



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del  
Título de Licenciada en Pedagogía del Idioma Inglés.**

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**Theme:** Spelling strategies and writing skill

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Ambato – Ecuador

2022

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CERTIFY:

I, Lcda. Mg. Alba Paulina Hernández Freire, holder of the I.D No.1803691029, in my capacity as supervisor of the Research dissertation on the topic: “Spelling strategies and writing skill” investigated by Miss Andino Vargas Lisbeth Nataly with I.D No. 0503760571, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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## DECLARATION PAGE

I declare this undergraduate dissertation entitled "Spelling strategies and writing skill" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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## DEDICATION

### TO:

God for giving me the strength not to give up. Moreover, I am thankful to God because he gave me a beautiful little angel, my son Gael. He blessed me much more than I deserve. All the effort is for you my God.

In the same way, to my beautiful family because they have believed in me all this time. They gave me the opportunity to study at the university and so I could make them feel proud.

Further, to my loved one who was with me all this time, who although there were sad and happy moments, did not move away from me, in some way he was my emotional support as well as my baby. It is for my family and for you. I love them.

Finally, I dedicated this work to all my loves one, especially those relatives who always asked my mother how I was doing with my studies.

*Lisbeth.*

## AKNOWLEDGEMENTS

### TO:

God for allowing me to complete this stage of my life, for taking care of me throughout the time I lived in Ambato to be able to study at the university.

My parents for giving me their moral and financial support to finish my degree. My siblings for helping me in difficult moments. Thanks also to my loved one and my beautiful baby for giving me a reason not to give up.

Moreover, thanks to teacher Pauli, for being very kind to me throughout this process. She helped me a lot and I am very grateful to her.

Finally, to my friends who made this stage much more fun, thanks to them I was able to appreciate the moments lived and this allowed me to take wonderful experiences from my university life. For everything, thank you so much.

*Lisbeth.*

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**ABSTRACT**

The following research presents a general introduction and the application of this thesis called "Spelling strategies and writing skill". This study pretended to investigate the different spelling strategies that can help in the development of this productive skill. As well as, it had as objective to determine the influence that these spelling strategies have in the development of the writing skill at Unidad Educativa El Cosmopolita Juan Montalvo with twenty students of Primero of Bachillerato. For this reason, this research applied in its methodology, a quantitative approach with a pre-experimental study, where it only had an experimental group. Furthermore, it applied a standardized test as a pre-test and a post-test according to the Cambridge Assessment English level A2 KET and parts six and seven of the writing section were selected in order to achieve the objectives. This test evaluated the students' writing with a rubric using the three categories; language, content, and organization, all of these over thirty points. The results demonstrated that the experimental group had a significant improvement in writing skill because they got in the pre-test an average grade of 5.5 while in the post-test, they got 15.1. Therefore, they enhance their skills with a difference of 9.6. In summary, English language learners improved their writing skill through the use of spelling strategies, and it also indicated that most of the students learn new things with the interventions and they can use any strategy in order to write any paragraph. Teachers must take the spelling strategies that this study mentioned in this research and integrate them into their lesson plans. They can be applied in their English classes and can achieve successful results in their students.

**Keywords:** Introduction, objective, methodology and results.

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**RESUMEN**

La siguiente investigación presenta una introducción general y la aplicación de esta tesis llamada “Estrategias ortográficas y habilidad de redacción”. Este estudio pretendió investigar las diferentes estrategias ortográficas que pueden ayudar en el desarrollo de esta habilidad productiva. Así como también, esta tuvo como objetivo determinar la influencia que tienen estas estrategias ortográficas en el desarrollo de la habilidad de escribir en la Unidad Educativa El Cosmopolita Juan Montalvo con veinte estudiantes de Primero de Bachillerato. Por tal motivo, esta investigación aplicó en su metodología un enfoque cuantitativo con un estudio pre-experimental, donde solo se contó con un grupo experimental. Además, se aplicó una prueba estandarizada como pre-test y post-test según el nivel de inglés de la evaluación de Cambridge A2 KET y se seleccionó las partes seis y siete de la sección de escritura para lograr los objetivos. Esta prueba evaluó la escritura de los estudiantes con una rúbrica utilizando las tres categorías; lenguaje, contenido y organización, todo ello sobre treinta puntos. Los resultados demostraron que el grupo experimental tuvo una mejora significativa en la habilidad de escritura porque obtuvo en el pre-test una calificación promedio de 5.5 mientras que en el post-test obtuvo 15.1. Por tanto, potencian sus habilidades con una diferencia de 9,6. En resumen, los estudiantes del idioma inglés mejoraron su habilidad de escritura mediante el uso de estrategias de ortografía, y también indicó que la mayoría de los estudiantes aprenden cosas nuevas con las intervenciones y pueden usar cualquier estrategia para escribir cualquier párrafo. Los maestros deben tomar las estrategias de ortografía que este estudio menciona en esta investigación e integrarlas en sus planes de lecciones. Pueden ser aplicados en sus clases de inglés y pueden lograr resultados exitosos en sus estudiantes.

**Palabras clave:** Introducción, objetivo, metodología, y resultados.

## **CHAPTER I. THEORETICAL FRAMEWORK**

### **1.1. Investigative Background**

For this research, many previous documents were taken into account as a starting point for the analysis of how the spelling strategies can reinforce writing skills. It can be said that the chosen documents that contain topics with both variables of this study, these files come from reliable digital libraries and they are freely accessible through Internet.

First, this thesis called 'Enseñanza de la morfología en la escritura del idioma inglés de los estudiantes del décimo año de educación básica paralelos 3, 4 y 5 de la unidad educativa mayor ambato' elaborated by Vera and Bonilla (2015) states that this investigative work aimed to teach Morphology and some topics related to it so that students can develop their skills in writing the English language. In this way the students knew the formation and meaning of words in order to write them correctly. For this reason, this research had an experimental approach where 107 students were selected, they were exposed to explicit classes on linguistics Morphology vocabulary; these same with modern methods and strategies that motivate students to learn. The results obtained were that the students have little teaching of Morphology and this has a negative influence on the development of writing skills in the English language. Therefore, this ability requires the teacher to apply morphological vocabulary and writing activities, not having this has caused students to have a lack of interest in learning and also make mistakes when writing. Morphology encompasses derivation and inflection, these play an important role in learning vocabulary and writing since they reveal the meaning of prefixes and suffixes as well as the most significant parts of words. Differentiating the characteristics of the writing of the English language is essential since through this the teachers could apply other spelling strategies in their classes so that their students can write with precision, coherence, and correct spelling.

Second, Chicaiza and Bonilla (2019) mention in their thesis called 'Morphological affixation process in the english writing skills' that the objective of this study was to analyze the relationship existing between the process of Morphological affixation with the writing of the English language and they can understand what is the true meaning and internal structure of words and also so that they can produce coherent texts. For this reason, 225 participants have been selected

from CTT de los Andes Language Center third level. Additionally, a quasi-experimental study was used with the application of the pre and posttest to 28 students respectively. In the teaching process, students were taught morphological exercises such as the use of prefixes and suffixes, the separation, combination, comparison and disunity of the parts of words. In addition, they formed the words individually and contextual. The results showed that the students in the experimental group improved their comprehension in topics related to suffixes and grammatical prefixes compared to the control group. Finally, in writing they improved their spelling, vocabulary and grammar. According to these results, teachers should promote the teaching of these processes morphological so that students can improve their writing.

Third, Suarez and Cunalata (2020) in the thesis called 'The Keyword Method and the English vocabulary learning' point out that the objective of this study is to discover the impact of Keyword method in learning English vocabulary. For this reason, this research was quasi-experimental and 22 students from the first Semester "B" of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros were the objects of study. It was decided which experimental and control group should learn 25 words from the book Top Notch 1, where the experimental group used the Key Word Method, and the control group, learned as they always have. Also, a survey was applied to collect the information from the new method. The results showed that the students in the experimental group significantly improved their vocabulary due to the fact that from 10.45 to 24.64 out of 25 points and the control group from 11.63 to 22 out of 25 points. This means that the group that improved could adapt well to this new method and it is recommended that teachers use it in their classes so that students can acquire new words that can be used in their writing skill.

Fourth, this thesis called 'The influence of spelling in the development of the writing skill' elaborated by Casquete and Eggeling (2017) mentions that this thesis aimed to discover if the teaching of spelling influences the development of writing skill. For this reason, a field and bibliographical research was carried out where the use of activities that could be used for the acquisition of the English language was also analyzed. The number of students who were selected were 91 of ninth from the Unidad Educativa Fiscomisional Teniente Hugo Ortiz. The results showed that there is little

teaching of strategies that helps students to develop their writing skills and this causes that students do not have an interest in learning this language.

Fifth, the paper called ‘Spelling Strategies of Omani EFL Students’ elaborated by Bulushi and Seyabi (2016) mentions that the main objective of this research is to identify the frequency of the spelling strategies in young and older students from the fourth and tenth grades with the population of 757 participants of Omani. For this reason, this study made a survey in which a questionnaire related to the spelling learning strategies was used to collect the data. This questionnaire had three scales, always, sometimes, and never, the students needed to select of a variety of spelling strategies what is the most useful. In addition to this, one question was open-ended, so in this case the students need to write their strategy. The results revealed that the spelling strategies more used by students of the fourth grade is the spell by rule or generalization and for students of the tenth grade is the visual checking. Moreover, it revealed that there are students who do not used the spelling strategy for analogy, syllabification and writing synonyms. After those results, it was found that the most reported spelling strategy for all the students who were the participants was the visual checking. Finally, in the open-ended question, students mentioned that memorization, creating rhymes, spelling e-games, using smartphones, stories and TV movies are good strategies for learning to spell words. Taking this into account, the educational system needs improvements and adhere more to the modern and current trends in education. This study was very useful for this research because it provides important information that can help to the researcher to select the correct strategies.

Sixth, in this document called ‘Using morphological awareness instruction to improve written language skills’ elaborated by Apela and Werfel (2014) point out that the purpose of this study is to provide information on how students can relate the instruction of morphological awareness to the instruction of written language skills. For this reason, the authors define all the variables in order to understand the topic. This study was applied to the first to sixth grade students and the results obtained were that morphological awareness was investigated with greater attention. Many people do a quick search on scientific journals that are related to literacy. For example, it has the Topics of Language Disorders, Scientific Studies of Reading, Writing and Reading, and Journal of Learning Disabilities. Studying mental processes is important for the

acquisition of a skill in English, so it will be possible to find morphological strategies that help writing skills. Through these scientific articles, morphological awareness can be expanded, as it can contribute to the development of literacy and provide methods or strategies for teaching the English language.

Finally, these thesis and papers were crucial for this research because they provided information related to both variables and they can help to understand the importance of using any strategy to improve the English spelling. One thesis mentioned that, the application of the morphology was more useful if teachers apply it frequently, so the students can get interest for learning English through this way or maybe other ways such as spelling strategies. Morphological affixation play an important role in the writing skills. It is really important to take into account thesis related to the main topic because they provide information very useful for developing this research. For this reason, those thesis demonstrated positive results and contributed with this study.

## **1.2. Theoretical Framework / Independent Variable and development**

### **1.2.1. Communicative Language Competence**

This idea was derived from Chomsky's thoughts on competition and performance. Competition then refers to how the speaker-listener share knowledge in a society that is completely similar. This underlying knowledge gives the person the opportunity to produce and assimilate various sentences made by a finite set of rules. On the other hand, performance refers to the process in which human beings apply the hidden knowledge in the real use of language, they express them as encoding and ecoding (Chomsky, 1965). But because competence is not fully reflected by performance, there are circumstances where it would be the case, for example, the speaker-listener does not make any mistakes when using the language he knows. For this reason, according to Hymes, performance has the hidden meaning of imperfectly manifesting the underlying system. Hymes considers that Chomsky's definition of competence and performance limits the understanding of language and its behavior too much. Hymes believes that Chomsky superficially analyzes competition and that eta does not consider sociocultural situations or that a society is of heterogeneous speech. So, Hymes thinks that society has a great influence on external performance and internal competition. He believes that social life interferes with the use of grammar

because that society has its own grammar rules. For this reason, Hymes believes that human beings should consider performance more since he defines this as the use of language in a real situation and not as an idealized situation in a completely homogeneous speech society. Finally, Hymes mentions that there are two types of competence, linguistic and communicative. Thus, Hymes defines communicative competence as knowledge based on rules that allow us to understand and produce language in a referential and social way (Hymes, 1972).

