113936-5

TEACHER'S SIGNATURE

STAGE	STEPS	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	PRACTICED SKILLS	TESTING INDICATORS	RESOURCES	TIME
1	WARM - UP	-Greets the students -Explains the lesson objectives -Reviews: *There is … / There are…	-Answer the greeting -Pay attention	-SPEAKING -LISTENING	-Attitudinal observance	-board -board marker -eraser	5 min
2	PRESENTATION	-Introduces and writes the lesson theme on the board -Sticks flash cards on the board - Reviews: pronunciation, writing and meaning of: school objects -Reviews: The production of sentences using introductory: There is /are + number -Emphasizes the difference between singular and plural -Answers the questions if there are	-Pay attention -Review aloud along with their teacher -Make questions if they don't understand	-LISTENING -SPEAKING -LISTENING	-Attitudinal observance	-marker -eraser -board -flash cards -adhesive tape	10 min
3	PRACTICE	-Explains the exercise: (uses the same flash cards from the board) -Points to one flash card and writes a correct affirmative sentence describing the drawing - Reads the sentence aloud -Repeats the exercise and makes intentional mistakes on the writing -Ask students about the sentence correctness so to check their attention. - Writes the sentence correctly -Gives a sheet of exercises to each student -Ask the students to do the exercises -Lets them enough time - Reinforces the explanation for those who have not understood by doing the whole exercise on the board -Asks the students to compare their exercises with those on the board	-Pay attention -Listen and watches carefully -Collaborate with their teacher. -Take the sheet of exercises -Do the exercises -Pay attention -Compare their answers	-LISTENING -READING -SPEAKING -WRITING -LISTENING -READING	-Class performance 50% written, 25% listening, 25% reading - Walk around the class checking the students' work -	-marker -eraser -board -flash cards -printed exercises -pencil -eraser	10 min
4	PRODUCCIÓN	-Introduces and explains the exercises using poster n°1 -Gives the exercises to each student -Asks the students to do the exercises -Checks the tasks by making that some students do them on the board	-Pay attention -Receives their exercises -Do the exercises -Collaborate with their teacher	- LISTENING -READING -WRITING	-Walk around the class checking for the students' development -Performance criterium: acceptable	-marker -eraser -board -poster n°1 -printed exercises -pencil -eraser	10 min
5	EVALUATION	- Explains the "mimic game" executing an example. -Invites the students to take turns going to the board and participate. (T. shows a flash card, the student must mimic the sentence) - The other students must try to guess and pronounce the correct sentence, e.g., There are 2 schoolbags. -Motivates the group cooperation	-Pay attention -Collaborate with their teacher	-LISTENING -SPEAKING	-Attitudinal observance: students' behaviour -Performance criterium: acceptable	-flash cards -adhesive tape	5 min
6	SUMMARY	- Summarizes the taught contents: - Gives flash cards to some students -Asks him/ her to go to the board and write the correct sentence -Thanks the students collaboration	- Pay attention -Collaborate with their teacher	-LISTENING -READING - WRITING	-Attitudinal observance	-last stage flash cards	5 min