UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: "MORPHOLOGICAL AFFIXATION PROCESS IN THE ENGLISH WRITING SKILLS"

Trabajo de Titulación, previo a la obtención del Grado Académico de Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera

Autora: Licenciada Daniela Alejandra Bonilla Yucailla

Directora: Doctora Verónica Elizabeth Chicaiza Redín Magíster

Ambato – Ecuador

2019

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....

Lcda. Daniela Alejandra Bonilla Yucailla

C.C. 1803195914

AUTORA

....

Dra. Verónica Elizabeth Chicaiza Redín

C.C. 1715106322

DIRECTORA

DERECHOS DE AUTOR

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C.C. 1803195914

AUTORA

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AGRADECIMIENTO

A Dios ya que sin Él nada habría sido posible. Por bendecirme y guiarme a lo largo de mi existencia, por ser el apoyo y fortaleza en aquellos momentos de dificultad y debilidad.

A mis padres por su amor, trabajo y sacrificio en todos estos años. Por haber sido los principales promotores de mis sueños y haber depositado en mí la confianza necesaria para este logro.

A mis profesores por haber compartido sus conocimientos a lo largo de mi preparación profesional. Especialmente a la Dra. Verónica Chicaiza, principal colaboradora durante este proceso, quien con su dirección, conocimiento y enseñanza hizo que pueda culminar este trabajo. Gracias por su contribución en mi formación académica y personal.

A la Universidad Técnica de Ambato, por su motivación constante al crecimiento humano y profesional para poder brindar una educación de calidad a nuestros estudiantes.

DEDICATORIA

A Dios ya que sin Él nada habría sido posible. Por bendecirme y guiarme a lo largo de mi existencia, por ser el apoyo y fortaleza en aquellos momentos de dificultad y debilidad.

A mis padres que han sembrado en mí la semilla del esfuerzo, la constancia, la dedicación, la lealtad, la verdad y ser los mejores maestros de mi vida con su ejemplo y guía permanente.

A Quino, quien ha sido mi apoyo incondicional para la culminación de esta meta. Por sus palabras de aliento y paciencia. Gracias por inculcar en mí el ejemplo de esfuerzo y valentía, de no temer a las adversidades porque Dios estará siempre conmigo.

A mis estudiantes que son los actores principales de este trabajo y mi motivación día a día para a ser cada vez una mejor docente.

Daniela

UNVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA COMO LENGUA EXTRANJERA

TEMA: "MORPHOLOGICAL AFFIXATION PROCESS IN THE WRITING SKILLS"

AUTORA: Licenciada. Daniela Alejandra Bonilla Yucailla

TUTOR: Doctora Verónica Elizabeth Chicaiza Redín Mg

FECHA: 28 de enero del 2018

RESUMEN EJECUTIVO

El presente trabajo de investigación tiene como objetivo diagnosticar la relación existente entre el proceso de afijación Morfológico en la escritura del idioma Inglés, para que los estudiantes conozcan el verdadero significado y estructura interna de palabras y a su vez para que ellos desarrollen la destreza de producir textos coherentes en contextos significativos. La población de esta investigación consistió en 225 estudiantes de los terceros niveles del Centro de Idiomas CTT de los Andes Language Center. Para el análisis e interpretación de resultados se utilizó la herramienta de encuesta dirigida a estudiantes y docentes. La metodólogía de este trabajo se basó en un enfoque cualitativo-cuantitativo, correlacional, de diseño quasi- experimental ya que se utilizó un pre-test y post-test al grupo de control y grupo experimental con 28 estudiantes respectivamente. Es importante mencionar que se utilizó también una rúbrica y una prueba estandarizada de acuerdo a las necesidades educativas y en relación a las variables de estudio. En la fase de ejecución, se promovió la enseñanza de ejercicios morfológicos tales como: análisis de significado de prefijos y sufijos, segmentación, descomposición, comparación y combinación de las partes de palabras. Además, se promovió la formación de clases de palabras de manera individual y contextual, de esta forma, se dio a conocer la reacción que los estudiantes tuvieron bajo la enseñanza de los procesos de afijación morfológicos en la escritura del idioma Inglés. Los resultados demostraron que los estudiantes que pertenecieron al grupo experimental tuvieron una notable mejora en comparación al grupo de control en la comprensión de los siguientes aspectos: sufijos nominales, sufijos adverbiales, sufijos de verbos, sufijos adjetivales, prefijos de significado y prefijos gramaticales. Además, en cuanto a lo que a la escritura independiente se refiere, se evidenció mejoras en los siguientes factores: deletreo, coherencia, cohesión, vocabulario y gramática. En base a estos resultados, se sugiere a los docentes promover la enseñanza de procesos morfológicos para desarrollar la destreza de la escritura.

DESCRIPTORES: Proceso de Afijación Morfológico, destreza de la escritura prefijos, sufijos, estructura interna, formación, palabras, significado, morfología derivacional, morfología flexional.

ABSTRACT

The current study aims to determine the relation between Morphological Affixation process and the Writing skills in the English language. In this way, students identify the real meaning and internal structure of words and they can effectively create coherent texts in different meaningful contexts. It is worth mentioning that the population of this research based on 225 third-level students at "CTT de los Andes Language Center. A survey for students and teachers was used as a research tool; additionally, the methodology focused on a quali-quantitative as well as a correlational approach. This study based on a quasi-experimental research model due to the fact that it presented a pre-test and post- test to both the control group (28 students) and experimental group (28 students). Furthermore, a standardized rubric and test was used in this study and they had direct relation to educational needs as well as the variables of research. In the deployment phase, the instruction of morphological affixation process on the writing skills was promoted by doing the following exercises: analysis of meaning of prefixes and suffixes, segmentations, breakdowns, combinations of parts of words. In the same order, the formation of word class in isolated forms and meaningful contextual forms was also promoted. After the experimental group worked on morphological exercises, it was seen that this group presented a high level of development in comparison to the control group in the understanding of the following aspects: nominal suffixes, adverbial suffixes, adjective suffixes, and meaning prefixes. Besides, the following independent writing factors were enhanced: spelling, coherence, cohesion, vocabulary and grammar. Granted that, it is highly recommended for teachers to promote the instruction of morphological affixation processes to develop the writing skills.

Keywords: Morphological affixation process, writing skills, prefixes, suffixes, internal structure, formation, words, meaning, derivational morphology, inflectional morphology.

INTRODUCTION

"In the past the knowledge of a foreign language symbolized only certain intellectual and cultural reinforcement. Nowadays, the knowledge of English is a vital element in the academic, economic, technological and even social development" (Torres, 2017) Learning English as a second language has become essential for everyone in today's society as it gives people plenty of opportunities to succeed in life. Moreover, the English language enables the act of communication among people from all over the world. Granted that, producing meaningful language demands constant development of the English Skills by giving careful emphasis to the productive skills such as writing. That is why this research focuses on the advancement of writing skills through morphological affixation process. "Empowered writers know how to use the writing process to communicate effectively. They know what to write, they must take many decisions about content, organization, and style." (Nancy, 2012)

Therefore, this research work promotes the reinforce of writing skills through the instruction of Morphological Affixation Process, which allows learners develop the proficiency of the English language. Additionally, one should bear in mind that the objective of this research is to diagnose the influence that Morphological affixation process has on English writing skills on third-level students in CTT de los Andes Language Center.

The structure of this work encompasses six chapters and each one bases on the topic of study. Below, the structure of the research is briefly explained.

 CHAPTER I: In this section, the research topic and the problem in a specific context is presented. Also, the prognosis is stated in order to identify the possible consequences of an unsolved problem. Finally, the justification and objectives are proposed in order to identify what the goals of the research are.

CHAPTER II: In this section, the theoretical framework of the independent and dependent variable is displayed. Additionally, it includes the analysis of previous studies which are related the topic of study in this research and it helped to address methods, techniques and even recommendations. The philosophical foundation as well as the legal base give important support and relevance to this work. On top of that, a conceptual basis of both variables is shown and they include basic definitions and important traits of the independent and dependent variable. Finally, it was relevant to meet the hypothesis based on the two variables of study.

CHAPTER III: This section deals with the methodology, approaches, methods of the research, population, sample, and data collection procedures. Also, the operationalization of variables is displayed.

CHAPTER IV: This chapter encloses the analysis of students and teachers' surveys which helped to interpret results by sung pie charts and statistical tables. This section also deals with the analysis of the data collected from the pre-test and post-test of both the experimental group and controlled group. Finally, the hypothesis verification was presented and it explains the results of the accepted or rejected hypothesis

CHAPTER V: This part presents the conclusions and recommendations of the research work.

CHAPTER VI: This chapter encloses the proposal "Morphological handbook to enhance the writing skills." It bases on four chapters with four lessons in each one. It is important to say that this tool bases on morphological exercises to develop the writing skills. The proposal includes the following: index, introduction, table of contents and tasks.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the Problem

Morphological affixation process in the English writing skills

1.2 Problem Statement

1.2.1 Contextualization of the problem

Nowadays, English plays a very important role in all areas of human and social development. (Seidlhofer, 2011) in her research work "Understanding English as a Lingua Franca" claimed that English is considered as a lingua franca as it allows communication among people from different cultures. According to BBC News (2018) now more than ever, English is one of the most used languages in the world because it has an official status in 75 different countries with a total population of more than two billion people; henceforth, the importance of its instruction.

In the educational field, English learning is seen as a productive tool for students; however, a recent research carried out by Education First English Proficiency Index (EF IPI, 2017) shows that English-skill levels are relatively low in Ecuador (49.13%). This study placed Ecuador in eighth position among fourteen Latin American countries. According to Higher Ecuadorian Education Act (2016), undergraduate students at universities must reach an Language proficiency level based on the B2 level of the Common European Framework of Reference of Languages. It is important to mention that nowadays young – adult Ecuadorian students would be highly benefited

from English. One must keep in mind the effect that written communication has because it develops one of the English productive skills which is writing. In addition, BBC (201) claims that three quarters of the world's written language is created in the English language.

Given that, the instruction of morphological affixation processes positively influences writing skills because it leads to correct formation of words and sentences within texts. When morphemes of words are well-structured, the reader will be able to understand the writer's message. Likewise, teaching morphological affixation processes must be promoted among English students in Ambato city in order to improve the writing skills. In this way, they would learn about the various forms of internal formation of words. Unfortunately, poor and limited instruction of morphological affixation processes is adversely affecting undergraduate learners in Ambato city. It is relevant to mention that the learning of effective affixation processes will depend on strategies applied by teachers in class. CTT de los Andes Language Center is a study institute dedicated to teach English by providing formal courses mainly for undergraduate students who have the obligation on finishing seven levels of English by acquiring English Language proficiency. This center is staffed by a team of qualified teachers who mainly use communicative techniques to broaden students' knowledge of vocabulary and structures.

However, third level students at CTT de los Andes Language Center are facing difficulties in writing, they unconsciously omit affixes within words and their vocabulary knowledge is limited. As a consequence, students are unable to express their ideas clearly.