The communicative competence of language consists of using language to be able to communicate so that human beings can use this language appropriately within a society in order to achieve an effective and fluid interaction. For this reason, human beings must create communication that is understandable and meaningful (Tarvin, 2015). Moreover, this competence can be expressed orally, in writing or even non-verbally. This inclusive term refers to knowledge of a language, and the ability to use it to fulfill communication needs in real life (Ahmed & Pawar, 2018).

### **1.2.2. Linguistic competence**

Language competence is the underlying knowledge of grammar that people have to express and understand a language. This term is also known as grammatical proficiency or I-language. Noam Chomsky considers that this term is the innate linguistic knowledge that a person has to be able to match sounds and meanings. This knowledge can be considered as a program that is internalized in our memory and that remains there implicitly. This means that people can unconsciously correct grammar mistakes. They may recognize that their much internalized grammatical principles and foundations have been violated (Nordquist, 2020).

At the same time, Padilla et al. (2008) in the magazine called 'La competencia lingüística como base del aprendizaje' mention that linguistic competence is the use of language as a means for people to communicate orally or in writing. This instrument serves as a representation, interpretation and understanding of reality, with which students can build and communicate knowledge and also organize and self-regulate thoughts, feelings and behavior, thus it is an important tool to be able to say or express what students feel or think. In addition, this competence allows to be able to dialogue, comment, form a critical judgment, generate ideas and speak coherently. Finally, this allows people to read and listen (p. 180).



In addition, it could be said that linguistic competence is based on the ability of a person to organize a coherent message with which he tries to communicate, this can be an oral or written text. People to understand and construct a text need certain knowledge about the topics of what he or she wants to express ideas for which cognitive competence would already involve, be these topics such as literature, science, technology, or always colloquial information, to which this requires an adequate use of semantics. That is, a person needs linguistic competence to be able to decode or coding a text, but would also need paralinguistics, stylistics, and pragmatics (Reyzábal, 2012, pp. 70-71).

Finally, this competence can be considered as the main one because this is the means for the acquisition of other competencies. This leads to the knowledge, skills and strategies for reading skills, written skills and the use of oral skills (Legrán, 2010, pp, 2-3).

### **1.2.3. Orthographic control**

The word orthographic comes from the Greek *orthos*, which means correct, and from *grapho*, which means to write, this means that this united word means to write correctly. So, a lot of attention must be paid to spelling in the same way that it is done when students speak in order to do this in the correct way. A language needs spelling and grammar, although over time the language can change both due to idioms, inclusion and adaptation of words from other languages, etc., this does not mean that a teacher should accept a writing with misspellings. The written text is located at the top of communication and the speaker's organizational competence, for this reason, it must be considered that there are factors related to discursive competence, context, textual and spelling rules, situation, context (De La Rosa, n.d.).

This level refers to the ability of students to copy, spell, and use design and punctuation when writing various words to form a compelling paragraph. The key aspects at this level are:

- Copy words and sentences;
- Spelling of words;
- The understanding that a paragraph may have through a combination of spelling, punctuation, and design (Council of Europe, 2020, p. 136).

Further, from its Latin orthographia, orthographic control is defined as a set of rules that regulate writing. This topic is part of normative grammar since letters and punctuation marks must be used correctly. This topic was created based on the fact that people could preserve the written language. The orthographic rules are not directly related to the understanding of the text because if a person writes a text with many errors, it can be understandable, the question here is that the spelling control helps the language to standardize (Escritores.org, 2019).

Orthographic control belongs to the part of normative grammar where rules for the use of letters and punctuation marks in writing, at the same time belonging to a group that is governed by the same rules. Finally, good spelling is essential for good written communication; because it is a clear proof of the cultural level that the writer has; in addition to mastering the language to express themselves correctly (Camacho & Coloma, 2013, p. 36).

#### **1.2.4. Spelling strategies**

A spelling strategy allows the student to discover a way in which they can spell easily. They can choose a different strategy for each word. For this reason, it is necessary for students to know the different options. Effective spelling strategies will allow students to retain the sequence of a word's look, shape, sound, and feel. Experts say that cursive writing is good as a spelling strategy because it activates kinesthetic memory. Spelling should always be written since what is said out loud is not always what someone writes, that is, someone learns to spell so that communication is in writing. Students need spelling strategies that allow them to remember. For this reason, teachers must motivate students not only to 'learn', but also to remember. In order for students to be able to spell effectively, they must be able to differentiate between different phonemes (the smallest unit of sound) within words. Any student struggling with this part needs more dedication to improving their phonological awareness (North Yorkshire County Council, n.d, p. 33).

In the book called 'Spelling: from beginnings to proficiency, a spelling resource for planning, teaching, assessing and reporting on progress' elaborated by Programs & Resources Early Years, Literacy Secretariat, Department of Education and Children's Services (2011) (pp. 6-22) mentions that learning to spell is a multisensory process because students need to use their eyes, ears and hands. This

multisensory approach helps students with the fine and gross motor skills and with their memory related to previous experience when trying to write a word. Therefore, if students only use one sense, spell will be more difficult for them. For this reason, this book proposes that students need to use these four senses to spell, visual strategies, kinaesthetic strategies, morphemic and etymological strategies, and phonic strategies.

**Visual strategies** refer to what students need to look and learn. For example, they need to pay attention to combination that the word can have, the common letter strings or endings of words such as mysterious, famous, generous, courageous, synonymous, etc., those words ending in ‘ous’, so they can learn through looking the patterns. For this reason, there are a lot of strategies that teachers tell students in order to improve their vocabulary.

- Students can use a highlighter to recognize any word that is in the main word.
- Students can add pictures to the words, so they remember them through this.
- Students can use a colour code than can help them to identify the patterns.
- Students can write out the words as many times as they can.
- Students can design flashcards or posters for each spelling with pictures and colours and put them at eye height.
- Students can write a letter one by one in a pyramid shape. For example,

E

En

Eng

Engl

Englis

English

**Kinaesthetic strategies** refer to what students need to feel and learn. For instance, they need to finger tracing words or writing words to spell. Due to this, they need to try a few of the following strategies.

- Students can practice their spelling while they are walking.

- Students can make cards with a sequence and shuffle them up and after that put them in order again.
- Students can use post-it notes of each spelling and search for patterns.
- Students can play a game where one of them write the spelling of the word on the partner's back and the another must guess what word it have written.

**Morphemic and Etymological strategies** refer to the units of meaning e.g., tele means far, it is used in television, telegraph, and telephone. Or learning to spell some words through prefixes and suffixes.

- Students can play a game where teacher gives them some roots and affixes that they already learned, after that they need to create a new word and they need to explain the meaning of this creation.
- A root is written on the board at the beginning of the class and students can add words to that, so they learn new words.
- Students can play the game PQRST, where in P they need to find the prefix, in QR they need to find the queen root, in S they need to find the suffix and in T the need to write the total word's meaning.
- Students can make a word web where they need to write in the centre a root and they need to put more words with that root.

**Phonic strategies** refer to the sound e.g., fast, sounds like past, last. So students can write some words by hearing any sound.

- Students can read words aloud, and say again it but under their breath.
- Students can say the words, breaking them up into chunks or syllables.
- Teacher can see a word e.g., because, **B**eautiful **E**lephants **C**annot **A**lways **U**se **S**mall **E**ntrances.
- Students can invent a rhythm or sing with some new words.
- Students can tape themselves spelling out the word and then listen to it to check if their spelling was correct (p. 6).

This information helps to the investigator to understand more about the spelling strategies and also give more details and examples in order to include in the spelling strategies that the book mentions in chapter 3 about the spelling system and strategies.

According to this book there are seven major spelling strategies that can help students to improve their writing skill. First, **spell like it sounds** is about students being motivated to discover for themselves the spelling of unfamiliar words. This strategy is practically based on writing the words dividing them into sounds, so students hear and saying them while they write that word. Teachers should encourage students to explicitly teach spelling and verification strategies. In addition, this strategy will be very useful for students that are auditory because they learn through sounds and they can improve the writing skills if they use the phonics strategies. For example, they can learn words with a similar sound by listening to them, they can relate the words for its sounds; cake, like, lake, make, bake or pat, hat, mat (Vigors, 2015).

Second, **spell it by pattern**, in this strategy teachers can teach sound patterns such as double 'ee' as in meet, beer, heel; 'dr' as in draft, drive, draw; 'tr' as in truck, track) and build word families. These patterns can range from prefixes, suffixes, and compound words. Students can write more than one word at a time with this strategy. For example, words that have the double 'oo' such as book, look, foot, wood, wool, moon, roof, etc., or words with the suffix 'in', such as incorrect, inaccurate, incomplete, inability, inadequate, etc., (Leipzig, n.d.).

Third, **spell it by rule/generalization**, this strategy is based on adding 'ing' to words ending in 'y'. For example, trying, buying, saying, flying, enjoying. Another example is that some words have the spelling generalization of CH/TCH, such as catch, notch, witch, clutch, fetch, lunch, etc. The last example is the position of the vowel within the word, vowels 'ai' is found at the beginning or middle of the syllable and 'ay' is found at the end a syllable. 'Ai' will never come at the end of a word. Such as rain, paid, aim, play, day, etc., (Gibbins, 2019).

Fourth, **spell it by analogy**, this strategy is based on the students being able to use another known word to help them write an unfamiliar word, for example, candle / handle, cell / sell. Teachers must explicitly teach students how to use analogy to spell a new word. For example, where-wear, four-for, three-tree, hole-whole, hour-our, new-knew, steel-steal, weather, whether (Weakland, 2016).

Fifth, **spell it by chunking**, in this strategy, students can fragment words and write them in syllables so that they are easily remembered, for example, me-tho-do-lo-gy, re-la-tion-ship. Students learn more vocabulary by finding small words within

longer words. For example, add-it-i-on, s-tip-u-late, the word 'Monday' is separated into 'mon' and 'day' or 'Wednesday' is separated into 'wed' 'nes' 'day'. It is very important to take into account that if teachers are going to teach with this strategy, they need to organize, that is, they need to teach words that have two letter chunks, three letter chunks or four letter chunks each one separately. It is no recommended to mix them for a better understanding (Galloway, 2019).

Sixth, **spell it from memory**, this strategy is based on that in order to increase more lexicon in students by activating memory (automaticity). In this case, students can apply the morphemic and etymological strategies, where they can imagine the words in their minds or remember them for a root. For example, they can write many times a word, so they can memorize it (BBC Teach, n.d.).

Finally, **spell it using mnemonics**, this strategy proposes the use of mnemonics since being a technological device, it helps students to remember the spelling of words. The teacher can give a word to his students must form a sentence of each letter of the word. For example: ocean: **o**nly **c**at's **e**yes **a**re **n**arrow, or does: **d**addy **o**nly **e**ats sandwiches. On the other hand, students can make an acronym in order to relate some conjunction words like those, FANBOYS: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o (University of Central Florida, n.d.).

In addition, according to Treiman (2017) in her document called 'Learning to Spell Words: Findings, Theories, and Issues' states that there one theory of spelling development that can support this variable. The constructivist theory, she said that children learn how writing works from an early age, that is why they build their own hypothesis and as they grow up they confirm that same hypothesis, modify them or create new hypotheses. A hypothesis of young children is that they assimilate that written letters are the same as spoken syllables. On the other hand, they also write according to visual forms that must reflect characteristics of the object they represent. For example, a small child can write the word dog in large letters because it is a dog and can write puppy in small letters because it is a small animal (Ferreiro & Teberosky, 1982, as cited in Treiman, 2017).

### **1.3. Theoretical Framework / Dependent Variable and development**

#### **1.3.1. English language**

English is considered a language rich in diversity. Currently, it is known that this language is the official language or mother tongue of countries such as New Zealand, Canada, Ireland, the United Kingdom, the USA, Australia, and some countries that are on the Caribbean coast. It is stipulated that around the world some 300 to 400 million inhabitants speak this language. In addition, experts point out that the English language is considered the most attractive language of the modern era, and occupies an important role in international relations due to its great demand for commercialization or jobs. The Top 10 of the most used languages indicate that English has the first place because about 1105 million people use it on the Internet and 1485 million people speak it around the world (Villagran, 2021).

Likewise, the English language provides the opportunity to learn about the cultures and traditions of foreign and better developed countries, thus allows entering new worlds and unknown societies. In addition, there is also the opportunity to understand and analyze these societies based either on their characteristics, ways of acting and feelings (Chavéz et al., 2017, p. 770). Learning this language is a necessity for the new generations, no matter where a person is from, they must have the basic knowledge of the English language (Chango, 2009).

As teachers of English of a second language need to have a clear notion of what is taught. Few people know what a language really means, even though they use at least one and always in all moments of life. For example, a clear understanding of physical formulas such as force, work, or energy is needed to learn to drive a car. For this reason, education aims to help us understand certain things that people take for granted. The English language is one of the devices of an amazing complexity, but only a few people know the origin of this language. So, this language comes from a natural system (that is, not artificial or computer-based). In this book, it is assumed that a language is a set of rules, which are used unconsciously by the mind and in turn this allows human beings to communicate with others producing meanings that lead to the exchange of information. English is a language used to express thoughts and feelings of a social group. However, it is a foreign language for Spanish people (Delahunty and Garvey, 2010).

### 1.3.2. English language skills

Peréz & Sánchez (2009) mention that that skill is a term that can cover different topics. Within the area of English, the ability refers to the four basic skills that students must develop in order to master the language. From a more global perspective, skill is one that is acquired through training, dedication, or practice. These allow people to perform well in various areas.

Language itself is a skill, it cannot be a content-based subject such as Mathematics, whose objective is to impart information and acquire knowledge. So, language is a skill developed by the psychomotor part of the brain. A skill can be defined as the ability to do something well. For example, swimming, playing, singing, etc. Language is a complex skill that requires four sub-skills, which are the following: listening, speaking, reading and writing. Where Oral and Written expression are called productive skills because students are active learners as they produce sounds when speaking and symbols when writing. On the other hand, Listening and Reading are considered receptive skills because students are passive learners since they receive information through what they hear and read it (Husan, 2015).

These four skills have sub-skills such as vocabulary and grammar and these help effective language learning.

#### **Receptive skills:**

Listening and Reading are those by which students enter the new vocabulary of the language.

- Reading: This is text comprehension.
- Listen: This is the understanding of audios with conversations in English, here it focuses more on pronunciation, intonation or context (Chicaiza & Bonilla, 2019).

#### **Productive skills:**

Speaking and Writing are based on producing the language.

- Speaking: This is the production of sounds that are coherent and have an understandable meaning.
- Writing: This is creating neat signs or letters that make sense (Vera & Bonilla, 2015)



### **1.3.3. Productive skills**

Productive skills are those that have a limited command of the language. For example, a person can express himself only with the dialectical variety that he has, that is, he only uses some words that he receptively dominates. These skills allow people to control the messages they produce and at the same time choose the language forms. For this reason, these skills try to produce the language (Wikiteka, 2019).

When a person begins to learn a foreign language, it is certain that the person is unconsciously exposed to productive skills. The productive skills also called active involves the exchange of information that a user of the language produces in spoken or written form. Productive skills need receptive support. Passive skills, such as listening and reading, are based more on the grammatical structures, vocabulary lists, heard and repeated sounds of a foreign language. When studying and learning a foreign language, receptive skills are often the first thing to develop with proper productive practice. The writing process takes more energy to ‘produce’ any result. Both types of language skills, whether writing or speaking, are fundamental to the learning process at any stage of development (Golkovaa and Hubackovab, 2014).

One of the productive skills is writing, this is of vital importance in the development of children because they will need to write in any class they take, it does not matter if this class is math or science. Children could get on easily if they learned from an early age to communicate through writing. This allows children to get the message and respond to it. For this reason, children must have solid learning regarding this skill in order to achieve success in their academic performance (Anonymous, 2021).

At least, there is the speaking skill that is based on producing language. This serves so that people can communicate or transmit ideas to other people.

The characteristics are:

- The use of intonation, pronunciation, formality when speaking, and grammar.

The elements are:

- Articulation, voice and fluency (Fonseca et al., 2011).

#### **1.3.4. Writing skill**

Writing is considered as one of the four language skill in the English language. Unlike listening or reading, writing is a productive skill. That is, here learners need to produce language rather than receiving it. Writing involves communicating a message through a set of signs on a page. If learners want to write, they need to have something to communicate and someone who will be the receptor. Furthermore, people need to know how to write, that is, they need to form letters and words in order to link these together and make sentences with a clear meaning. In additions, this skill has subskills related to communicating ideas and these are using appropriate style and register, organizing ideas, using the features typical of the text, joining words and sentences clearly and using appropriate functions, e.g., narrating, complaining, requesting, thanking, summarizing, and concluding (Spratt et al., 2011).

Writing is considered one of the important skills for communication, learning and self-expression. However, most students do not have adequate writing skills because their learning style does not allow them. Therefore, it is essential to find effective ways in which students can develop writing skills. The results of this research are significant since it suggests that to improve these skills, new ways of learning should be implemented in the classroom (Nusrat, 2016).

Thanh (2015) mentions that writing skills are essential to study the English language. This linguistic ability has a learning process where students are protagonists. However, the result of this research shows that most students are not aware of the importance of studying writing skills. Even the time spent on this skill is very little. For this reason, in various institutions the low quality of learning of this skill is notorious. By collecting data through observation and data analysis, the researcher concluded that there are significant problems in the learning of writing by students. One of the main problems is that students lack vocabulary, also for students the grammatical structures is the most difficult part of writing since they spend little time studying grammar skills. In addition, students are not interested in writing topics. Moreover, students do not have much of a chance of being corrected since teachers do not have the time to correct their students one by one. Finally, the time a school has for students to develop their writing skills is not enough. In conclusion, students do

not fully master grammatical structures such as prepositions and verb tenses and do not have the necessary materials to correct this problem.

### **Importance**

Writing is vital for students because it facilitates their communication, people can remember something through the written word. It is important to mention that writing skills go hand in hand with reading skills, both being interdependent. For this reason, someone who reads frequently finds writing easier (Rae, 2020).

### **Characteristics**

- **Coherence:** This is the way the student organizes the text, if the ideas are logically developed so that the content of the text makes sense. A student must organize his ideas in a way that should involve: the correct use of spelling and punctuation and a sequential order of ideas and sentences (Collins English Dictionary, n.d.).
- **Cohesion:** It is the relationship that words and phrases must have so that they are understandable. Cohesion is seen as something that wraps the whole text together (Tanskanen, 2016).
- **Organization of ideas:** The student when writing sentences or paragraphs must organize them logically and legibly, so that he or she must know the grammatical structure of the sentences.
- **Precision:** It refers to the use of language forms such as selected grammar vocabulary, connectors, the use of punctuation, and connecting sentences.
- **Communication:** This is based on the correct use of the styles of records or ideas that allow the desired message to be communicated.
- **Record Style:** This is structuring ideas and using an appropriate vocabulary of formality and style.
- **Punctuation:** It is based on the use of uppercase and lowercase letters and punctuation marks.
- **Spelling:** This refers to the transcription of the sound of a language into letters.
- **Formation of sentences, texts and paragraphs:** It is the correct grammar used for sentence construction, in addition to locating ideas according to how a paragraph begins, divides, and ends.

## Reasons for teaching writing

Harmer (2007) mentions that there are primary reasons why writing is important, the following are:

- **Reinforcement:** This is based on learning the language when students look at what they write. The reinforcement serves so that the new words remain in the memory to later use them after having learned them.
- **Language development:** The perfection of the English language depends a lot on how the student develops it. The mind processes and constructs written texts according to its experience of learning the language.
- **Learning style:** Almost all students take time to learn and produce language, for this reason writing is considered a means by which students can learn faster.
- **Writing as a skill:** Writing is a basic language skill so it must be learned from an early age.

## Writing correction

Students may feel unmotivated because their written work is crossed out and overcorrected, which could suggest that their writing is terrible. Many written assignments will be full of errors, but the way in which these errors should be reviewed and communicated to the student must be taken into account.

- When correcting, the teacher should treat his students with kindness and sympathy and remind them that mistakes are normal when there is learning.
- To avoid correction problems; Teachers can delegate their students to check themselves for errors in grammar, spelling, vocabulary, etc. Thus, they will concentrate on specific aspects and at the same time reduce the correction by the teacher.
- Another technique is the use of written symbols that the teacher should use when correcting paragraphs.

S = Spelling

T = Tense error

P = Punctuation

G = Grammatical error

WW = Wrong Word

Prep = wrong preposition, etc.

Thus, the teacher would discreetly underline the word and write the symbol according to the error or errors that it has. This strategy makes it less demotivating for the student (UCI Program in Global Language and Communication, n.d.).

However, students can also be encouraged to do a good job writing motivational words at the end of their writing. Example:

- Excellent
- Well done
- Great
- Very good
- You did a good job, but you have to check the use of the gerund and infinitive.

Finally, correction makes sense when students learn from their mistakes and do not repeat them.

### **Writing activities**

#### **Controlled activities**

Controlled writing allows students to work in groups and not individually. It is important to use fast and fun activities such as: short space filling activities, spelling, puzzles, games, and multiple choice tasks. Feedback and correction should be vital in these activities. Alcantara et al., 2003 present some ideas for this topic.

- Copy of sentences and paragraphs.
- Write sentences and paragraphs of the dictation.
- Rewrite sentences and select the correct word or expression.
- Substitution of grammatical forms and structures
- Substitute specific expressions or vocabulary terms in sentences.
- Complete sentences in a paragraph
- Transformation of sentences containing structures and vocabulary words.

#### **Free activities**

On the other hand, free activities imply that students can write what they want, the teacher would only indicate the subject and they would write based on their experiences or ideas (Wilkerson, n.d.).

## **1.4. Objectives**

### **1.4.1. General Objective**

To determine the influence of the spelling strategies in the development of the writing skill at Unidad Educativa El Cosmopolita Juan Montalvo.

### **1.4.2. Specific Objectives**

- To identify the spelling strategies that improve the students' writing skill.
- To analyze the importance of the development of writing skill through the application of spelling strategies.
- To compare the results between the pre-test and posttest of the experimental group.

### **Description of the fulfilment of objective**

The present study intended to determine the influence of the spelling strategies in the development of the writing skill. For this purpose, some goals were carried out such as, to identify the spelling strategies that improve the students' writing skill, to analyze the importance of the development of writing skill through the application of spelling strategies, and to compare the results between the pre-test and posttest of the experimental group. From all the above, it was possible to analyze which were the results of this investigation. Resulting in that spelling strategies have a positive impact on writing ability and it was reflected with the scores that students have in the post-tests. First, the researcher read a lot of articles and books in order to find information related to the spelling strategies that teacher can use in their English classes. Second, the researched evaluated the students' writing skills by using a standardized test from Cambridge Assessment English level KET A2. However, only the writing part six and seven was selected from the whole test of Reading and Writing. Additionally, a rubric was taken from Cambridge English Qualification and it has three scales such as content, language and organization. Further, fifteen interventions were applied to students of Primero de Bachillerato at Unidad Educativa El Cosmopolita Juan Montalvo. Finally, a pre-test and posttest was applied to the students in order to achieve these objectives.

## **CHAPTER II. METHODOLOGY**

### **2.1. Resources**

To begin with, this study had a research tutor, researcher and twenty students of Primero BGU at Unidad Educativa El Cosmopolita Juan Montalvo as human resources who contributed to this study by providing a predisposition to carry it out. Moreover, the institutional resource was Universidad Técnica de Ambato, the most important institution to develop this research because it provides virtual libraries in which the researcher can get more information for this thesis. Additionally, in the materials had the technological tools in which it can find docs, papers, articles, e-book, magazines, thesis and journals, markers, computer and worksheets that facilitated the work. Finally, the economic expenses was the printed sheets for the students' activities that help them to improve their writing skill.