1.2.2 Problem Scheme

Graph 1: Problem Scheme

```
EFFECTS  →   ┌──────────────────────┐  ┌──────────────────┐  ┌──────────────────┐
             │ Limited ability to   │  │ Weak academic    │  │ Learning based on│
             │ write words and      │  │ development.     │  │ traditionalism.  │
             │ sentences.           │  │                  │  │                  │
             └──────────────────────┘  └──────────────────┘  └──────────────────┘
                        ↑                      ↑                     ↑
        ┌─────────────────────────────────────────────────────────────────────┐
        │  Deficient Morphological affixation processes usage in Writing Skills.│
        └─────────────────────────────────────────────────────────────────────┘
                        ↑                      ↑                     ↑
CAUSES  →   ┌──────────────────────┐  ┌──────────────────────┐  ┌──────────────────┐
            │ Unfamiliarity with   │  │ Demotivation to learn│  │ Poor methodologies│
            │ affixation processes │  │ writing skills       │  │ to lean affixation│
            │ and grammatical rules.│ │ according to the A2  │  │ processes.       │
            │                      │  │ level of the CEFR.   │  │                  │
            └──────────────────────┘  └──────────────────────┘  └──────────────────┘
```
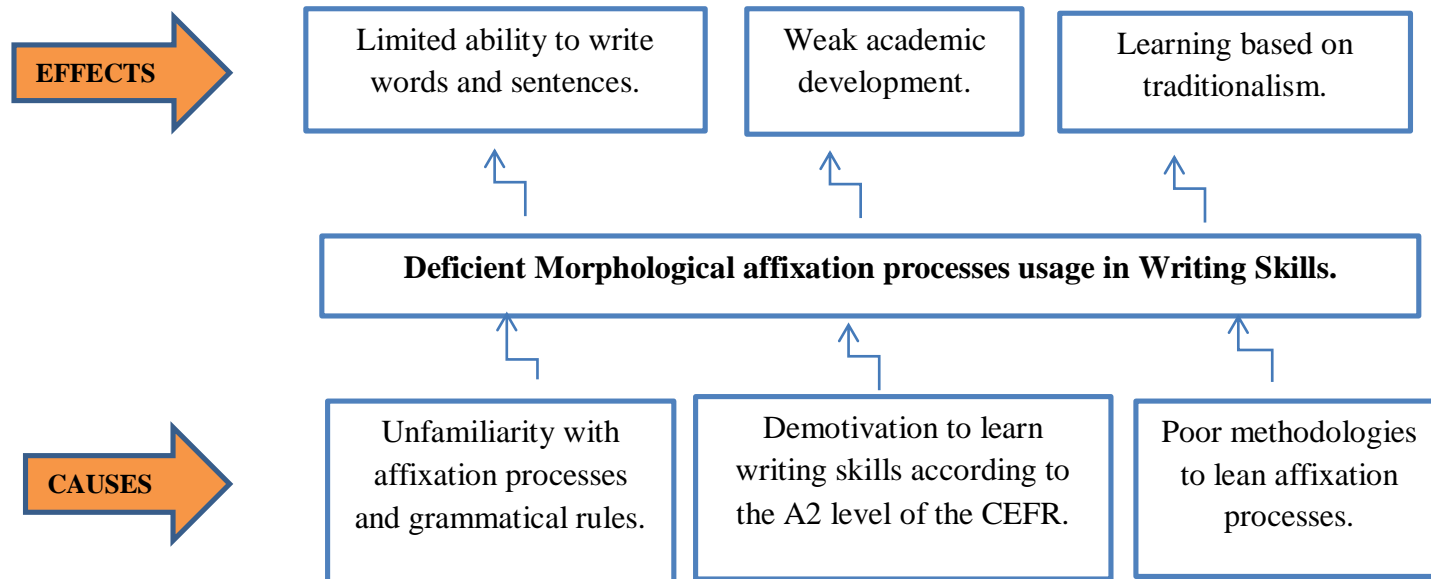
Source: Direct research

Elaborated by: Daniela Bonilla (2018)

1.2.3 Critical Analysis

Deficient Morphological affixation processes in the Writing Skills among third level students at CTT de los Andes Language Center is caused by the following reasons.

Firstly, it is essential to take into consideration that morphological linguistics aspects affect English learning process. It has been evidenced that learners are unfamiliar with affixation structures and grammatical rules and it has provoked limited ability to write words and sentences within texts. As a matter or fact, learners are not able to write variety forms of vocabulary words. Consequently, they present poor performance when they write because they are not learning processes to develop structuring and meaning of words. One should also keep in mind that English is considered a synthetic language as it uses variety of affixes when forming words; therefore, insufficient knowledge of prefixes and prefixes causes repetition and undefined usage of words when writing.

Unfortunately, students feel insecure and they greatly hesitate when writing down words, they omit morphemes in words. As a result, they are not writing cohesive neither coherent paragraphs. Unfortunately, the indifference to the instruction of writing skills is disturbing the habit of writing among students. On top of that, learners and teachers ignore writing parameters of A2 level of the CEFR and this fact has provoked restricted standardization of writing skills and poor academic development.

Likewise, students show demotivation in learning writing skills, the disregard to the development of it has generated mistake making and little knowledge of word formation. In addition, the methodologies to teach affixation processes in CTT de los Andes Language Center are limited. The unique resource to learn about word formation and writing skills is the academic English book students use at a regular base. Unfortunately, students do not use extra material to reinforce affixation patterns and constructions when enhancing the writing skills.

1.2.4 Prognosis

If the problem mentioned is not solved, students will continue omitting morphemes and they will not be able to communicate their opinions effectively. In addition, students will have low levels of writing development. Grammatical structures and word formation structures will be unknown by students. Consequently, students' written texts will lack of coherence and cohesion. If then, students will be highly demotivated due to their limitation to write texts. Besides, CTT Language Center will show low indicators of effective teaching: additionally, students won't be able to increase high and effective standards of communication.

If the mentioned problem is solved on the other hand, learners will be able to effectively use linguistic morphological structures by achieving a satisfactory performance in writing skills. In addition, the explicit learning of affixes will help learners to use a wide range of vocabulary words when they communicate their thoughts and opinions. The use of morphological affixation process is useful when fostering the development of the English writing skills as they allow students to interact with people who speak English. Furthermore, learners' academic development will be highly benefited as they will successfully achieve a B2 level according to the CEFR.

1.2.5 Problem Formulation

How does Morphological affixation process improve the English writing skills?

1.2.6 Research Questions
- How do inflectional affixes contribute the development of writing skills?
- Which are the derivational affixes which promote the improvement of the writing skills?

- Which are the writing characteristics that impact morphological affixation processes?
- What are the writing activities which can be applied to affixation process teaching?
- What it the effect of using a Morphological Affixation Handbook to enhance the English writing skills?

1.2.7 Delimitation of the Research Problem

a) Content delimitation

AREA: Higher Education

LINE: Linguistics / Communication

ASPECTS: Morphological Affixation processes – Writing skills

b) Place delimitation

This research was performed at CTT de los Andes Language center which is located in Ambato city.

c) Time delimitation

This research was performed in the Academic Period May-August 2018.

1.3 Justification

Writing is a productive skill which plays an important role in the development of the English Language learning. Therefore, it is essential to highlight the fact that morphological affixation process gives students the opportunity to enhance the production of the writing skills due to the fact that it allows them to address the internal formation and real meaning of words but more importantly it enables students to

produce effective texts. As there is not enough research done about Morphological Affixation process to develop the writing skills, this study explains the effects caused by the mentioned variables. That is the reason why the performance of this study is important, interesting, feasible beneficial and innovative.

This research was **important** because it sought the development of writing skills through the instruction of morphological affixation process, therefore, learners' writing skills became coherent and cohesive when communicating. Additionally, it was of great importance to provide English teachers with a variety of morphological affixation strategies to improve students' writing production. One should bear in mind that language means communication, therefore, the objective of every language teacher is to make students use the language as a tool to convey their ideas meaningfully to the people around them in many different situations and in many different ways.

Moreover, this study was **interesting** because it looked for the use of morphological affixation strategies to improve the writing skills. For every student it is interesting to be able to communicate their ideas and thoughts to communicate thoughts in an appropriate and accurate manner. Hence, having provided students with the necessary instruction about morphological affixation processes, enabled them to become fluent in the production of not only the written skills but also other skills. Additionally, it is vital to mention that students' opportunities to succeed in different academic fields highly increases when promoting English skills equally.

This study was **feasible** as it was supported by the necessary human resources who were students, authorities, and teachers. Besides, this research was feasible considering that authorities provided enough resources which were needed by the author. Additionally, authorities were conscious about the deficit in the academic performance of students. From the academic field, teachers were also interested in incorporating morphological affixation strategies in their lesson plans to improve students writing skills.

It was also **beneficial** because the problem mentioned before was solved and the main beneficiaries was the educative community (students, and teachers) at CTT de los Andes Language Center. Granted that this investigation helped students to develop the writing skills.

In the same order, this research study was **innovative** because it supported the instructions of morphological affixation strategies to motivate students to enhance the writing skills. Before the development of this research, there had not been evidence of previous work based on morphological strategies to improve the writing skills among third level students at CTT de los Andes Language Center. Furthermore, the activities presented in the proposal are directly aligned to the learning objectives presented in the level B1 from the Common European Framework Reference of Languages.

1.4 Objectives

1.4.1 General

- To diagnose the influence that Morphological affixation process has on English writing skills on third-level students in CTT de los Andes Language Center.

1.4.2 Specific

- To identify inflectional affixes which contribute to the development of the writing skills.
- To categorize derivational affixes which promote the improvement of the writing skills.
- To detail writing characteristics and their effect on morphological affixation processes.
- To list writing activities and apply them to affixation processes.
- To identify the effects of using a Morphological Affixation handbook to enhance the English writing skills

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

It is essential to identify and describe existing literature related to Morphological affixation processes and English writing skills in order to determine basic understanding of the research problem. The background information listed below includes summaries of relevant national and international research studies. It has been found six researches which are aligned to Morphological Affixation process and English writing skills. Although, unit of analysis, time and place changed, they will still serve as relevant foundation to the development of this research.

(Hyla Rubin, 1998) on her scientific research with the name 'Morphological Knowledge and Early Writing Ability' mentioned that elementary English learners should be aware of internal formation of words since very early writing stages. It was a quanti-qualitative research whose type had explanatory, descriptive and exploratory traits. The purpose of the study was to establish the morphological advance in writing skills as elementary learners who tend to omit and substitute inflectional and derivational morphemes when producing written forms. Chomsky and Halle (as cited in Hyla, 1998) "English is a morphophonemic language". Therefore, Hyla implied that students have to be conscious about the different morphemes and their possible combination within words no matter that those students' attempts to writing are basic.

To give support to the mentioned criteria, Hyla carried out an experiment in order to determine either the level of advancement or the level of the decrease on the use of morphological processes among elementary students. Granted that, the author studied a group of learners who had never been in contact with morphological instruction and

she found out that these learners had poor writing abilities as most of them omitted inflectional morphemes when writing texts. On top of that, not only writing skills but also reading skills had been affected by the lack of explicit morphological instruction. As a consequence, students used to substitute base words for derived words, there was also evidenced that student used to infringe orthographic conventions.

On this same study, Hyla identified the decisive effect that morphological affixation process had on students who had been in contact with explicit morphological processes; therefore, the analysis showed that these second group of students had much better development on morphological knowledge. Consequently, learners with high levels of morphological awareness had been familiarized with Morphological strategies such as: dictation; spelling and morphological analysis. To conclude, Hyla assured that morphological knowledge is relevant in writing skills since very basic levels. She also motivated teachers to instruct affixation by manipulating prefixes, suffixes and base words in order to lead learners to recognize new items and to create cohesive and coherent written texts.