### **2.2.Methods**

#### **2.2.1. Research Approach**

The present research project had a quantitative approach. Bhandari (2020) states that a quantitative research is a process where numerical data is collected and analyzed. In addition, she said that this approach is useful when someone wants to investigate patterns and averages, analyze causal relationships, etc., everything that involves numbers. For this reason, this research was analyzed from a quantitative approach because through data processing it is possible to perceive the effect that writing skill had when students use spelling strategies. This information is essential to obtain statistical data on this investigation.

#### **2.2.2. Research modality**

##### **Field**

This research is field because it focused on obtaining information through direct intervention with the participants (Erickson, 1989). This modality allowed the researcher to apply a real English class with a group of students and at the same time, there was an interaction between both parties. For this reason, it had a direct contact with students in their classrooms and it was done with twenty students of Primero BGU at Unidad Educativa Educativa El Cosmopolita Juan Montalvo. So, all the students received classes and were evaluated face to face.

### **Bibliographic – experimental - documental**

Vivero and Sánchez (2018) mention that this research was bibliographic because the information came from books and experimental because was from documents, articles, theses, academic journals, etc. Moreover, documental because this information was obtained through any other document for public use as long as its original actor is mentioned and it can come from bibliographical sources. It should be taken into account that in order to construct an investigation, the information sought is important. For this reason, it must be a careful process. In addition, Tancara (1988) also states that this approach enables the collection, processing, and dissemination of scientific or technical information. So, this work can be developed in libraries or internet, etc. Finally, for identifying how the spelling strategies influence writing skill, this study considered some classic books, papers, from different web browsers with current dates and among other webs from the internet. They allowed this research the orientation of the issue through investigate resources related to develop knowledge about spelling strategies for teaching English as a foreign language.

#### **2.2.3. Level or Type of Research**

The following research was a pre-experimental design.

- This research was pre-experimental research since it manipulates one variable, selects specific participants, there is no control group and its degree of control is minimal (Hernández, et al. 2010). This level had only one group, the experimental group (Primer BGU). Moreover, this design has two modalities, the case study with a single measurement and the pre and posttest, this research selected the pre and posttest. These tests measure the dependent variable twice, the first time before applying the treatment and the second after applying it. That is, the pretest and posttest designs were applied for the experimental students. After that, these students received the treatment for fifteen meetings. Then, the group had again the evaluation and if the students score was turned out to be much higher than the first one, it could be concluded that the treatment could be responsible for the improvement.

#### **2.2.4. Population and sample**

In the present research, the selected population were 20 students from the First BGU at Unidad Educativa El Cosmopolita Juan Montalvo. The students' native



language is Spanish and their second language is English with an A2 level of English. Participants are between 14 and 15 years old.

Table 1.

*Population*

<b>Gender</b>	<b>Population</b>	<b>Percentage</b>
<b>Male</b>	9	45%
<b>Female</b>	11	55%
<b>Total</b>	20	100%

Note: These data were taken from students of Primero BGU at Unidad Educativa El Cosmopolita Juan Montalvo by Andino (2022).

### **2.2.5. Techniques and instruments**

The instrument was taken from Cambridge Assessment English, a standardized test called ‘Certificated Key (KET) English test’ level A2 by which the researcher used to take the pre-test and posttest, exactly the writing part number six and seven. The time was 40 minutes in order to answer the email and the story. These two parts were selected because these were the writing part of that test and was the level A2 KET because according to the Ministerio de Educación del Ecuador that propose that these students must have the level A2.2 (Cambridge Assessment English, n.d.).

### **2.2.6. Procedure**

To achieve this research, the participants were twenty students of Primero BGU at Unidad Educativa El Cosmopolita Juan Montalvo to which a pre and post-test were applied. Since the interventions were face to face the test was adapted according to the writing part and the two questions were copied and pasted into the Microsoft word. Then, during nine hours of English class, the students were exposed to the different spelling strategies. Moreover, four hours they applied this strategies with asynchronous activities and two hours for the tests. They have forty minutes as one class and in total, they had fifteen meetings. Further, both tests were evaluated using a rubric provided by Cambridge that measures three categories: content, organization, and language, all this over five bands according to the Cambridge English Qualifications and over thirty points (Cambridge Assessment English, 2020). It is attached in the annexes section.

In addition, the author applied activities related to their level A2 and made lesson plans with the topics that are useful for them. Therefore, five lesson plans were adapted from some websites. These lesson plans were about some topics related to the grammar point such as, simple present, past simple, future simple. Additionally, some vocabulary about food, means of transport, daily routine, places, some irregular and regular verbs and conjunctions and linking words.

The lesson plans contained the time, objective, materials, development and the method that the author applied was Presentation, Practice and Production (PPP). All these were taken into account due to the pre-test obtained, since the topics mentioned were the weaknesses that the students presented.

Finally, the data collected was through the program called “SPSS Statistics” where the pre and post-tests were compared and analyzed in a quantitative approach. Therefore, this approach discovered that the spelling strategies improve the writing skill of the students of Primero BGU because they obtained better results in the post-test.

#### **2.2.7. Hypothesis**

**H0:** The spelling strategies don't influence in the development of the writing skill at Unidad Educativa El Cosmopolita Juan Montalvo.

**H1:** The spelling strategies influence in the development of the writing skill at Unidad Educativa El Cosmopolita Juan Montalvo.

## CHAPTER III. RESULTS AND DISCUSSION

### 3.1. Analysis and discussion of the results

This chapter was based on analyzing the data obtained from the pre and posttest of the experimental group that was carried out with the twenty students of Primero BGU AU Unidad Educativa El Cosmopolita Juan Montalvo. The Cambridge KET exam that was used is the A2 which scored three categories of the paragraphs written by the students. These are content, organization, and language.

#### 3.1.1. Pre-test results

Tabla 2.

*Pre-test results*

Assessing writing skill performance score over 30		
Criteria	Average	Expected average
<b>Content</b>	1.2	10
<b>Organization</b>	2	10
<b>Language</b>	2.3	10
<b>Total</b>	<b>5.5</b>	<b>30</b>

Note: These data were taken from students of Primero BGU at Unidad Educativa El Cosmopolita Juan Montalvo by Andino (2022).

**Figure 1.**

*Pre-test results*

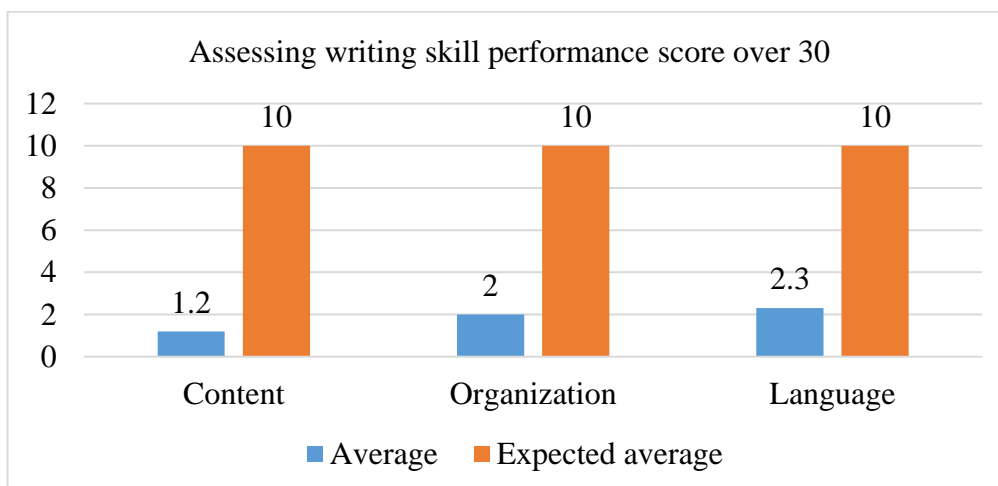


Figure 1. Assessing writing skill performance score over 30

## **Analysis and interpretation**

This table shows the pretest results for the Writing skill KET A2 (Cambridge) with the objective of evaluating the writing skill of 20 students of Primero de Bachillerato at Unidad Educativa El Cosmopolita Juan Montalvo. The categories proposed by KET A2 Handbook Rubric: content, organization, and language. In addition, there are 5 bands with which students are scored, where number 1 is the lowest and number 5 is the highest. The general average obtained in the pre-test in the three categories was 5.5 out of 30 points. This means that the written ability is very low in these students and they are in band 1.

Likewise, it was necessary to average the results obtained from each criterion and each one was worth 10 points because the rubric indicated a score of 5 points but because the test had two writing questions, then the score was doubled with 10 points for each category. The general result obtained by the content category shows that the twenty students got an average score of 1.2 out of 10 points because the test was over 30 points. Additionally, there is a difference of 8.8 that they need to improve in this category. Thus calculating a total of 10 points. This means that students do not understand the language in its entirety so they cannot write coherent ideas so that the reader is well informed.

Furthermore, the following result is from the organization criteria. The result showed that the students obtained an average of 2 out of 10 points in this category. Therefore, there is a difference of 8 points in which students should improve the grammatical structure of sentences. The sum of the two quantities gives a total of 10 points that this category has as well. This means that students have limited use of vocabulary regarding linking words and cohesive devices and they only know basic vocabulary such as 'and'.

Finally, in the language result, it was found that the students obtained 2.3 out of 10 points that belong to this category. Therefore, there is a difference of 7.7 between the two values. This means that students lack to learn grammar structures and make too many mistakes when writing their sentences.

### 3.1.2. Post-test results

Table 3.

*Post-test results*

Assessing writing skill performance score over 30		
Criteria	Average	Expected average
Content	5.2	10
Organization	4.8	10
Language	5.1	10
<b>Total</b>	<b>15.1</b>	<b>30</b>

Note: These data were from students of Primero BGU at Unidad Educativa El Cosmopolita Juan Montalvo by Andino (2022).

**Figure 2.**

*Post-test results*

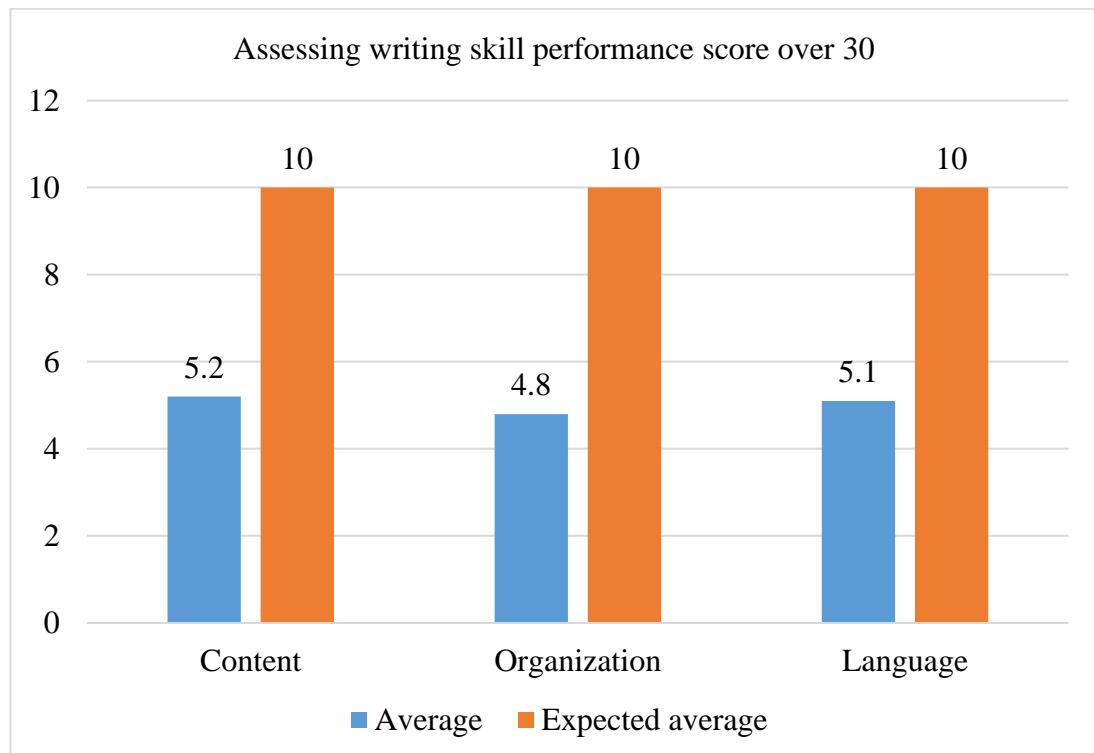


Figure 2. Assessing writing skill performance score over 30

## **Analysis and interpretation**

Table 3 shows the results obtained in the post-test by the KET A2 Writing test (Cambridge). It should be said that both tests were the same. The results obtained from the three categories showed that the students showed progress in their writing. His paragraphs contained fewer errors and were more logical and structured. Also, there was more control of grammar and vocabulary. As in the pre-test, the rubric was the same and of the 5 bands that existed, these students were located almost in band 3. According to this table, the average obtained for the entire course was 15.1 out of 30 points with an increase from 9.6 that shows that the treatment was effective and the students did improve their writing.

Consequently, in the content category, as mentioned before, from a score of 10, the students obtained 5.2, which is already a value closer to the established one. Therefore, the students already understood the questions in a better way and wrote according to the parameters requested for their email and story. In addition, they learned new vocabulary which is what made it easier for them to understand this second language.

Moreover, in the organization category, the students obtained 4.8 out of 10 points that is the expected average. It means that students need to improve a little more in this category. However, this score of 4.8 was already an improvement in the students' writing skill. Then, they wrote better because used more linking words such as but, so, or, for, etc. and they write sentences more connected and coherent. In general, the treatment was useful in this category as well as in all the post-test categories.

Above all, the result of the language category also was better because the students got 5.1 out of 10 points. So, they improve their English language and they write sentences with the appropriately vocabulary. Besides, they had errors in their paragraphs, but they were understandable. Finally, they used the grammatical forms with a good degree of control.

Table 4.

*Comparative results*

<b>Writing Pre-test and Post-test Average Score over 30</b>			
<b>Criteria</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Expected average</b>
<b>Content</b>	1.2	5.2	10
<b>Organization</b>	2	4.8	10
<b>Language</b>	2.3	5.1	10
<b>Total</b>	<b>5.5</b>	<b>15.1</b>	<b>30</b>

Note: These data were taken from students of Primero BGU at Unidad Educativa El Cosmopolita Juan Montalvo by Andino (2022).

**Figure 3.**

*Comparative results*

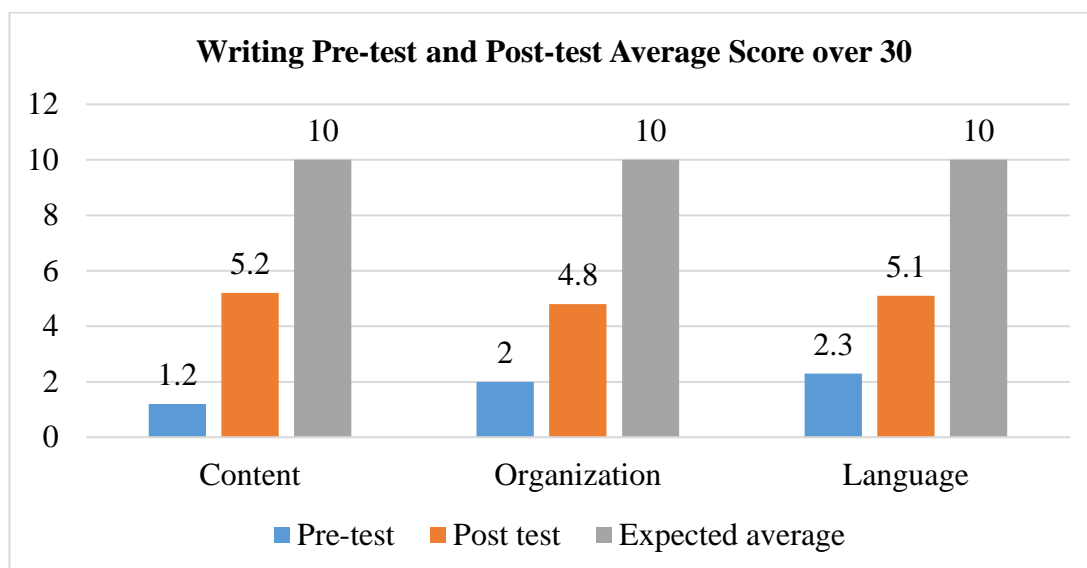


Figure 3. Writing Pre-test and Post-test Average Score over 30

**Analysis and interpretation**

Finally, this table shows a summary of all the data obtained, thus highlighting the comparison between the pre and post-test results with the application of spelling strategies in writing skills.

Results showed that students have improved a value of 4 in content because they got in the pre-test 1.2 and in the post-test 5.2, followed by organization with score of 2.8

because they got in the pre-test 2 and in the post-test 4.8, and finally the language with 2.8 because they got in the pre-test 2.3 and in the post-test 5.1. So, students need to improve more in organization and language since in content they have known how to do it. Additionally, it can see the total score of the pre-test was of 5.5 and in the post-test was of 15.1, so there was a great difference between the pre and post-test since there is a difference of 9.6 that the students improved with the interventions given by the researcher. Then, the application of these interventions with real context activities had a significant advance in content, organization and language that help students to improve their writing skill.

### **3.1.3. Discussion of results**

The present study revealed that the twenty students of "Primero de Bachillerto" at Unidad Educativa El Cosmopolita Juan Montalvo found this English skill difficult, since from the beginning of this study they showed limited control of grammatical structures, basic vocabulary, spelling errors and did not know the structuring of a paragraph. So, in the pre-test, it was difficult to understand their sentences. Then, it could imply that students are not motivated to learn this foreign language or the teacher is not well trained or motivated to teach.

Haider (2012) also found that writing skills is the most difficult and complex activity in his study because their students showed similar problems with the vocabulary like this research. Regarding to the study of Megaiab (2014), she mentions that the problems also stemmed from grammar such as tenses, verbs, prepositions, singular and plural articles, and spelling. Moreover, she said that these problems were because the students tend to be influenced by the mother tongue. For this reason, they also included some Spanish words in their writings. Nik et al. (2010) it also mentions that students are not motivated enough to improve their writing skills. Also, predisposition and effort only happens when they have an exam and they don't try to practice this at home. On the other hand, Al-Khairiy (2013) states in his findings that the teachers also need trainings in order to have qualified, trained, and motivated professionals. Teachers should make the most of their classes and help their students through constructive feedback. That is, no longer criticize their writing, only motivate them to do better, through a writing contest, etc. It is suggested that solutions be found so that students can correct their mistakes in writing skills in time.



### 3.2. Verification of hypotheses

**Alternative:** The spelling strategies influence in the development of the writing skill at Unidad Educativa El Cosmopolita Juan Montalvo.

**Nulle:** The spelling strategies don't influence in the development of the writing skill at Unidad Educativa El Cosmopolita Juan Montalvo.

In the current research, it was necessary to use the Wilcoxon statistical method to verify the hypothesis where the difference between the value of the pre and post-test was compared. However, to obtain these data it was necessary to carry out several tables of comparisons, which will be explained below.

Tabla 5.

#### *Normality tests*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test_Results	.161	20	.188	.868	20	.011
Post_Test_Results	.111	20	.200*	.973	20	.812

Note: Shapiro-Wilk test chart

#### **Analysis and interpretation**

According to the normality test, it can be said that as the population were only twenty students, it needs to focus in the Shapiro-Wilk results. Therefore, the pre-test obtained a value of 0.011 which is less than 0.05, which means that the data does not come from a normal distribution, unlike the pre-test that does come from a normal distribution because its value is 0.812 which is greater than 0.05. For this reason, a non-parametric test of two related tests had to be performed, this one called Wilcoxon.

Tabla 6.

#### *Wilcoxon Signed Ranks Test - NPar Tests*

<b>Test Statistics</b>	
Post_Test_Results - Pre_Test_Results	
Z	-3.923 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

Note: Wilcoxon test chart

### **Analysis and interpretation**

This was the result of the non-parametric test, it can be noticed that there was a notable difference between both tests and the p-value is 0.000, which is less than 0.05 and according to what has been established, the null hypothesis must be rejected and the alternative hypothesis accepted. Which means that spelling strategies influence in the development of the writing skill at Unidad Educativa El Cosmopolita Juan Montalvo.

## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 4.1. Conclusion

After analyzing and interpreting the results obtained from the application of the spelling strategies to improve the writing skill of these students. Some conclusions and recommendations that may be useful for future research are detailed below.

- Once the research was carried out, it was determined that there is a great influence of spelling strategies in the development of writing skill because students showed good results. They learned new words and used them in their paragraphs.
- It was possible to identify that the spelling strategies that most helped the students to improve their writing skills were, the visual strategies; where memorization through the repetition of words and the use of the pyramid shape allowed students to acquire more useful vocabulary to form meaningful sentences. In addition to this strategy is phonics, where they also learned through oral repetition of words. Finally, it is necessary that memorization is the strongest strategy that students can use since when learning a language the most important thing is to have a vocabulary that can be ordered.
- It can be concluded that writing skill is just as important as other skills and with the correct application of strategies that allow it to develop, incredible results can be obtained, as this research has shown. The application of these strategies were very important for these students as they had a very low level of English. Therefore, these interventions were very helpful for them in their English language learning process.
- The current study showed that there was an improvement of 9.6 from pre-test to post-test. That is, students improved with the interventions applied their stories and emails, they obtained a general average of 5.5 in the pre-test and in the post-test an average of 15.1 out of 30 points. This shows that they improved their knowledge almost three times more. However, it can also be seen that they reached half of the established score which was 30 points. So, they need more practice. Finally, according to the statistical software the spelling strategies influence in the development of the writing skill because the Wilcoxon obtained a score of 0.000, which means a positive result.

## **4.2. Recommendations**

After the execution of the spelling strategies, these recommendations are given for further investigation:

- It is recommended that students need other ways to learn the English language because they may lose interest or get bored with the same traditional classes. For this reason, teachers should look for new strategies that help develop the students' writing skill and implement these in their classes.
- Students improved their writing skills through the use of spelling strategies. For this reason, it is recommended that teachers should implement in their classes some of these strategies that help students according to their learning style, that is, if they have visual students, they must apply strategies that lean towards colors, memorization, repetition, etc. Teachers must focus on the needs of the students.
- Teachers must also take into account that written ability is just as important as other skills, so activities that improve this ability should be included. In addition, students must be motivated to learn and not see this complicated, they must have a level of English according to their year of study and to be able to write complete and meaningful sentences.
- It is recommended to use these spelling strategies because they were beneficial for the students in their English language learning and good results were achieved with the application of them according to the statistical measures previously presented.

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## Annexes

### Annex N°1. Approval



# UNIDAD EDUCATIVA "EL COSMOPOLITA JUAN MONTALVO"

Amie: 05H01056 - Circuito: 05D05C01\_b

Of. N° 072-UUEEJM-2021

Sigchos, 10 de diciembre de 2021

#### Doctor

Marcelo Núñez  
Presidente

#### Unidad de Integración Curricular

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo **M.Sc. Pablo Córdova** en mi calidad de Rector de la Unidad Educativa "El Cosmopolita Juan Montalvo", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Spelling strategies and writing skill", propuesto por la estudiante **Andino Vargas Lisbeth Nataly**, portadora de la Cédula de Ciudadanía **0503760571**, estudiante de la Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la **Universidad Técnica de Ambato**.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente;



Firmado electrónicamente por:  
**PABLO DANIEL  
CORDOVA LEON**

M.Sc. Pablo Córdova

**RECTOR**

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Annex N°2. Pre and Post-test



**CAMBRIDGE ENGLISH ASSESSMENT**  
**UNIDAD EDUCATIVA “EL COSMOPOLITA JUAN MONTALVO”**  
**KET WRITING ENGLISH**

**Instructions:**

- The questions are compulsory.
- Listen to the instructions for this test carefully. If you have any question, raise your hand and the teacher will help you.
- Use of cellphones is not permitted.
- Any attempt to copy could result in your test taken away.
- You need to write your paragraphs on the lines in this paper.
- Check the rubric before writing your paragraph.
- You should use a pencil to complete the answer sheet.
- You have 40 minutes to complete this test.

**KET WRITING ENGLISH ANSWER SHEET**

Teacher’s name: Andino Lisbeth

Student’s name: \_\_\_\_\_ Course: \_\_\_\_\_

Time: 40 minutes Date: \_\_\_\_\_

1. **You want to go swimming on Saturday with your English friend, Toni. Write an email to Toni. (15 points)**

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write **25 words** or more.