In CTT de los Andes language center, students also need to get awareness of morphological affixation process as it not only improves writing skills but also other skills and sub-skills. As third level students at CTT language center have developed morphological knowledge more slowly, teachers should promote morphological strategies Hyla suggested (spelling, dictation, decomposition, and affix manipulation). Teachers should analyze word structure at morphemic levels in class. Implicit knowledge of affixes is significantly related to word forms which will definitely play a role when writing down sentences or paragraphs. Morphological problems are seen in all levels and this issue could be largely avoided only if instructors correct errors since learners' early attempts to write. After having read Hyla's paper, it makes one think that formal instruction of morphological affixation process would be the difference between proficiency and inefficiency in writing.

(Huseyin, 2013), in his scientific research 'Morphological Awareness and some Implications for English language teaching' assured that students who are exposed to Morphological affixation processes easily recognize word-forms and automatically identify meaning of words. Morphological awareness also contributes to achieve effective academic accomplishments as learners get used to applying strategies to decode meanings of words and to understand their meanings. He also believed that efficient instruction of Morphological processes promotes Morphological awareness which include addressing prefixes, suffixes and root words. Huseyin "Morphological awareness is directly linked to students' ability to build up their vocabulary" (p.97). He finds it relevant to adjust and to adopt teaching strategies (cognitive strategies) to promote explicit Morphology teaching. In addition, he implied that Morphology awareness meaningfully affects skills such as reading and writing.

(Huseyin, 2013) : 102 "Language learners who can recognize how English words are formed by joining prefixes, suffixes, and roots are more likely to acquire more words, comprehend texts better, and in turn become more proficient in writing" (p.102). This author concluded that morphological awareness bases on manipulating and addressing internal structures of words. Furthermore, he stated that Morphological processes include the explicit instruction of derivation and inflection as they play an important role when developing vocabulary as well as writing. Using cognates, segmentations, and breaking down words are also important strategies Huseyin points out.

In general, it is seen that the research above has given an effective contribution to the study being analyzed in this thesis because third level students at CTT Language Center need to be aware of both derivational and inflectional small units of analysis (morphemes). Teachers need to strive to let students understand how words are formed (base words, prefixes, suffixes) and then how vocabulary words can be combined within written texts. Indeed, there is a deep relation between learners' previous vocabulary and the ability to effectively combine them with affixes in order to produce coherent language. As morphological awareness allows students to track semantic and

syntactical irregularities, this research presents the morphological instructional strategies Huseyin above suggested.

In the faculty of Philosophy and Literature at Universidad Central, (Infante, Ruth;, 2014) in her research entitled 'Las Estructuras Morfológicas y su incidencia en el desarrollo de la Competencia Comunicativa del idioma Inglés' identified morphological structures such as inflectional morphemes (grammatical forms) and derivational morphemes (word changes in meaning and form). Derivational morphology has wide criteria on prefixes changing meaning such as morphemes that cause synonyms, antonyms, words changes into verbs, adjectives, adverbs and nouns. This author clearly stated that derivational morphemes that change the grammatical category of words and linguistic resources are not commonly used by English users. It was also said that the development of the communicative competence depends greatly on the use of morphological structures such as affixes. The current research had quali-quantitative traits; additionally, to identify results research methods were applied, including techniques such as surveys and instruments such as questionnaires. The proposal had a focus on showing the communicative role of morphological structures throughout exercises which have been created and adapted for English learners.

The above research gives the following contribution to our scientific study. Firstly, Morphology plays an essential role in language learning; consequently, usage of basic affixes to form words would positively affect third level students at CTT Language School. Secondly, one should bear in mind that CTT language school has standardized its levels according to the Common European Framework of References. Granted that, communication for meaningful purposes on students must be permanently promoted. Third level students need to internalize and practice inflection, derivation and even compounding. Teachers have to be aware about grammar rules, morphological patterns and syntax constructions that English as well as Spanish have as they can interfere at any time. Effectiveness on semantic and pragmatic language depend on how well our students deal with linguistic functions. Morphological components affect single units

and entire texts because words are set in different contexts; however, cohesion and cohesion must always be evident.

(Hernández, 2007) in her research entitled 'A tool to improve students' writing' suggested that in order to improve writing skills it is highly vital to give importance to spelling in order to make students aware that word-formation mistakes provoke syntactical effects on texts. In addition, this author recommends paying attention to spelling and meaning of morphemes, in this way, learners make correct decisions when choosing affixes to write words. In a class experiment, ninety students from an elementary level of English showed relevant progress after having word formation and punctuations marks formal instruction. At the end of this class experience, the author concluded that not only elementary English learners but also proficiency students tend to commit spelling and word-formation mistakes. However, elementary students commit these mistakes with higher frequency of occurrence. Anderson as cited in Hernández said that the lack of vocabulary among students is one of the main reasons why leaners do not produce meaningful text or spoken language.

Hernández' research gives strong support to the study being analyzed in this project. Once again it is reassured that word formation procedures (morphological derivation and inflection) allow students to build up vocabulary which eventually can be used in different contexts. On top of that, word - building has a positive effect on learners because they can freely express their thoughts. Furthermore, it highly improves student's learning development. An interesting idea mentioned within this research paper is the usage of personal dictionaries in which learners record the formation and meaning of words (word-collocation).

(Zúñiga & Macías, 2016) in their research study which was aimed to refine skills in academic writing among undergraduate students of the Foreign Language teaching Program (English) at Universidad Sur-Colombia noted that modern writing tendencies have got relevant influences on traditional writing modes; therefore, promoting

thinking skills along with writing processes towards academic writing is vital for English learners. The mentioned authors carried out their study by applying the following writing processes: outlining, revising and editing (students and administrators). Furthermore, they also based their research on the analysis of grammar, coherence, cohesion and feedback. It was stated that it is the role of instructors to develop explicit writing through constant exercises, collaborative workshops, and accurate feedback. The methodology based on descriptive and exploratory features and the sample population used twenty-five students who had had prior experience with short compositions, letters and brief introductions to essays before the study was carried on. Nevertheless, the writing competence showed delay in organization, coherence, cohesion and word order which unfortunately had caused fair and writing aversion in learners. Consequently, the experiment based on assigning three written assignments throughout the semester. In the first one, the teacher did not give any instruction at all to students as this task was used as a diagnostic paper. In the task students were asked to write a thesis statement and argument paragraphs, in this task they received feedback and comments about corrections from both peers and teachers. For assignment three, students were asked to give a solution to a problem. This last task demanded students to follow writing processes such as outline, drafts and feedback. As a conclusion, it was noted that explicit grammar patterns focus as well as writing process need to be taught and practiced constantly as in most cases errors were permanent during all the three tasks. Also, one should also bear in mind that self-correction is an effective technique to improve writing skills because it contributes improvement of the English language over time. Once the study finished, students claimed that their writing skills improved in a way that they considered themselves better writers.

Regarding to the contribution Zuñiga and Macías' work gives to the research being analyzed in this which is entitled Morphological Affixation Process; it is again affirmed that teaching writing language features in context is necessary in order to make learners

aware of writing skills and critical thinking. Moreover, it is absolutely demanding to promote self and peer correction through permanent practice. In this way, students can get control over their errors (grammar and language constructions). (Zúñiga & Macías, 2016) "There is a variety of ways for instructors to transmit their response; in dialogue journals, group conferences during class workshops, or outside of the class, written comments on students' drafts, and student teacher conferences and conference face to face" (p. 7). What is also relevant to mention is that writing process (planning revising, editing) must be practiced through instructional strategies which means that recognizing word forms can be identified and analyzed within the above stages. As it is aimed to enrich writing skills through proper morphological constructions to produce meaningful language, it is useful to apply the writing competences suggested; in this way, students can gain greater confidence in writing skills. Equally important is to foster motivation in writing by presenting engaging tasks during class.

(Muñoz, 2010) carried out a qualitative, descriptive and interpretative project with elementary English learners at a coeducational school in Bogotá to account their cognitive skills and writing development by applying instructional resources. It was analyzed the fact that students' cognitive skills bases on eight phases which progressively lead learners to creatively improve the production of writing. Muñoz suggest that Cognitive Modifiability theory (SCM) highly explains why learning is never static but instead it is dynamic. Therefore, learners need constant input because cognitive skills are permanently building up students' knowledge. The process of identification, comparison, synthesis, analysis among others is the set of logical steps which blooms up divergent thinking.

Additionally, she highlighted the importance to support teaching process on instructional learner-centered materials by giving learners the opportunity to use language for meaningful purposes. Within cognitive skills process, it is essential to give importance to synthesis which is highly related to morphological affixation process as it is the stage that integrates elements or parts to create new meaningful units

or words. Analysis is other relevant process because it divides or segment parts (morphemes) considering their structure, use and function.

Muñoz, states that cognitively challenging tasks encourages learners to come up with a solution. A peculiar aspect that Muñoz stands out is that previous knowledge and L1 are seen as scaffolding techniques for writing development. During the phases of development, it was established the importance to listen to students' needs to eventually create materials which would help to fulfill these same needs. Although, activities were well-planned, the following issues were identified during the process: Students did not have enough vocabulary as they had not had enough explicit lessons on it before; however, peer work served as a mediation bridge to create cognitive skills progress.

To conclude, Muñoz has stated that most English books do not provide enough practice on writing skills; granted that, teachers should endeavor to become material developers as it is a great opportunity to create contextualized resources based on students' needs. Students at CTT de los Andes Language Center need to show progress through creative writing. The more students are in contact with written language (connecting and construction texts), the more their knowledge will build up. To add, the creation of instructional morphology and syntactical exercises is necessary for third level students at CTT de los Andes school.

2.2 Philosophical Foundation

According to (Herrera, Medina , & Naranjo, 2014), the socio-critical paradigm assumes that knowledge development in the Social Sciences is not exclusively empirical or interpretative. Hence, this paradigm seeks to provide solutions to specific social issues by prompting changes that encompass the participation of the individuals who are part of the community where the issue has been identified. Given that, this research project has been developed on the basis of the socio-critical paradigm since it aims to understand and propose a solution to the identified problem. Additionally, this research

was supported by the constructivist paradigm as it seeks learners to connect previous knowledge with new knowledge by showing responsibility and cooperation. Moreover, this basis invites learners to become autonomous of their own learning. That is to say, this research focused on the philosophical foundation because learners improved their writing skills through morphological affixation processes.

2.2.1 Ontological Foundation

Ontology is defined as the study of reality (Herrera, Medina , & Naranjo, 2014) "the kinds and structures of objects, properties, events, processes, and relations in every area of reality". This research study adopted the ontological perspective in which humans were considered as rational beings with a unique status. Moreover, human reality is marked by the ability to communicate using a language, that is, a complex system of symbols and underlying rules and relationships that allow the conveyance of ideas, knowledge, feelings, and experiences. As noted above, within this context, this study examined the reality of the Morphological Affixation process on the English writing Skills among third-level students at CTT de los Andes Language Center. It is worth mentioning that the instruction of Morphological Affixation processes in the Writing Skills have been affected due to the fact that traditional methodologies and repetitive activities have been use. Hence, the implementation of innovative and engaging techniques was essential; therefore, a manual with morphological affixation hand-book was deployed.