**Write the email/story on your answer below.**

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2. Look at the three pictures. Write the story shown in the pictures. Write 35 words or more. (15 points)



Write your answer below.

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### Teacher's Use Only

Question 1

C	O	L

Question 2

C	O	L

### Rubric

Band	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>	

Source: Cambridge English Qualifications A2 Key


## Annex N°3. Rubric

### Assessment of Writing scale

Band	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>	

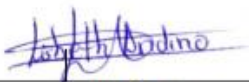
## Annex N°4. Lesson Plan Templates

### Lesson Plan 1

INSTRUCTIONAL GUIDELINES		
<b>TIME:</b>	120 minutes	<b>Level:</b> A2.2 KET Primero BGU
<b>OBJECTIVE:</b>	Students will be able to identify the present tense and write sentences using it.	
<b>MATERIALS:</b>	Worksheets, markers, blackboard, highlighters	
<b>METHOD:</b>	<ul style="list-style-type: none"> <li>Present Practice and Production PPP</li> </ul>	
DEVELOPMENT		
<ul style="list-style-type: none"> <li>Teacher will say hello.</li> <li>Teacher will take attendance.</li> <li>Teacher will present some flashcards about the daily routine and will ask students to answer what the flashcard is about. For example:                             <ul style="list-style-type: none"> <li>➤ <b>What do you see in this picture? What is this boy doing?</b></li> </ul> </li> </ul>		
		
<ul style="list-style-type: none"> <li>Second, teacher will present the structure of the simple present tense. Moreover, teacher will present examples of affirmative, negative statements and questions and some verbs in present form. Finally, teacher will use different color of markers because it can activate the visual strategy and ask students that they need to copy everything that will be written on the blackboard.</li> <li>Teacher will give worksheets in order to practice the activities related to the main topic.</li> <li>Teacher will give them time to complete the part A, B and C. After that, teacher will check with them the exercises.</li> <li>Teacher will ask students to write five free sentences with this topic and will collect them in a piece of paper.</li> </ul>		
Homework:		
<ul style="list-style-type: none"> <li>Teacher will ask students to do the part D and E of the worksheets, and will give them a picture with some verbs related to the daily routine and ask that they need to do sentences with all the verbs that are there.</li> </ul>		

Source: englishgrammar.com <https://www.englishgrammar.com/2020/08/lesson-plan-of-simple-present-tense.html>

Adapted by: Andino Lisbeth



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## Materials

### Flashcards



## Worksheets

### Present Simple (1)

**Form**

Affirmative	Negative	Interrogative
I walk You walk He walks She walks It walks We walk You walk They walk	I don't walk You don't walk He doesn't walk She doesn't walk It doesn't walk We don't walk You don't walk They don't walk	Do I walk? Do you walk? Does he walk? Does she walk? Does it walk? Do we walk? Do you walk? Do they walk?

**Short answers**

Affirmative	Negative
Yes, I / you / we / they do Yes, he / she / it does	No, I / you / we / they don't No, he / she / it doesn't

**Third person singular**

We add **-s** to the verb to form the third person singular (he, she, it).  
I drink - he drinks  
I run - he runs

**BUT**

- We add **-es** to verbs that end in **-ss, -sh, -ch, -x, -o**.  
I watch - he watches
- With verbs ending in **consonant + y**, we change the **-y** to **-ies**.  
I cry - he cries
- But** with verbs ending in **vowel + y**, we just add **-s** as usual.  
I play - he plays

**Use**

We use the **Present Simple**:

- for **habits and actions** that we do regularly.  
He **visits** his friends every Sunday.  
She **goes** to school by bus.
- for **general truths**:  
The sun **rises** in the East.
- for **permanent situations**:  
He **lives** in Athens.

**Expressions used with the Present Simple**

**Frequency adverbs:** always, usually, often, sometimes, rarely, never (they are placed before the main verb)

**Time expressions:** every day / week / Friday...  
on Mondays / Sundays...  
at the weekend...  
in the morning / afternoon...  
in winter / spring...  
once a day / week...

**A. Write the third person singular of the following verbs.**

play _____	go _____
wash _____	teach _____
drive _____	carry _____
fly _____	start _____
help _____	kiss _____
watch _____	tidy _____
like _____	enjoy _____
cry _____	mix _____


**B. Complete the sentences with the Present Simple of the verbs in brackets.**

- Peter and his friends \_\_\_\_\_ to school by bus. (go)
- Elephants \_\_\_\_\_ leaves and grass. (eat)
- David's father \_\_\_\_\_ in a hospital. (work)
- The bank opens at 9.30 and \_\_\_\_\_ at 4.30. (close)
- Tom and Jim \_\_\_\_\_ football every day after school. (play)
- Mr Jones is a teacher. He \_\_\_\_\_ History. (teach)
- Our lessons \_\_\_\_\_ at 9.00 and \_\_\_\_\_ at 3.30. (start / finish)
- My pen friend \_\_\_\_\_ in Japan. (live)
- Mary and her brother \_\_\_\_\_ cartoons every Sunday morning. (watch)
- John \_\_\_\_\_ his room every day. (tidy)

C. Complete the blanks with the Present Simple of the verbs in the box.


go work ride deliver love jog rest fish walk

Mr Letty is a postman. He doesn't work in the post office. He always **works** outside in the streets. He \_\_\_\_\_ letters to all the people in the neighbourhood every day. He doesn't \_\_\_\_\_ but he \_\_\_\_\_ his motorbike. At the weekend, Mr Letty doesn't work. He \_\_\_\_\_. He \_\_\_\_\_ the countryside, so he always \_\_\_\_\_ to his country house with his wife. Mr and Mrs Letty \_\_\_\_\_ in the river and they \_\_\_\_\_ in the woods every weekend.




D. Look at the pictures and write questions and answers, as in the example.


1. play / the guitar / in the afternoon  
*Does he play the guitar in the afternoon?*  
*No he doesn't play the guitar in the afternoon.*  
*He plays the accordion.*




2. walk / after lunch  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_




3. ride / their / bicycles / to work / every day  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_




4. listen / to the radio / every Sunday  
 \_\_\_\_\_  
 \_\_\_\_\_



5. clean / the house / on Mondays  
 \_\_\_\_\_  
 \_\_\_\_\_




6. watch / TV / after school  
 \_\_\_\_\_  
 \_\_\_\_\_


















E. Complete the blanks with the **negative** or the **interrogative** form of the Present Simple of the verbs in brackets.


Mark: Hi, Tess! What are you doing?  
 Tess: I'm watching the football team.  
 Mark: Do you **watch** (watch) them every day?  
 Tess: No, I don't. They \_\_\_\_\_ (not play) every day. They play four times a week.  
 Mark: \_\_\_\_\_ you \_\_\_\_\_ (have) a favourite player?  
 Tess: No, I \_\_\_\_\_ (not have) a favourite player. Everyone on the team is good.  
 Mark: \_\_\_\_\_ the attacker \_\_\_\_\_ (move) fast?  
 Tess: No, he \_\_\_\_\_ (not move) fast, but he's very clever. \_\_\_\_\_ you \_\_\_\_\_ (like) football, Mark?  
 Mark: No, I \_\_\_\_\_ (not like) it. I like basketball. It's a great sport.



Source: Agendaweb.org <https://n9.cl/exbpl>

**Daily Routine**

				
wake up	get up	have a shower	comb your hair	get dressed
				
have breakfast	brush your teeth	go to school	have classes	have lunch
				
go back home	do your homework	have dinner	watch TV	go to bed



Source: Myvirtuallearningenvironment.com <https://n9.cl/nsqpa>



## Lesson Plan 2

INSTRUCTIONAL GUIDELINES		
<b>TIME:</b>	120 minutes	<b>Level:</b> A2.2 KET Primero BGU
<b>OBJECTIVE:</b>	Students will able to recognize, identify, and use present tense verbs.	
<b>MATERIALS:</b>	Worksheets, markers, blackboard, highlighters.	
<b>METHOD:</b>	<ul style="list-style-type: none"> <li>Present Practice and Production PPP</li> </ul>	
DEVELOPMENT		
<ul style="list-style-type: none"> <li>Teacher will say hello.</li> <li>Teacher will take attendance.</li> <li>Teacher will present the review of simple present tense and will check the worksheet that teacher gave them before as homework.</li> <li>Teacher will give them students a worksheet with twenty irregular and regular verbs and they need to match them with their meaning.</li> <li>Teacher will ask them to complete the table above the matching game with the meaning of the verbs that they complete before.</li> <li>Second, teacher will present the verbs and how to use them. Moreover, teacher will present examples of sentences with these verbs. Furthermore, teacher will use different color of markers because it can active the visual strategy and also will ask them to pronounce the verbs in order to apply the phonic strategy. Finally, teacher will ask students that they need to copy everything that will be written on the blackboard and teacher will write the vocabulary about transports and places that they need to use in the sentences.</li> <li>Teacher will ask them that they need to practice the verb using the strategy <b>spell it form memory</b>, so they need to write a letter one by one in a pyramid shape. For example:</li> <li>Teacher will ask students to write five sentences with any of the verbs that they have and will collect the piece of paper and additionally will give them an extra paper with some places and means of transportation. Finally, teacher will explain that students need to use these vocabulary in their sentences.</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>Teacher will ask them to finish the verbs that they are doing in the practice task. Also, they ask to study all the verbs because they will have a test the next class.</li> </ul>		

**Source:** yourdictionary.com <https://education.yourdictionary.com/for-teachers/verb-lesson-plans.html>

**Adapted by:** Andino Lisbeth



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## Materials



### 1. Match and draw lines.

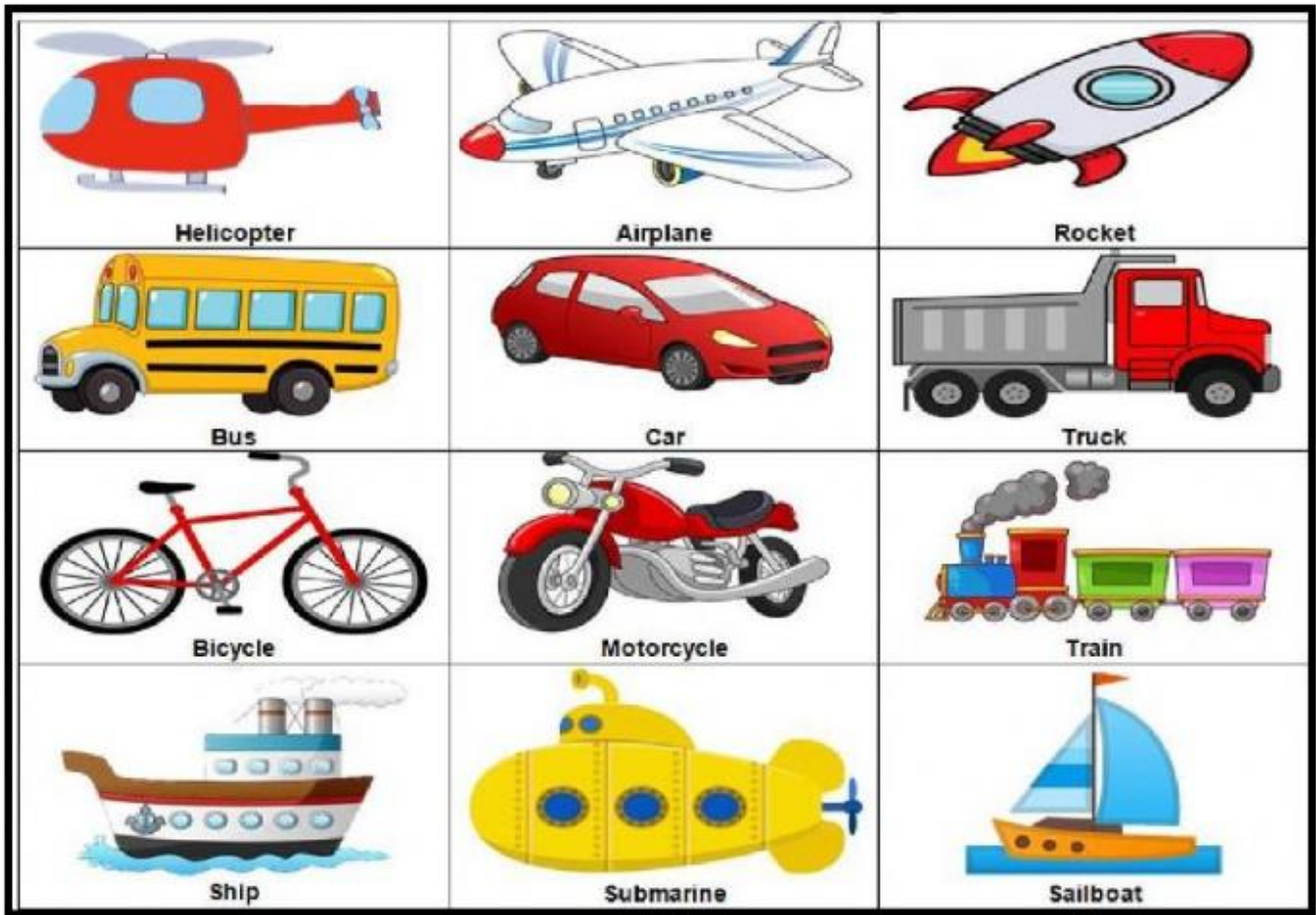
- Want
- Have
- Make
- Eat
- Swim
- Enjoy
- Like
- Play
- Visit
- See
- Say
- Wash
- Go
- Watch
- Think
- Agree
- Be
- Wake
- Travel
- Ask

- Acordar, estar de acuerdo
- Nadar
- Jugar
- Querer
- Preguntar
- Pensar
- Hacer
- Tener
- Observar
- Comer
- Disfrutar
- Viajar
- Despertar
- Gustar
- Visitar
- Ir
- Ser o estar
- Decir
- Ver
- Lavar

### 2. Complete the table with the verbs in Spanish

Regular verbs		Irregular verbs	
English	Spanish	English	Spanish
1. Be		1. Want	
2. Eat		2. Visit	
3. Have		3. Travel	
4. Go		4. Wash	
5. Make		5. Play	
6. Say		6. Enjoy	
7. See		7. Agree	
8. Swim		8. Ask	
9. Think		9. Like	
10. Wake		10. Watch	





Source: Liveworksheets.com

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Means of transport/Means of transportation il712629dm](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Means%20of%20transport/Means%20of%20transportation%20il712629dm)



Source: Places in the town, wordwall.net <https://wordwall.net/es/resource/3849128/bingo-places-in-the-town>

### Lesson Plan 3

INSTRUCTIONAL GUIDELINES		
<b>TIME:</b>	120 minutes	<b>Level:</b> A2.2 KET Primero BGU
<b>OBJECTIVE:</b>	Students will able to write the verbs in the simple present tense.	
<b>MATERIALS:</b>	Worksheets, markers, blackboard, highlighters	
<b>METHOD:</b>	• Task-Based language teaching.	
DEVELOPMENT		
<ul style="list-style-type: none"><li>• Teacher will say hello.</li><li>• Teacher will take attendance.</li><li>• Teacher will check the homework that she asked them the last class, the teacher will check it with them.</li><li>• After that, the teacher will take a little quiz about the verbs learned.</li><li>• Teacher will make a short review about the last classes, simple present tense; the structures of the affirmative and negative statements, yes or no questions and wh questions.</li><li>• Students will play a game with the verbs. Teacher will divide the course into two groups; group A and group B. So, teacher will explain that they need to write all the verb on the blackboard and the group who win will have 1 extra point.</li><li>• Then, the teacher will give them a worksheet about the spelling rules for the third person in the present simple; add s, es or ies to the verbs.</li></ul> <p>Homework:</p> <ul style="list-style-type: none"><li>• Finally, teacher will ask them that they need to write ten times each verb with their meaning.</li></ul>		

**Source:** yourdictionary.com <https://education.yourdictionary.com/for-teachers/verb-lesson-plans.html>

**Adapted by:** Andino Lisbeth



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## Materials

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Unscramble and find the verb. (15 points)

For example:

Over 20 points

		knith 	think		
atnw 		ays 		wkae pu 	
ess 		evha 		relvta 	
od 		ylap 		ekli 	
itsvi 		tae 		hsaw 	
miws 		Yjone 		og 	

### 2. Unscramble the words and form correct questions or sentences. (5 points) For example:

- wakes up/ at / she/ 6 o' clock.

She wakes up at 6 o' clock. \_\_\_\_\_

- go / swimming pool / I / to / want / the / to / you. / with

\_\_\_\_\_

- plan / What / think / do / this / you / ? / about

\_\_\_\_\_

- agree / me / with / Do / you / ?

\_\_\_\_\_

- to / want / travel / bus. / by / I

\_\_\_\_\_

- can / You / swim / the / pool. / in

\_\_\_\_\_

**Good luck!**

# Present Simple Spelling Rules


Most verbs takes -s in the third person singular. (He/ She/ It)

1	<p>- ss, -sh, -ch, -x, -o</p>	<p>→</p> <p>I miss- he misses I finish- he finishes I watch- he watches I mix- he mixes I go- he goes</p>	<p>-es</p>
2	<p>a consonant + y</p>	<p>→</p> <p>I study - he studies I cry- he cries</p>	<p>-ies</p>
3	<p>a vowel + y</p>	<p>→</p> <p>I play- he plays</p>	<p>-s</p>

1. see \_\_\_\_\_
2. take \_\_\_\_\_
3. brush \_\_\_\_\_
4. kiss \_\_\_\_\_
5. call \_\_\_\_\_
6. give \_\_\_\_\_
7. play \_\_\_\_\_
8. study \_\_\_\_\_
9. watch \_\_\_\_\_

10. wake \_\_\_\_\_
11. teach \_\_\_\_\_
12. lose \_\_\_\_\_
13. catch \_\_\_\_\_
14. buy \_\_\_\_\_
15. pass \_\_\_\_\_
16. come \_\_\_\_\_
17. fight \_\_\_\_\_
18. water \_\_\_\_\_

## Lesson Plan 4

INSTRUCTIONAL GUIDELINES		
<b>TIME:</b>	120 minutes	<b>Level:</b> A2.2 KET Primero BGU
<b>OBJECTIVE:</b>	Students will be able to identify and recognize the past tense and write sentences using it.	
<b>MATERIALS:</b>	Worksheets, markers, blackboard, highlighters	
<b>METHOD:</b>	<ul style="list-style-type: none"> <li>• Present Practice and Production PPP</li> </ul>	
DEVELOPMENT		
<ul style="list-style-type: none"> <li>• Teacher will say hello.</li> <li>• Teacher will take attendance.</li> <li>• Teacher will collect the homework that she asked them the last class.</li> <li>• After that, the teacher will ask them one question, for example: What did you do yesterday? So, the teacher will make a word mind in the blackboard with the students' ideas.</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <li>• Teacher will give them two worksheets with the past simple spelling rules for the regular and irregular verbs and they need to complete it.</li> <li>• Teacher will correct them. Then, teacher will explain the structure of the simple past tense and when they can use it.</li> <li>• Then, the teacher will give them another worksheet with some questions and sentences and students must practice them.</li> <li>• Teacher correct them.</li> <li>• Teacher will ask them to write five sentences with these tense.</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Finally, teacher will ask them that they need to write ten times each verb in the past tense with their meaning.</li> </ul>		

**Source:** Games4esl.com <https://games4esl.com/lesson-plans/past-tense/>

**Adapted by:** Andino Lisbeth



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**Base form:  
Add +ed**

listen	listened
cook	
look	
call	
walk	
play	
help	
open	
watch	
paint	
jump	
play	
brush	
follow	

**Verbs that end with  
vowel & consonant  
Double the consonant(2x)  
Add +ed**

skip	skipped
stop	
pin	
clap	
hop	
zip	

Write the past tense for each verb.



**REGULAR VERBS**  
By: Teacher Engku Farahah

**Verbs that end in -e  
Add +d**

close <u>e</u>	closed
like <u>e</u>	
live <u>e</u>	
share <u>e</u>	
use <u>e</u>	
save <u>e</u>	
love <u>e</u>	
move <u>e</u>	

**Verbs that end in -y  
Remove -y  
Add +ied**

cry	cried
fry	
try	
dry	
study	
carry	
marry	
copy	





# Simple Past Tense

By: Teacher Engku Farahah



## IRREGULAR VERBS

Match correctly.

am/ is	
are	
do	
go	
eat	
have	
make	
take	
see	
fly	
sell	
tell	
find	
send	

- did
- was
- were
- had
- went
- saw
- flew
- sold
- told
- Found
- made
- took
- ate
- sent

buy	
bring	
teach	
think	

- brought
- thought
- bought
- taught

Change the **vowel**

sw <u>i</u> m	
g <u>e</u> t	
r <u>u</u> n	
w <u>a</u> ke	
r <u>i</u> de	
r <u>i</u> se	
s <u>i</u> ng	
c <u>o</u> me	
g <u>i</u> ve	
k <u>n</u> ow	
bl <u>o</u> w	
dr <u>i</u> nk	
wr <u>i</u> te	
dr <u>a</u> w	
s <u>i</u> t	

- sang
- gave
- knew
- wrote
- rose
- rode
- swam
- came
- drew
- drank
- woke
- ran
- sat
- got
- blew

sleep	
keep	
sweep	

- kept
- swept
- slept

# SIMPLE PAST

AFFIRMATIVE	NEGATIVE	YES/NO QUESTION
S + V <sub>past</sub> + C	AUXILIAR: <b>didn't</b> + V <sub>base form</sub>	Auxiliar: <b>Did</b>
I <b>went</b> to school last year.	I <b>didn't go</b> to school last year.	<b>Did you go</b> to school last year?

## CHOOSE THE CORRECT ALTERNATIVE:

- Lucas **visited** / **visit** his grandparents two months ago.
- Andrea and Paul **went** / **go** shopping yesterday.
- They **haved** / **had** a cookout last weekend.
- I **getted** / **got** home at 10:00. There **wasn't** / **weren't** taxis.
- My sister **liked** / **likes** pasta two years ago. She likes hamburgers now.
- I **taked** / **took** a shower last night.
- Sandra **did** / **doed** homework yesterday. She is free today.
- My brother **were** / **was** bored yesterday so he **plaied** / **played** soccer in the afternoon.

## COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE VERB.

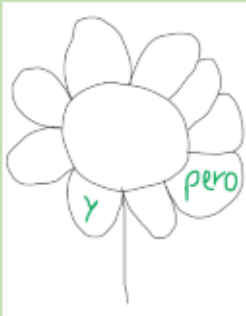
- Mery cooked (**cook**) pasta last Saturday but she didn't clean (**not/ clean**) the house.
- Percy                      (not/take) a shower yesterday. He                      (go) swimming.
- My mother                      (work) last Friday.
- They                      (not/kick) the ball. They                      (play) chess.
- It was late so Gaul                      (not / have) lunch. She                      (eat) some hamburgers.
- Vianey and Lucy                      (go) to bed at 11:00.
- I                      (not/get) up early last Sunday. I                      (get) up at 9:00.
- My parents                      (not/ send) me an e-mail. They                      (write) a letter.