2.2.2 Epistemological Foundation

Epistemology is the science which studies the human knowledge and the ways in which individuals take action to develop thinking structures. In CTT de los Andes Language Center, it is important to encourage changes regarding to Morphological affixation processes teaching to develop the writing skills which is a mutual procedure because it complements other English skills and subskills. Not only writing skills, but also values

and norms are developed within this research. One should keep in mind that students are individual human beings who do not learn the English language in the same way. Effective Learning depends on the environment and methodologies applied within the learning process.

2.3 Legal Basis

This research is supported by the following laws and norms as listed below.

Constitución de la República del Ecuador

Que, el **Art. 26:16** de la Constitución de la República del Ecuador establece que "Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo".

Ley Orgánica de Educación Intercultural (LOES)

Que, el **Art. 25:8** expresa que "En la actualidad el idioma Inglés es uno de los más utilizados a nivel mundial, por ello su enseñanza - aprendizaje debe desarrollarse en el sistema nacional de educación, pues constituye una herramienta fundamental para la formación y desarrollo de destrezas, capacidades y competencias para estudiar, crear y trabajar en beneficio individual y social".

Reglamento de Régimen Académico

Que, el **Art. 31:18** que en las carreras de en las carreras de nivel técnico superior, tecnológico y equivalente, se entenderá pro suficiencia en el manejo de una lengua extranjera el nivel correspondiente a B1 y B2, respectivamente, del Marco Común Europeo de referencia para las lenguas.

En las carreras de tercer nivel, de grado, se entenderá pro suficiencia de una lengua extranjera al menos el nivel correspondiente a B2 del Marco Común Europeo de Referencia para las lenguas.

Enseñanza del Idioma Inglés

Plan Nacional del Buen Vivir (2013 –2017):

Objetivo 4.- Fortalecer las capacidades y potencialidades de la ciudadanía.

Política 4.8. Impulsar el diálogo intercultural como eje articulador del modelo pedagógico del uso del espacio educativo.

 Lineamiento 4.8. i. Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior

Reglamento Interno CTT de los Andes Language Center

Art. 2: 6 Son objetivos del Centro de Idiomas CTT DE LOS ANDES:

a) Ofrecer cursos de Idiomas a estudiantes de Universidades, profesionales y público en general para su desarrollo personal, profesional y posicionamiento institucional.

b) Fortalecer el proceso de enseñanza aprendizaje de un idioma extranjero como segunda lengua con miras a la obtención de una suficiencia como mínimo de un nivel B2 de acuerdo al Marco Común Europeo que garantice una comunicación efectiva en cualquier contexto y circunstancia en la que se encuentre el estudiante.

c) Facilitar que los estudiantes universitarios cumplan con la obligatoriedad de aprobar siete niveles de Inglés, (siete semestres) más el examen de suficiencia; requisito indispensable para la graduación en cualquier carrera.

2.4 Key Categories

Graph 2: Fundamental Categories

Language

Linguistics

Morphology

Morphological Affixation process

INDEPENDENT VARIABLE

Communication

English Language

Skills

Writing skills

DEPENDENT VARIABLE
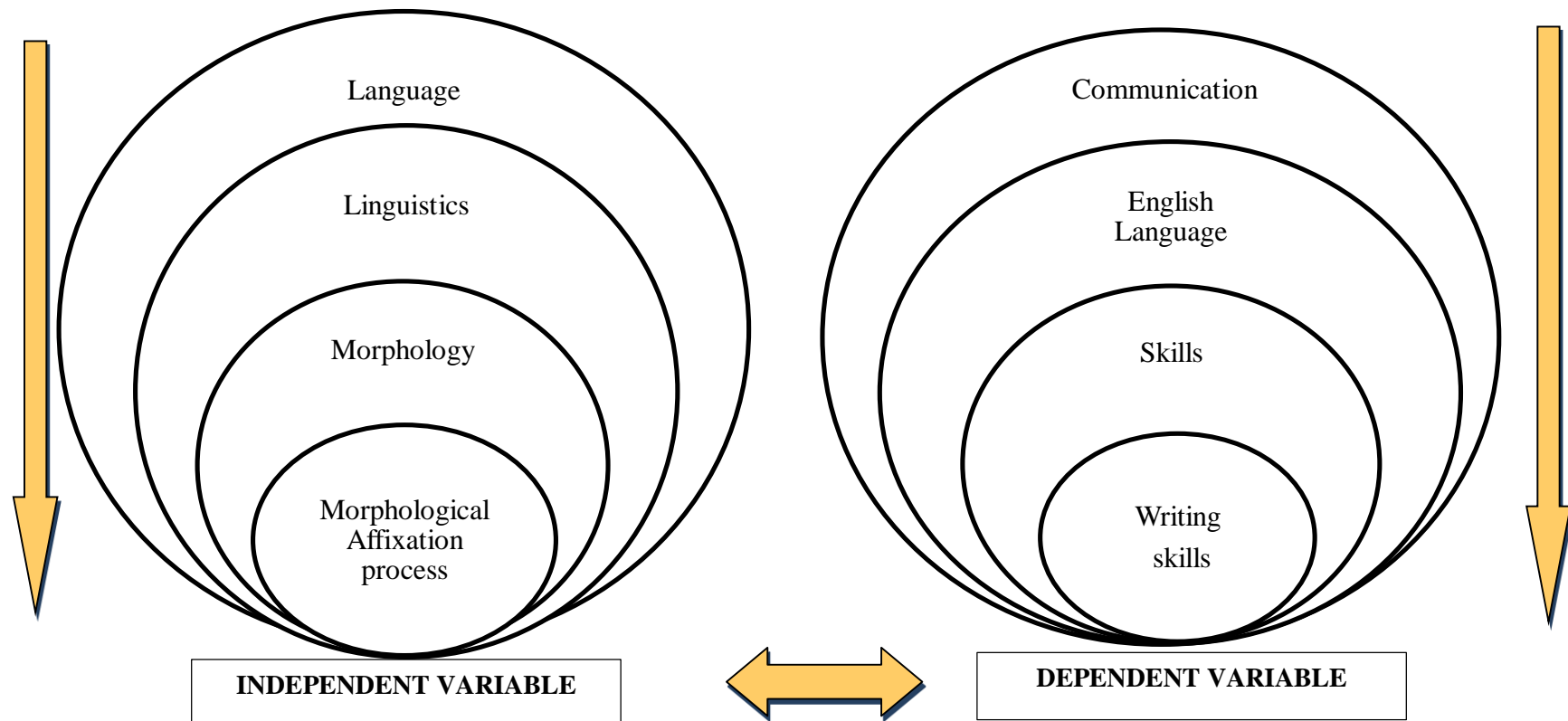
Source: Direct research
Elaborated by: Daniela Bonilla (2018)

INTERRELATED GRAPHICS

INDEPENDENT VARIABLE: Morphological Affixation Process

Graph 3: Independent Variable Graph
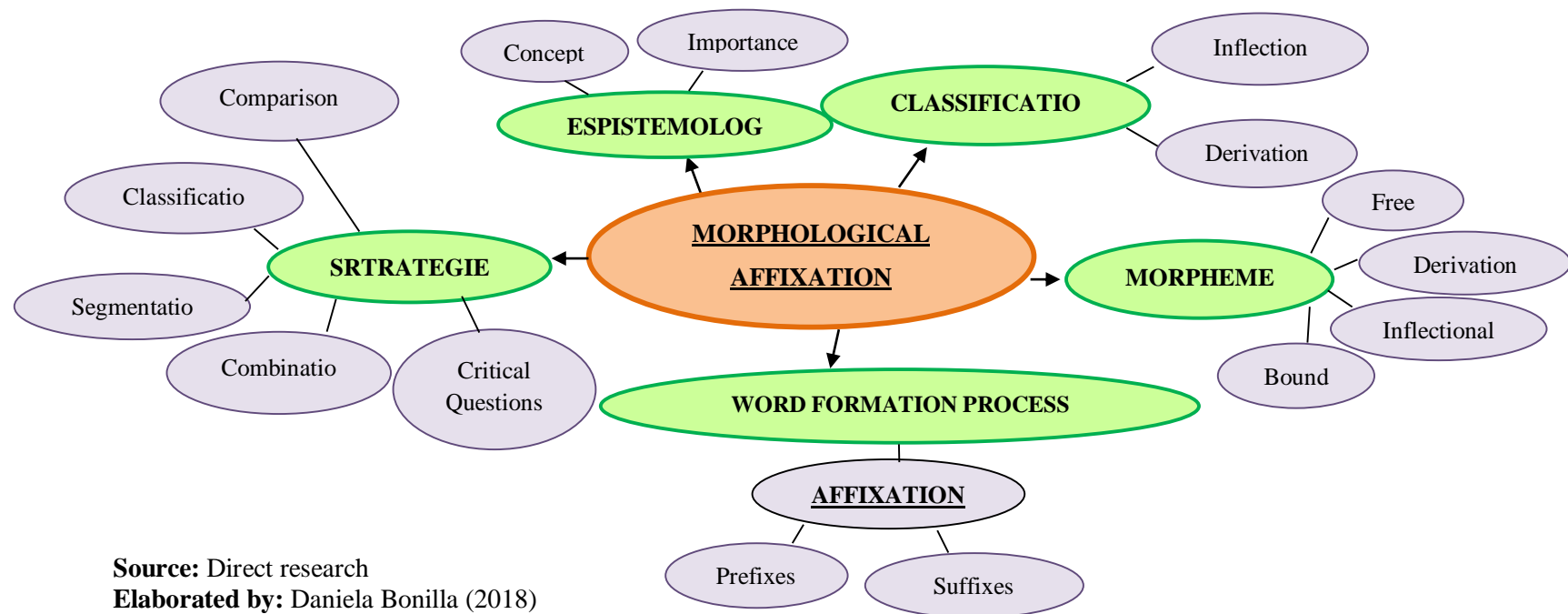
Source: Direct research
Elaborated by: Daniela Bonilla (2018)