## READ THE QUESTIONS AND COMPLETE THE ANSWERS

- |  |  |
|--|--|
| 1. <b>Did</b> he study English?<br>Yes, <u>he</u> <u>did</u> .<br>No, <u>he</u> <u>didn't</u> .                | 3. Did Paolo and Lucy do homework?<br>Yes, <u>      </u> <u>      </u> .<br>No, <u>      </u> <u>      </u> .  |
| 2. Did Paola go shopping to Tottus?<br>Yes, <u>      </u> <u>      </u> .<br>No, <u>      </u> <u>      </u> . | 4. Did you have a picnic last week?<br>Yes, <u>      </u> <u>      </u> .<br>No, <u>      </u> <u>      </u> . |

Source: Liveworksheets.com <https://n9.cl/hdk9j>

## Lesson Plan 5

INSTRUCTIONAL GUIDELINES		
<b>TIME:</b>	40 minutes	<b>Level:</b> A2.2 KET Primero BGU
<b>OBJECTIVE:</b>	Students will be able to identify the different types of conjunctions and recognize the vocabulary about food.	
<b>SUGGESTIONS:</b>	<ul style="list-style-type: none"> <li>Use correct punctuation.</li> <li>Check students' writing.</li> <li>Monitor students' work.</li> </ul>	
<b>MATERIALS:</b>	Worksheets, markers, blackboard, highlighters	
<b>METHOD:</b>	<ul style="list-style-type: none"> <li>Task-Based language teaching.</li> </ul>	
DEVELOPMENT		
<ul style="list-style-type: none"> <li>Teacher will draw on the board a flower with some petals and will ask some students to write grammar connectors in Spanish in each petal. For example:</li> </ul>		
		
<ul style="list-style-type: none"> <li>After, the teacher will write the meaning in English and will explain them when they can use these. Additionally, teacher will give them a paper with some foods in English and will ask them to memorize this vocabulary.</li> <li>Teacher will give them a worksheet to practice the conjunctions learned and will divide the students in pairs.</li> <li>Teacher will correct with them the exercises.</li> <li>Finally, teacher will ask students to do one sentence with any conjunction using vocabulary about food.</li> </ul>		

**Source:** Study.com <https://study.com/academy/popular/conjunctions-lesson-plan.html>

**Adapted by:** Andino Lisbeth



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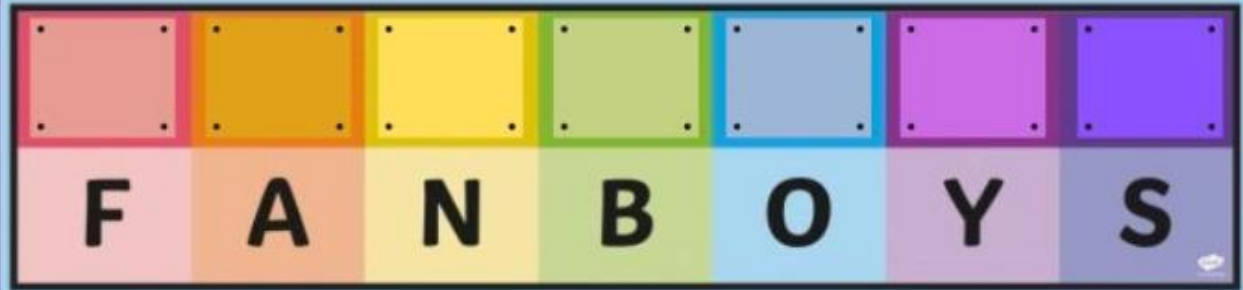


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# CONJUNCTIONS

**Directions PART 1:** Write the correct common conjunction in the box above the letter it represents



**Directions PART 2:** Combine each pair of sentences with the conjunction in parenthesis to make a new sentence.

**1. My pet goat will eat almost anything. He likes vegetables best. (but)**

**2. Matthew went to the beach. Matthew learned to surf. (and)**

**3. Do you want toast for breakfast? Would you rather have eggs? (or)**

**4. Mary wanted to drive to the store. Her car wouldn't start. (but)**

**5. We could go to the movies. We could go to the park. (or)**

# VOGABULARY FOOD

1. Listen and repeat. Escucha y repite (Pincha en la palabra para oír)



**RICE**



**CHICKEN**



**SALAD**



**FISH**



**PORK**



**SANDWICH**



**CHIPS**



**SPAGHETTI**



**ORANGES**



**BANANAS**



**STRAWBERRIES**



**CHERRIES**



**APPLES**



**PEARS**



**WATER**



**JUICE**



**LEMONADE**

Annex N°5. Pre-test results

PRIMERO DE BACHILLERATO GENERAL UNIFICADO-UNIDAD EDUCATIVA "EL COSMOPOLITA JUAN MONTALVO"												
ANDINO VARGAS LISBETH NATALY - IRO BGU MATUTINA												
PRE-TEST RESULTS												
TOTAL OF POPULA	CLASS	ORDER	CODE	STUDENTS' NAMES	GENDER	AGE	PRE-TEST	CATEGORIES			GRADE OVER 30 PC	BAND
								CONTENT	ORGANIZATION	LANGUAGE		
1	1st BGU	1	1BGU1	ANDINO TOVAR EDISON ANDRES	MALE	14	Yes	7	6	6	19	3
2	1st BGU	2	1BGU2	AYALA TROYA MAYERLIN NATALIA	FEMALE	15	Yes	1	3	3	7	1
3	1st BGU	3	1BGU3	BENITEZ NAVAS JONATHAN GABRIEL	MALE	15	Yes	1	3	3	7	1
4	1st BGU	4	1BGU4	CATOTA DIAS LENIN XAVIER	MALE	14	Yes	0	1	1	2	0
5	1st BGU	5	1BGU5	CHUSIN UGSHA CARLOS ANDERSON	MALE	15	Yes	0	0	1	2	0
6	1st BGU	6	1BGU6	DOICELA ORTEGA ARELIS LISCETH	FEMALE	15	Yes	0	2	0	2	0
7	1st BGU	7	1BGU7	GRANJA PAREDES SAMANTHA ELIZABETH	FEMALE	15	Yes	1	3	3	7	1
8	1st BGU	8	1BGU8	GRANJA SOTO MILENA GISELLE	FEMALE	15	Yes	1	1	1	3	0
9	1st BGU	9	1BGU9	IRAZABAL DIAZ DARY SEBASTIAN	MALE	15	Yes	0	0	1	1	0
10	1st BGU	10	1BGU10	JACOME BALSECA ANDERSON ADRIAN	MALE	14	Yes	0	0	0	0	0
11	1st BGU	11	1BGU11	MALDONADO GUSTI THALIA MISHELLE	FEMALE	15	Yes	1	3	3	7	1
12	1st BGU	12	1BGU12	MONJE CATOTA CHRISTIN ESMERALDA	FEMALE	15	Yes	1	3	3	7	1
13	1st BGU	13	1BGU13	NEGRETE VEGA EVELYN LEONELA	FEMALE	15	Yes	1	2	2	5	1
14	1st BGU	14	1BGU14	NEGRETE YANQUI KARLA ANAHI	FEMALE	15	Yes	3	3	3	9	2
15	1st BGU	15	1BGU15	PASTUÑA PASTUÑA LENIN GILMAR	MALE	15	Yes	0	0	0	0	0
16	1st BGU	16	1BGU16	SAFLA GUAROCHICO DEYVID LEONARDO	MALE	15	Yes	2	3	4	9	2
17	1st BGU	17	1BGU17	SUATUNCE SILLO MANUEL VINICIO	MALE	15	Yes	1	1	2	4	1
18	1st BGU	18	1BGU18	TOPANTA CATOTA DAYSI ESTEFANIA	FEMALE	15	Yes	2	2	5	9	2
19	1st BGU	19	1BGU19	TOPANTA VIERA DIANA MARIBEL	FEMALE	15	Yes	1	2	2	5	1
20	1st BGU	20	1BGU20	TOPANTA VIERA KIMBERLY LISCETH	FEMALE	15	Yes	0	2	2	4	1
								1.2	2	2.3	5.5	1

Source: Excel

Annex N°6. Post-test results

PRIMERO DE BACHILLERATO GENERAL UNIFICADO-UNIDAD EDUCATIVA "EL COSMOPOLITA JUAN MONTALVO"												
ANDINO VARGAS LISBETH NATALY - 1RO BGU MATUTINA												
POST-TEST RESULTS												
TOTAL OF POPUL <sup>A</sup>	CLASS	ORDER	CODE	STUDENTS' NAMES	GENDER	AGE	PRE-TEST	CATEGORIES			GRADE OVER 30 PC	BAND
								CONTENT	ORGANIZATION	LANGUAGE		
1	1st BGU	1	1BGU1	ANDINO TOVAR EDISON ANDRES	MALE	14	Yes	8	8	9	25	4
2	1st BGU	2	1BGU2	AYALA TROYA MAYERLIN NATALIA	FEMALE	15	Yes	7	5	6	18	3
3	1st BGU	3	1BGU3	BENITEZ NAVAS JONATHAN GABRIEL	MALE	15	Yes	4	4	4	12	2
4	1st BGU	4	1BGU4	CATOTA DIAS LENIN XAVIER	MALE	14	Yes	7	6	6	19	3
5	1st BGU	5	1BGU5	CHUSIN UGSHA CARLOS ANDERSON	MALE	15	Yes	4	4	4	12	2
6	1st BGU	6	1BGU6	DOICELA ORTEGA ARELIS LISCETH	FEMALE	15	Yes	5	5	5	15	2
7	1st BGU	7	1BGU7	GRANJA PAREDES SAMANTHA ELIZABETH	FEMALE	15	Yes	7	6	5	18	3
8	1st BGU	8	1BGU8	GRANJA SOTO MILENA GISELLE	FEMALE	15	Yes	2	2	3	7	1
9	1st BGU	9	1BGU9	IRAZABAL DIAZ DARY SEBASTIAN	MALE	15	Yes	5	6	5	16	2
10	1st BGU	10	1BGU10	JACOME BALSECA ANDERSON ADRIAN	MALE	14	Yes	2	2	2	6	1
11	1st BGU	11	1BGU11	MALDONADO GUASTI THALIA MISHELLE	FEMALE	15	Yes	6	5	5	16	2
12	1st BGU	12	1BGU12	MONJE CATOTA CHRISTIN ESMERALDA	FEMALE	15	Yes	5	5	5	15	2
13	1st BGU	13	1BGU13	NEGRETE VEGA EVELYN LEONELA	FEMALE	15	Yes	6	5	5	16	2
14	1st BGU	14	1BGU14	NEGRETE YANQUI KARLA ANAHI	FEMALE	15	Yes	6	6	6	18	3
15	1st BGU	15	1BGU15	PASTUÑA PASTUÑA LENIN GILMAR	MALE	15	Yes	4	4	4	12	2
16	1st BGU	16	1BGU16	SAFLA GUAROCHICO DEYVID LEONARDO	MALE	15	Yes	5	4	5	14	2
17	1st BGU	17	1BGU17	SUATUNCE SILLO MANUEL VINICIO	MALE	15	Yes	7	6	6	19	3
18	1st BGU	18	1BGU18	TOPANTA CATOTA DAYSI ESTEFANIA	FEMALE	15	Yes	8	7	8	23	3
19	1st BGU	19	1BGU19	TOPANTA VIERA DIANA MARIBEL	FEMALE	15	Yes	2	3	4	9	2
20	1st BGU	20	1BGU20	TOPANTA VIERA KIMBERLY LISCETH	FEMALE	15	Yes	4	3	5	12	2
								5.2	4.8	5.1	15.1	2.3

Source: Excel

Annex N°7. Photos













## Annex N°8. Urkund report



### Document Information

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<b>Analyzed document</b>	Theoretical framework Urkund.docx (D125034306)
<b>Submitted</b>	2022-01-14T23:23:00.0000000
<b>Submitted by</b>	
<b>Submitter email</b>	lisbeth.andino@gmail.com
<b>Similarity</b>	0%
<b>Analysis address</b>	albaphernandezf.uta@analysis.urkund.com

### Sources included in the report

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**W**

URL: [http://oldweb.mcu.ac.th/userfiles/file/%E0%B8%A7%E0%B8%B4%E0%B8%97%E0%B8%A2%E0%B8%B2%E0%B8%99%E0%B8%B4%E0%B8%9E%E0%B8%99%E0%B8%98%E0%B9%8C/%E0%B8%9B%E0%B8%A3%E0%B8%B4%E0%B8%8D%E0%B8%8D%E0%B8%B2%E0%B9%82%E0%B8%97/English%20\(International%20Program\)/Mcu600221005.pdf](http://oldweb.mcu.ac.th/userfiles/file/%E0%B8%A7%E0%B8%B4%E0%B8%97%E0%B8%A2%E0%B8%B2%E0%B8%99%E0%B8%B4%E0%B8%9E%E0%B8%99%E0%B8%98%E0%B9%8C/%E0%B8%9B%E0%B8%A3%E0%B8%B4%E0%B8%8D%E0%B8%8D%E0%B8%B2%E0%B9%82%E0%B8%97/English%20(International%20Program)/Mcu600221005.pdf)  
Fetched: 2020-11-28T08:29:56.6970000

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Firmado electrónicamente por:  
**ALBA PAULINA  
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FREIRE**