INTERRELATED GRAPHICS

DEPENDENT VARIABLE: Writing Skills

Graph 4: Dependent Variable Graphic
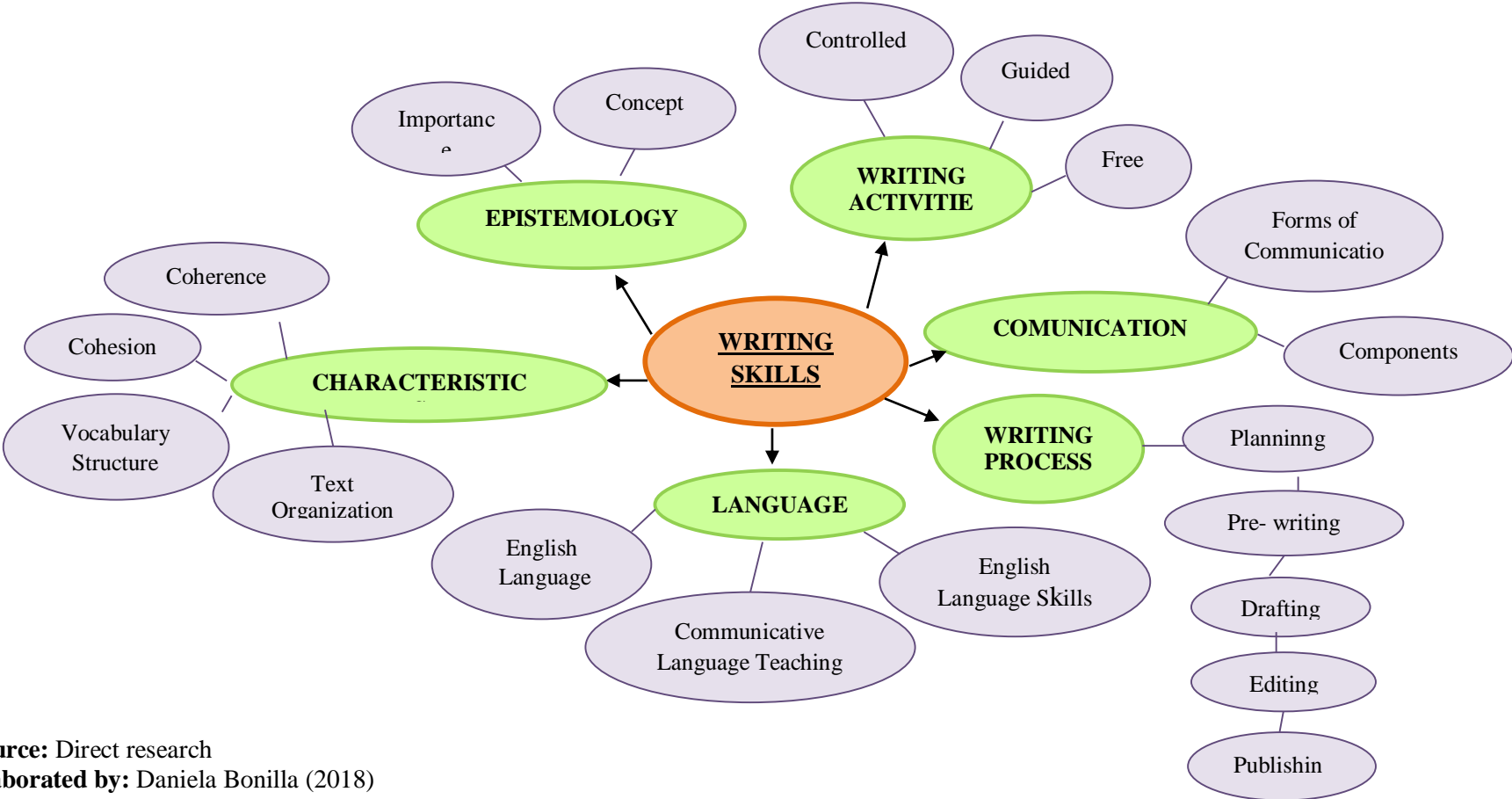
2.4.1 INDEPENDENT VARIABLE THEORETICAL FOUNDATION

LANGUAGE

(Bruner, 2004) highlights the fact that language is a system of communication used to convey meaning through verbal or nonverbal means. Keep in mind that human beings produce language due to the fact that they develop biological factors which help them to develop superior cognitive processes. The main objective of language is to express and organize thoughts by shaping the qualities of mental abilities. It is understood that there is language as long as a linguistic community uses it to convey meaning. An important factor to bear in mind when talking about languages is the fact there is no language without culture; therefore, language and culture complement each other but they do not share same characteristics.

Communication Forms

(Lopez & Gallardo, 2005) presented different channels of communication it is remarkable to mention that human beings are capable of using any of the following types of communication however people should avoid dissonances, cacophony, misspelling, mispronunciation, and confusions.

Graph 5: Communication Forms
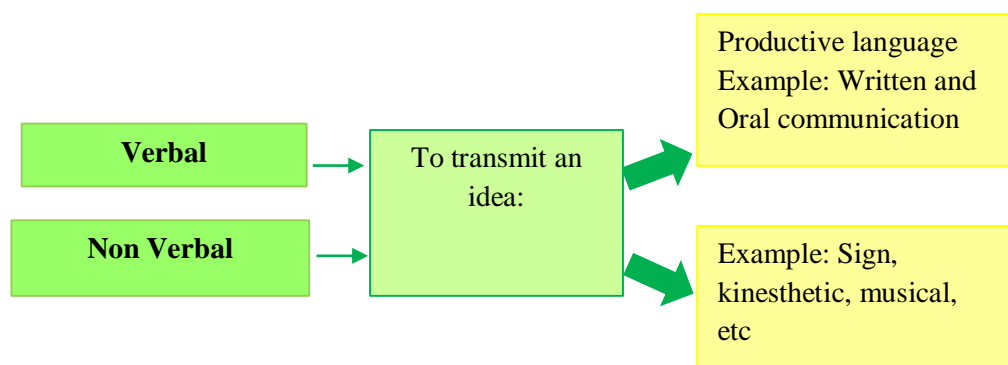
Source: (Lopez & Gallardo, 2005)
Elaborated by: Daniela Bonilla

Language Acquisition and Language Development

(Krashen & Terrel, 1983) in their theory about Language Acquisition and Language Development mentioned that effective language acquisition in the classroom suggest the following steeps. First of all, learners need to get understandable input. The authors also said that receiving reading and listening input since very elementary levels leads learners to wide language achievements.

Graph 6: Language Acquisition and Language Development
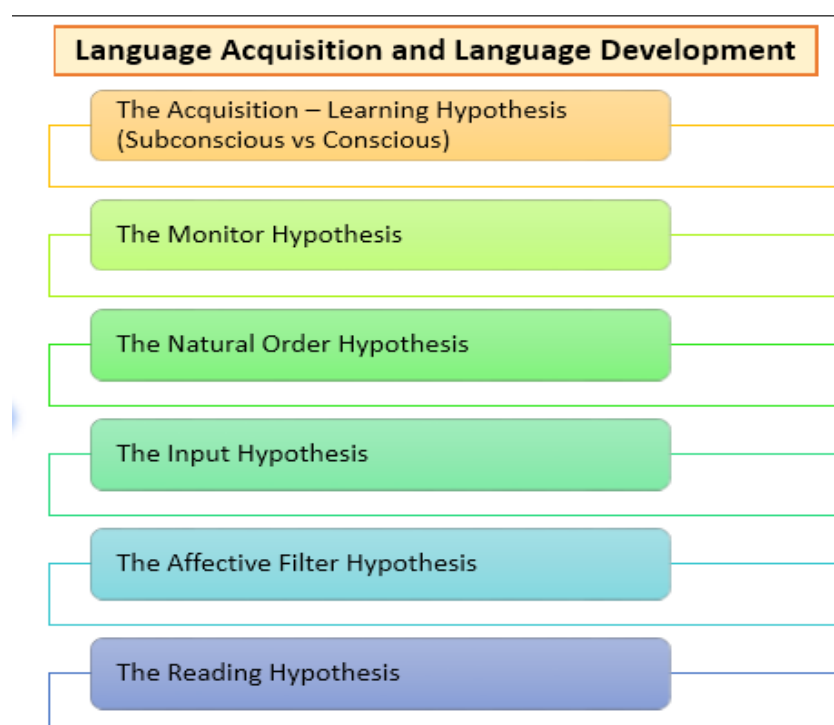
Source: (Krashen & Terrel, 1983)
Elaborated by: Daniela Bonilla (2018)

LINGUISTICS

(Sinha, 2005) **"Linguistics is the scientific study of human languages"** (p.19)**.** He implies that the main objective of Linguistics is to identify the forms in which a message is performed in relation with semantic gaps.

Saussure as cited in (Sinha, 2005) said that Linguistics deals with all human communicative manifestations and it identifies structural patterns of languages.

Chomsky 2006 as cited in (Mc Cabe, 2011) "It seems that we must regard linguistic competence- knowledge of a language- as an abstract system underlying behavior, a system constituted by rules that interact to determine the form and intrinsic meaning of a potential infinite number of sentences" (p. 54)

It is basically understood that linguistics is the general study of human languages and it does not judge correctness or incorrectness. Granted that, linguistic basically registers linguistic choices made in different contexts through lexico-grammatical choices. In the educational aspect, it is remarkable to mention that linguistics allows learners to meet and analyze languages from different perspectives. Writing development is part of human communication and linguist which allow to enriching and effective learning experiences.

Graph 7: Linguistics Areas
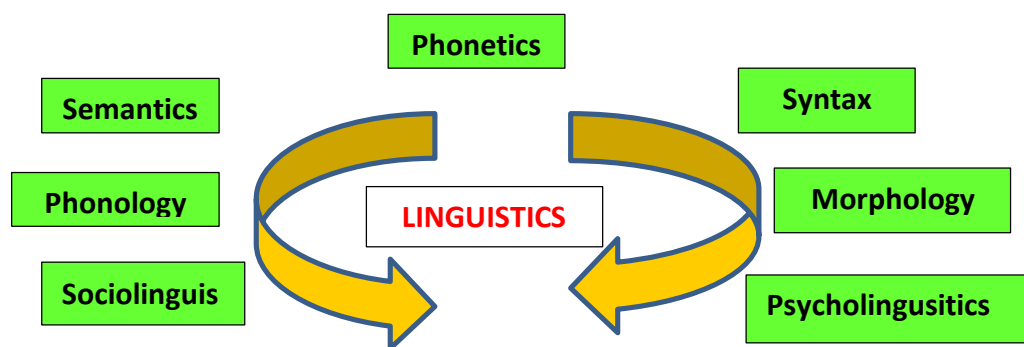
Source: (McCabe, 2011)

Elaborated by: Daniela Bonilla, 2018

(Varga, 2010) examined linguistic communication by enlisting its characteristics as seen in the paragraphs shown below.

Semantics: The word semantic has Greek origins which means meaningful. (Varga, 2010) **"**Semantic is the study of meaning of meaningful units**" (**p. 68)**.** Therefore, semantics identifies the meaning words and clauses (language functions) to produce understandable language patterns. Cognitive meaning is the function

independent units give to sentences to make sense. However, not only cognitive meaning is analyzed by semantics but also stylistic meaning (formal style), speech act meaning (questions and commands) and affective meaning (emotive and special intonation).

It has been argued that word meaning is primarily more important than sentence meaning.

Referential Theory: Varga noted that there are words which give enough information and meaning and therefore they can be easily understood. Nevertheless, in the other hand there are also words which lack of meaning and their extra-linguistic contribution is relatively low such as function words whose grammar role in sentences is the main focus. However, function words need to be immersed within sentences to be understood.

Conceptual Theory: Words are associated with lexical decomposition and intentional definition; however, not everyone has the same knowledge and perception of words. For example: everyone knows what the verb kill implies but on the other hand not everyone is aware of all the associations the word mammal might imply.

Therefore, Varga concluded that sentence meaning is more important than word meaning. As a lexeme cannot be characterized by itself then sentences can be analyzed and identified by the words that are forming certain sentences. That is to say, a single word can be characterized and better identified, once it has been put into a sentence. As a result, words as well as sentences have contributed and complemented each other to get meaning.

Phonology: (Varga, 2010) **"**Phonology studies the really distinctive speech sounds, i.e. the basic sounds or phonemes, which form systems in a particular language**"** **(**p.34**).** Therefore, phonology describes phonic aspects of languages.

- Phoneme: It is the smallest sound unit in any language. "Phoneme is an abstract minimal sound unit of a particular language, which, when is

realized, is capable of distinguishing different words in that language" (p.37).

Phonetics: Phonetics specifically identifies speech sounds and it is divided in two subfields. First, articulatory phonetics which is closely related to English teaching and studies speech sounds along with vocal organs. Secondly, acoustic phonetics is also essential to mention as they are related to physical traits of speech sounds. Then, auditory phonetics analyzes speech sounds in relation with the decoder of the spoken message.

It is worth saying that speech sounds vary from language to language. Therefore, not all English speech sounds are the same as Spanish speech sounds.

- Minimal Pair: Two words which differ from each other by only one phoneme sound. Example: wet- wait. (Varga, 2010) "By means of minimal pair technique we can distinguish 44 phonemes in Standard British English" (p.43).
- Phonetic transcription: It uses symbols to transcribe phonemes in words. Thesetranscription only make representations of phonemes and non-phoneme symbols are ignored at all in this process.
- Suprasegmental phonetics: They base on intonation and the word stress. **Syntax:** (Varga, 2010) **"Syntax is the study of sentence structure"** (p.56). Syntax analyzes sentences by describing structures, categories, and functions (subject, complement, verb, adverbs, etc.). Therefore, sentences are not formed of isolated words but also from other elements. Furthermore, syntax also analyzes parts of sentences in a superficial form (conceptual) as well as deep form (coherence).

Beyond morphology, it is essential to point out that the English language uses many sources to get different language results. That is to say, English uses linguistic elements which need to be properly ordered in a sentence to show coherence when expressing ideas.

(McCabe, 2011) "Syntax is the study of how we join elements together in order to form acceptable clauses and sentences in natural languages" (p.187). It is also relevant to bear in mind that single utterances are not the main focus of the sentences but how they are organized in academic acceptable English. Example: I always eat bread and ham. (coherent) vs. I eat always bread ham and (lack of coherence). McCabe presents the following concepts when analyzing syntax.

- Phrase: In the syntactical context phrases are considered the union of elements (words) which form sentences. Example: The word *he king* in a sentence becomes a noun phrase.

- Clause/Sentence: (Varga, 2010) "A sentence is any string of words produced by the sentence-forming rules of a language, these rules are stored in native speakers' competence" (p.64). It is granted that clauses or Sentences contain subject, verb and complement.   Example: The janitor laughed. In this example *the janitor* is the subject and noun phrase and the verb *laughed* becomes the predicate and verb phrase at the same time.

- Argument: The arguments are the subject and the argument show up in a sentence and specifically in the predicate. (McCabe, 2011) "In English. subjects typically occur in the nominative clause (I, he, etc.), whereas objects occur in the accusative case (me, him, etc.), but observable case making is restricted to pronouns". (p. 60) It is essential to mention that verbs should agree with subject, person and number rather than complement.

- Adjuncts: They are elements which are not structured in a sentence. They might give extra data about time, manner and place. In addition, these or adverbials do not need to match with the verb. Example: on Monday (time adverbial), slowly (manner adverbial), nice (attribute phrase).

As seen above the basic structure of a sentence in English (subject-verb-complement) does not necessarily have to follow that unique rule due to the fact that constituents to give data about place, time, manner and purpose can show up.

- Simple sentences: They are sentences whit only one clause and there are not clauses embedded in the sentence. In other words, it has a subject a verb and a complement.
- Complex sentences: They are sentences whose predicate becomes a clause with a subject in a higher sentence function. (Mc Cabe, 2011) "A sentence containing a lower sentence embedded in it is known as a complex sentence, is a complex sentence, because it contains twos sentences: a matrix cause and an embedded or subordinate clause" (p. 60) Example: Gina thinks that her mom is sick.

Varga presented three important purposes to analyze the internal structure of sentences. First, it is aimed to address the order in which words or elements are settled. Secondly, it is aimed to determine how form of sentences comes about and finally is vital to demonstrate how sentences can be related and interconnected within a paragraph.

Morphology and syntax

When writing down coherent sentences, it is essential to fit words properly to produce meaning. Varga said that all languages use morphology combinations to convey meaning. This author presented a language classification of three forms to combine morphemes. The English language fulfills all of them.

- Isolating: Words that do not have morphological process.
- Agglutinating: Words that are formed of the union of grammatical morphemes Example: carries, played,)
- Fusional or inflected: Words that are formed by morphemes whose meanings carry on specific information such as gender, number, person, and tense (Example: her, his,).

Formal syntax

(McCabe, 2011) **"**Languages use different finite resources to create infinite possibilities**"** (p. 43). Students not only need vocabulary but also grammar and

word organization acknowledgment to effectively write in English. Students from third level in CTT language school should be aware about inflected constructions. Moreover, English is a more organized linguistic language than Spanish; therefore, the ways features are distributed in a sentence are important when producing academic and acceptable language. This research supports formal linguistics as students are learning English as a second language and it is essential to promote well-formed language structures when developing writing skills.

Graph 8: Basic sentence structure

```
Sentence                    Noun Phrase + Verb Phrase

Verb Phrase                 Verb + Noun Phrase
                            Auxiliary and full Verb

Noun Phrase                 Determiner + Noun
                            (determiner = articles, possessive pronouns,
                             demonstrative pronouns, numerals, etc.)

                    S
                  /   \
                 NP   VP
                 |    |  \
                 |    VP   NP —
                 |    |\   |  \  \
                 |  Aux V  Det Adj  N
                 |   |  |   |   |   |
               Peter has met the new boss
```
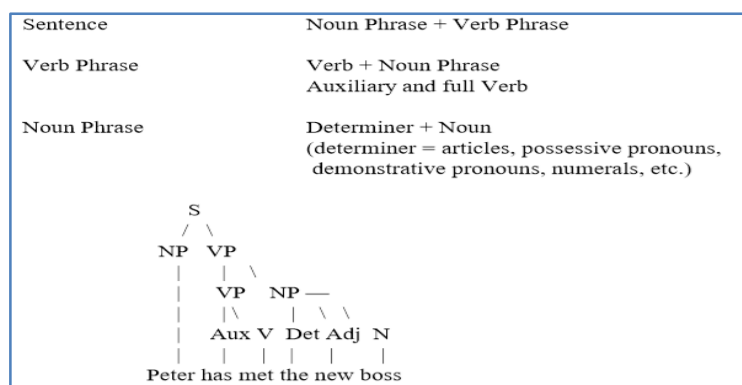
Source: (Varga, 2010)
Adapted by: Daniela

Sociolinguistics

(Wardhaugh & Fuller, 2015) **"**Sociolinguistic is the study of our everyday lives- how languages work in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address a language**"** (p.21)

(Rymond, 2015) "Sociolinguistics is a discipline which studies the use of language in society, particularly in order to determine what the possible reasons for language variations are and hence to understand more about language change"

Coupland and Jaworski as cited in (Georgegieva, 2014) "The study of language and its social context and the study of social life through linguistics"

In brief, the implications that sociolinguistics have on English learning is greatly important because cultural elements are always tied to language. In addition, one should take into consideration that languages are dynamic; therefore, it is vital to let students know how language functions have changed during time. English speaking countries have got their own linguistic variations which differ from country to country. The reception and production of language may be affected by elements (language, religion, sex, race, age) which interfere in speech. Regarding to the context of this research, one should bear in mind that third level students whose first language (L1) is Spanish have already settled their cultural awareness. Granted that, teachers should be concerned about sociolinguistics features during the process of English teaching as language and the society are engaged. It is worth noting that sociolinguistics and language teaching help each other mutually gain effective comprehension of the language nature as well as its realization within diverse social contexts.

Psycholinguistics

(Wind, 2011) Psycholinguist analyses the acquisition of language; therefore, psycholinguistic is the union of linguistics and psychology as it includes processing and knowledge that cause the ability to produce language.

In addition, psycholinguistics studies how people are able to produce and comprehend language. One should bear in mind that psycholinguistics is related with other fields which highly contributes to understanding language production.

Wind states that language is easy to master when people are young. Language production has a great effect on people's lives. Nevertheless, there are disruptions (brain damage, aging, developmental issues, etc.) which negatively affect language production.

Therefore, psycholinguistics belongs to a psychological area which identifies human language production and cognitive schemes as they influence to linguistic information development.

MORPHOLOGY

Morphology

(Lieber, 2011) assured that Morphology is the explicit study of structures of words along with their formation processes.

(Booij, 2012) mentioned that morphology is an area of Linguistics which studies the internal structure of words. In the same order (McCabe, 2011), said that Morphology is an area of Linguists that directly leads with the internal structures of words. Morphology implies a process which permits the creation of new words by using structural ways in which morphemes can be combined.

It is essential to mention that teaching morphology implies morphological analysis focused to all the language skills but it mainly promotes the increment of vocabulary and writing. In addition, teaching morphology represents applying strategies to let students identify morphemes (smallest unit of analysis) in words. Therefore, students should be able to describe the internal structure of words as well as their combinations. They should also identify principles to compare form and meaning. Consequently, learners should also be able to interpret morphological results within different contexts.

Regarding to the level of relation that Morphology has on English learning, it is evident that Morphology helps learners to identify the function, meanings and combinations of words. There is no doubt that morphological competences determine in a way effective language evolvement. Thus, exercises on morphological structures must be promoted among English learners in order to get high academic results.

MORPHOLOGICAL AFFIXATION PROCESS

(McCabe, 2011), pointed out that the affixation process is the system of creating words by adding morphemes to roots or base words. This operation uses affixes known as prefixes and suffixes.

According to (Bauer, 2002) **"The basic units of analysis recognized in morphology are morphemes".** (p14)

Hockett (as cited in Bauer, 2002) established that "Morphemes are the smallest individually meaningful elements in the utterances of language"

(McCabe, 2011), said that morphemes are the smallest units of language with their own meaning. One should keep in mind that words are made up of single morphemes. For example, the word *uncountable* can be segmented to show its internal structure and elements: un-count-able. Each of these segments has its own form, its own meanings and its own distribution. /*un*/ means negation and it occurs in words like unhappy, undone, and unbelievable; /*count*/ has a fixed phonological form and a fix meaning, and occurs in words like countable, accountability, accountably, countdown, etc. On the other hand /able/ sometimes occurs in words like advisable, comparable, and untouchable. Bear in mind that none of the segments of *un-count-able* can be further subdivided into smaller segments. Therefore, a morpheme is the small unit of grammatical analysis.

Table 1: Examples of Morphemes

Morpeheme	Characteristics	Examples	
Free / Lexicon	• Independent words. Ex: adjetives, verbs, nouns, etc.	**teach** (er) **work** (ing) **stress** (ful)	
Bound	• They cannot appear as independent words • Bound morphemes are linked to other elements.	**AFFIXES**	**Example**
		a) PREFIXES **un-, re-, dis-, ir- , un-,**	
		b) SUFFIXES: **-ful , - ible , -ness, -ty, -able**	

a. Derivational	They are categories of affixes (prefixes or suffixes) used to: • Create new words • Create new words with a different grammatical category from the root. Bear in mind that derivational prefixes possibly can change the word category.	Derivative morpheme. + adj. **= Adj.** dis + pleased = displeased un + lovely = unlovely Verb + derivative morp. = Nouns play + **ful** = **playful** Verb + derivative morp. = Nouns create + **tion** = **creation**
b. Inflectional	• They do not really create new words but instead they determine aspects of grammatical functions of words. • They form words of the same class. • Example: plural nouns, regular past tense verbs, superlatives, comparatives, gerunds, third person verbs. Bear in mind that inflectional morphemes do not change the word category.	chair **(s)** walk **(ed)** dance **(ing)** small **(er)** low **(est)**

Source: (Yule, 2007)
Elaborated by: Daniela Bonilla, 2018

Granted that, English students need to learn about word formation as morphological processes demand practice since elementary levels. It is important to keep in mind that affixes are bound morphemes that cannot stand alone. Affixes have semantic gaps; therefore, affixes should always be linked to words.

Affixes features

Prefixes as well as suffixes highly contribute in the process of affixation. (Scott, 1996) pointed out that prefixes are letters attached at the beginning of a word to create new sets of words. Suffixes are morphemes attached at the end of the word. It is essential to mention that suffixes can change the function in a sentence.

- **Prefixation** is the morphological process of building up words by attaching a bound morpheme at the beginning of a free morpheme.

Graph 9: Prefixation Example

Bound morpheme ＋ **Free morpheme** ＝ **New word**
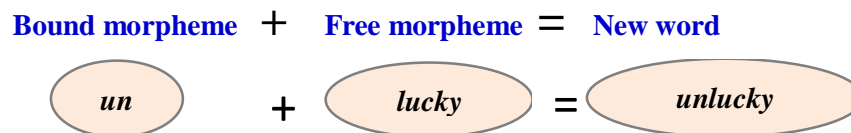
(*un*) ＋ (*lucky*) ＝ (*unlucky*)

Analysis:

Unlucky is an adjective. It's made up by the negative prefix **un-** (not) and the root **lucky**. The prefix **un-** changes the meaning of the word.

Source: Yule (2008, p.76)
Elaborated by: Daniela Bonilla, 2018

- **Suffixation** on the other hand is the morphological process of creating new words through the attachment of a bound morpheme at the end of a free morpheme.

Graph 10: Suffixation Example

Free morpheme ＋ **Bound morpheme** ＝ **New word**
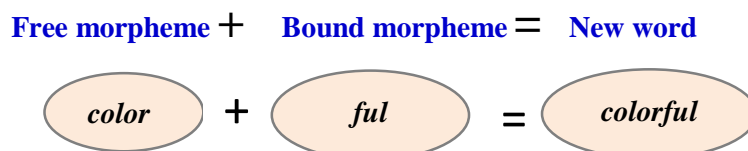
(*color*) ＋ (*ful*) ＝ (*colorful*)

Analysis:

Colorful is an adjective which is made up of the suffix **–ful** (full) of and the base word **color.**

Source: Yule (2008, p.76)
Elaborated by: Daniela Bonilla, 2018

Inflectional Affixation

The affixation process involves inflection which is a grammatical process that forms words from the same class and it carries grammatical information. It bases on attaching inflectional morphemes to existing words. It also causes modification in syntactic structures among linguistic contexts.

Inflectional Morphology

Inflectional Morphology is governed by grammatical rules and it focuses on variation of words within a paradigm. It is important to keep in mind that suffixes on inflectional morphology do not always change the word class. A table with examples of inflectional Morphology is described below.

Table 2: Inflectional Morphology

Word Class	Inflectional Morphology	Example
Regular past verbs	-ed -d	walk **(ed)** dance **(d)**
Gerunds	-ing	jump **(ing)** speak **(ing)**
Countable nouns	-s -es	house **(s)** tomato **(es)**
Comparative adjectives	-er	high**(er)** hot **(er)**
Superlative Adjectives	-es	small **(est)** short **(est)**

Inflectional morphemes

Source: (Teberosky, 2014)
Elaborated by: Daniela Bonilla, 2018

Each word gets a new grammatical class to eventually be adjusted in different contexts. Example:

Graph 11: Inflectional Example
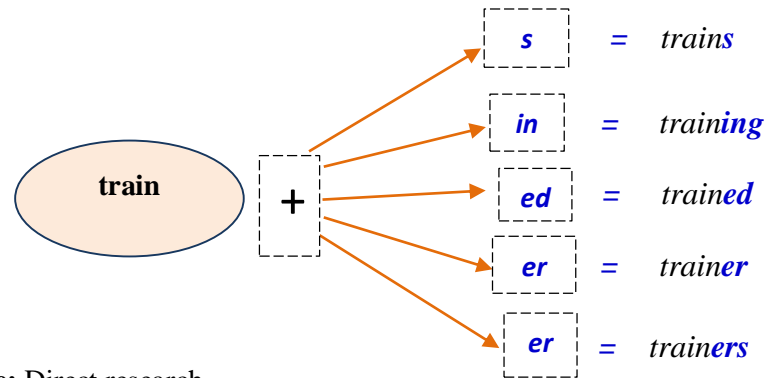
Source: Direct research
Elaborated by: Daniela Bonilla, 2018

Within inflectional affixation not only one but several constructions can be formed from a base word. Constant practice will enable learners to manipulate and construct words according to certain meaningful contexts.

Derivational Affixation

On the other hand, affixation involves derivation which is a lexical process that uses derivational affixes to create new vocabulary items whose meanings can be different.

Derivational Morphology

Derivational morphology creates **grammatical category** by attaching derivational affixes to root words**.** This kind of morphemes can change the word class. A table with examples of Derivational Morphology is described below.

Teberosky (2014) presented a table in which derivational morphemes and examples are presented.

Table 3: Examples on Derivational Morphology

Derivational Morphemes		Examples	
Derivational Affixes			
Prefxes	un-	**(un)** happy	
		(un) friendly	**Derivative prefix**
	mis-	**(mis)** understand	
		(mis) place	
Suffixes	-ful	power **(ful)**	
		help **(ful)**	**Derivative Suffix**
	-less	fear **(less)**	
		home **(less)**	

Source: (Teberosky, 2014)
Elaborated by: Daniela Bonilla, 2018

Notice that derivation is a lexical and morphological process which can produce new units of existing ones. Now, look at the following example.

Graph 12: Derivational Morphology Example

Unit + Bound morpheme = New word

ugly + *ness* = *ugliness*

drink + *able* = *drinkable*

Analysis:

The derived form takes a new function, meaning and purpose.

Adjective: ugly   Noun*: ugliness*

Verb: *drink*   *Noun: drinkable*

Source: Yule (2008, p. 76)
Elaborated by: Daniela Bonilla, 2018

Here below another example about derivational morphology is presented. Keep in mind that not every bound morpheme causes a word class change.

Graph 13 : Derivational Morphology Examples.
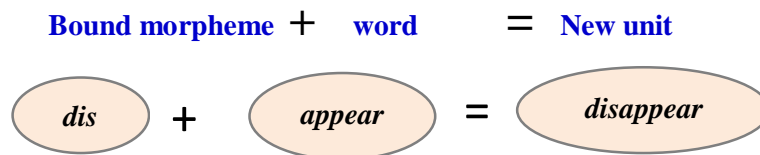
Bound morpheme **+** **word** **=** **New unit**

| (*dis*) | **+** | (*appear*) | **=** | (*disappear*) |

Analysis:

The new word does not take a new function but instead it takes a new meaning and purpose.

Verb: *appear* ⟷ verb: *disappear*

Source: Yule (2008, p. 76)
By: Daniela Bonilla, 2018

Granted the above examples, one can understand that derivation is a wide process that involves creating new unis of words by just adding a prefix or suffix to the root words or free morpheme. In the following graphs examples about derivation suffixes and prefixes are presented. Notice that one word can have different derivational forms. That it is to say that a base word can have different kinds of words type.

Graph 14: Derivational Suffixation Examples

Free word **+** **Bound morpheme** **=** **New unit**

(*nature*) **+** (*al*) **=** (*natural*)

Analysis:

The new word takes a different function and it does not take a new meaning.

Noun: *nature*   Adjective: *natural*

Free word **+** **Bound morpheme** **=** **New unit**

(*natura*) **+** (*ly*) **=** (*naturally*)

Analysis:

The new word takes a new function but it doesn't take a new meaning.

Adjective: *natural*   Adverb: *naturally*
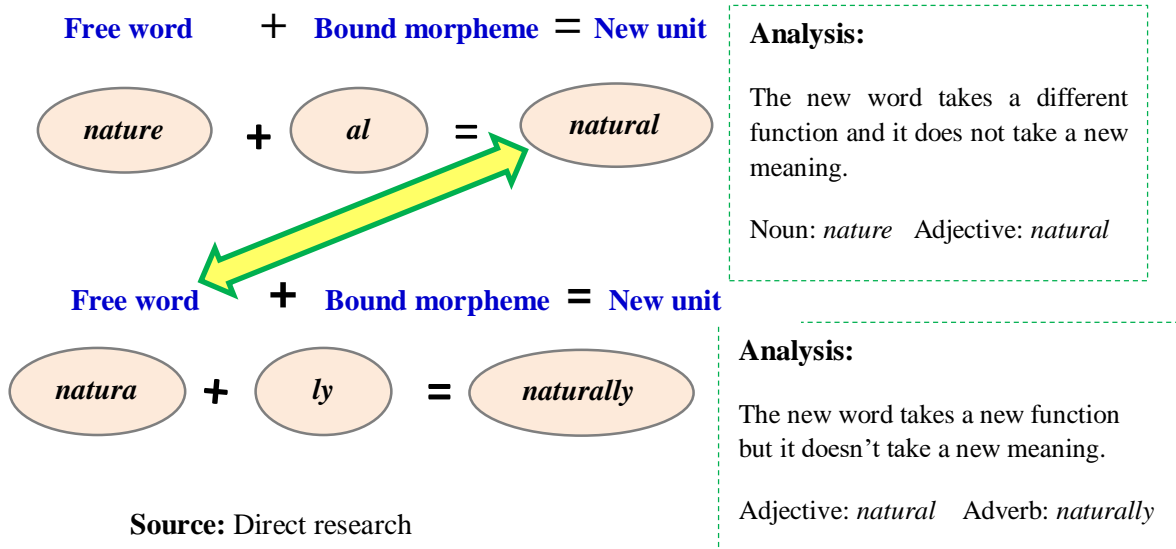
Source: Direct research
Elaborated by: Daniela Bonilla, 2018

Graph 15: Derivational Affixation examples

Bound Morpheme ✛ free word ＝ New unit

un ✛ **natura,** ＝ **unnatural**

Analysis:

The new word does not take a new function but instead it takes a new meaning and purpose.

Adj.: *natural*   Adj.: unnatural

free word ✛ Bound Morpheme ＝ New unit

unnatura ✛ **lly** ＝ **unnaturally**

Analysis:

The new word takes a new function and it takes the same meaning and purpose.

Verb: *appear* / verb: *disappear*
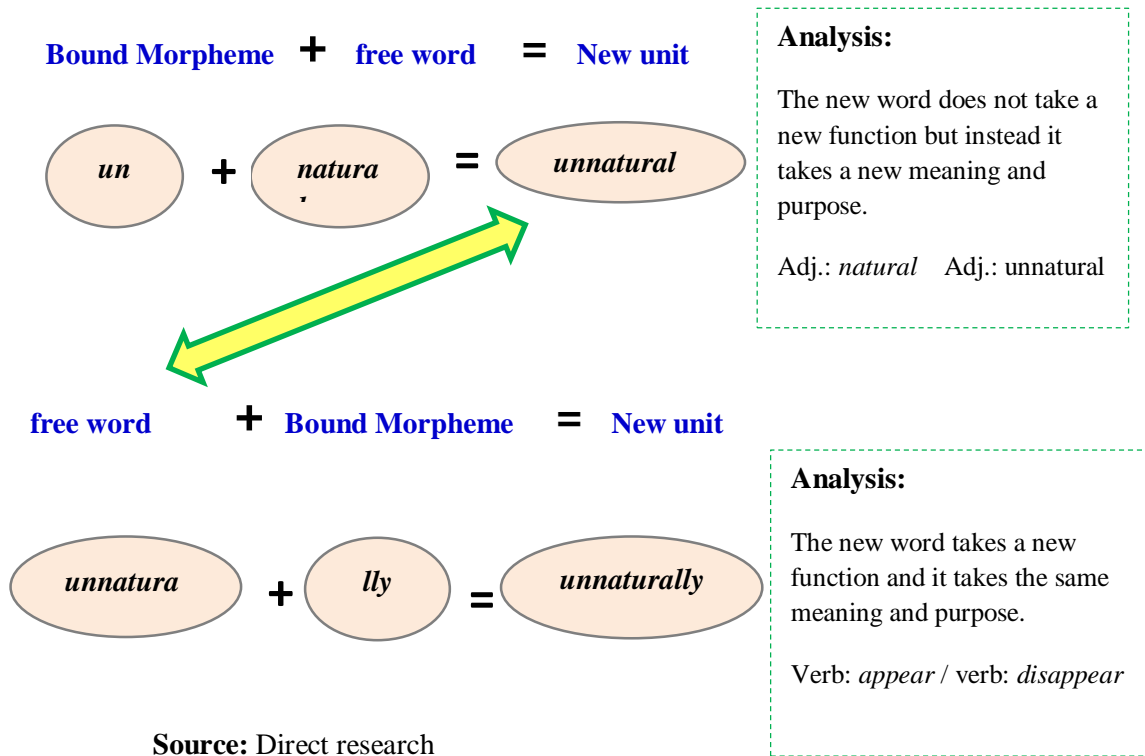
Source: Direct research

Elaborated by: Daniela Bonilla , 2018

The above examples show that derivation with prefix process does not always change the word type but instead it changes the meaning. It is a clear example of complex words formation.

Derivational constructions of words

One should keep in mind that words can or cannot present word form and meaning changes in derivational processes. Derivational processes are presented in the chart below.

Table 4: Prefixation Examples

	Inflectional Processes	Examples
Derivational process with changes in word classes	Verb - Noun	concentrate → concentration
	Verb - Noun	hesitate → hesitation
	Noun - Verb	legal→ legalize
	Noun - Adjective	nature → natural
	Adjective - Noun	great → greatness
	Adjective -Verb	short → shorten
	Adjective - Adverb	quick → quickly
	Noun - Adverb	Love → lovely
Derivational process with no changes in word classes (meaning change)	**Derivational process**	**Examples**
	Verb – verb	cover→ uncover
	Noun - noun	home → homeless
	Adj.- Adj.	practical → impractical

Source: (Hamawand, 2008)
Elaborated by: Daniela Bonilla, 2018

In the some order (Varela, 2004) presented two types of derivative morphemes:

- **Class changing**: These types of morphemes change the word class. In the English language class changing derivative morphemes refer to nominal suffixes, adjective suffixes and adverb suffixes.

- **Class maintaining:** These morphemes do not change the class of the word. Generally, class maintaining morphemes are related to prefixes.

Table 5: Prefixes with different meanings

Prefix / meaning		Example
bi-	twice / double	Bilingual
im-	in / into	impossible
anti-	against /opposite	Antisocial
semi-	half/ partly	semi-final
dis-	opposite of	Disability
il-	not	Illegal
multi-	many / more than	Multinational
post-	after	Postgraduate
auto-	self	Autobiography
sub-	under / below	Subtopic

Source: (Carstairs & McCarthy, 2002)
Elaborated by: Daniela Bonilla, 2018

The above table shows the most common derivative prefixes and their meanings. Students should be able to create words with different meanings in different contexts in order to write coherent and readable texts. Not only written skills but also oral skills develop when using most common derivational prefixes. Therefore, third level students' vocabulary will increase when producing communicative competences for meaningful purposes.

Word Conversion

It is the procedure of changing a word of certain grammatical form to a word of another grammatical form. Keep in mind that word conversion does not always involve spelling or pronunciation modifications. (Carstairs & McCarthy, 2002) presented a very detailed data of derivational word conversion.

Adjective to Verb Conversion

According to Carstairs and McCarthy, the most frequent prefix to create verbs from adjectives is the derivational morpheme –*en*.

Table 6: Verb Prefixes

Preffix	Adjective	Verb
en	large	Enlarge
en	rich	enrich
en	close	Enclose

Source: (Carstairs & McCarthy, 2002)
Elaborated by: Daniela Bonilla, 2018

Adjective to Opposite Adjective Conversion

Table 7: Opposite Adjective Prefixes

The following prefixes are used to build up opposite adjectives

Prefix / meaning		Adjective	OppositeAdjective
un		Readable	unreadable
Un		Touchable	untouchable
im		Polite	impolite
Ir	**(not, opposite of)**	Regular	irregular
Il		Legal	illegal
In		Direct	indirect
Anti		Social	antisocial
Non		Returnable	nonreturnable

Source: (Carstairs & McCarthy, 2002)
Elaborated by: Daniela Bonilla, 2018

Verb to Noun Conversion

Table 8: Nominal Suffixes

In the following chart suffixes to convert nouns from verbs are presented. Notice that noun suffixes are added to verbs.

Verb	Suffix/ meaning		Noun
perform	-ance		performance
organize	-tion / ion		organization
announce	-ment		announcement
arrive	-al		arrival
conserve	-lism		conservalism
build	-ing	**(activity of, result of, process of)**	building
touch	-able		touchable
depend	-ant		dependant
precede	-ent		precedent
ignore	-ance		ignorance
plagiarise	-ism		plagiarism
use	-age		usage
advocate	-acy		advocacy

Source: (Carstairs & McCarthy, 2002)
Elaborated by: Daniela Bonilla, 2018

Adjective to Noun Conversion

Adjectives can be converted into nouns by adding the following nominal suffixes.

Table 9: Nominal Suffixes

Adjectives	Suffix/ meaning		Noun
busy	-ness		business
infinite	-ity		Infinity
accurate	-acy	**(property of being)**	Accuaracy
abundant	-ance		Abundance
brave	-ry		Bravery
good	-ness		Goodness
sensitive	-ness		sensitiveness
traditional	-ism		traditionalism

Source: (Carstairs & McCarthy, 2002)
Elaborated by: Daniela Bonilla, 2018

Verb to Noun Conversion

Table 10: Nominal Agent Suffixes

Suffixes to form agent nouns from verbs are listed below. Not all names of people are originated from nominal suffix procedures.

Verb	Suffix/ meaning		Noun
paint	-or		Paintor
act	-or	**(person)**	Actor
train	-er		Arrival
interpret	-er		conservalism

Source: (Carstairs & McCarthy, 2002)
Elaborated by: Daniela Bonilla, 2018

Noun to Adjective Conversion

The following suffixes change lexemes original category (nouns) to adjectives.

Table 11: Adjective Suffixes

Nouns	Suffix	Adjective
Child	-ish	Childish
Advantage	-ous	advantageous
Finance	-icial	Financial
Alcohol	-ic	Alcoholic
Element	-ary	Elementary
Stress	-ful	Stressful
Home	-less	Homeless

Source: (Carstairs & McCarthy, 2002)
Elaborated by: Daniela Bonilla, 2018

Verb to Adjective Conversion

Listed below you can find suffixes which change verbs into adjectives.

Table 12: Adjective Suffixes

Verb	Suffix	Adjective
Honour	-able	Honourable
Reverse	-ible	Reversible
Ponder	-ous	Ponderous
Possess	-ive	Possessive
Defy	-ant	Defiant

Source: (Carstairs & McCarthy, 2002)
Elaborated by: Daniela Bonilla, 2018

Adjective to Adverb Conversion

Adverbs describe verbs, adjectives and even other adverbs. In most cases adverbs are formed by adding the suffix –*ly* at the end of adjectives. One should bear in mind that adverbs modify the meaning of the sentences in a morphological and syntactic approach.

Table 13: Adverbial Suffixes

Adjectives	Suffix	Adverb
Quick	-ly	quickly
High	-ly	highly
Love	-ly	lovely
Practical	-ly	practically

Source: (Carstairs & McCarthy, 2002)
Elaborated by: Daniela Bonilla, 2018

There is no doubt that word class formation positively contributes to students' academic advancement as their vocabulary becomes wide; in this way, students ability to produces language becomes critic and coherent. In addition, morphological affixation process plays a relevant role in the development of written skills. According to the CEFR (Common European Framework of Reference), third level students (B1) are independent users and should be able to "Describe aspects of life, immediate environment and leisure activities using pre-intermediate connected phrases to communicate in professional and educational contexts. Granted that, students need to have rich vocabulary. Independent users' vocabulary should be sufficient to express written connected texts on topics which are familiar by describing experience and impressions.

Strategies to Promote Morphological Instruction

- **Comparison**: It bases on identifying common elements and patterns in order to give a specific meaning. That, is to say, students compare and contrast prefixes and suffixes (morphemes) on words to eventually use in different contexts.

- **Classification:** It identifies the class of the word and describe its functions in different contexts.

- **Segmentation:** It emphasizes on breaking down words. Despite, the difficulty in separating phonological aspects from orthographic aspects, it is

important to increase the practice on writing skills as it gives students the ability to effectively break down words.

- **Combination:** It is basically the instruction of words morphemes and it gives students the opportunity to join and form parts of words that make sense. Example: *sad + ly = sadly*
- **Critical questions:** In order to identify the internal structure of words (Rozmiarek, 2015) proposed the following essential questions students should answer to analyze words.

- What is the root of the word?
- What is my prior knowledge about this word?
- What is the suffix? What meaning does it have?
- How does the suffix change the base word?
- What is the prefix? What meaning does it have?
- How does the prefix change the base word?

As noted above, morphological instruction strategies have a close relationship with vocabulary instruction strategies as students are asked to organize and link their prior knowledge with their new knowledge. In this way, students become autonomous and responsible about the language their produce.

Las estrategias de enseñanza morfológicas tienen relación con las estrategias de aprendizaje del vocabulario; ya que los estudiantes organizan de manera significativa sus conocimientos previos con los nuevos para aplicarlos en situaciones de comunicación de tal modo que el estudiante se vuelve autónomo y responsable de sus expresiones. Loscano as cited in (Murillo) asserted that the instructions to be promoted are the following.

- Analyze the mechanisms of derivation and inflection
- Find out the meaning of new words.
- Effectively join words in sentences and texts.

2.4.2 DEPENDENT VARIABLE THEORETICAL FOUNDATION

COMMUNICATION

Since very ancient times communication has played an important role in social development as it is a crucial tool which allows interaction among different cultures. According to (Bruner, 2004) communication is closely related to language use as each individual has the ability to use linguistics patterns in accordance with contexts and communities. This author clearly stated that the most important fields within communication are syntax, semantics, pragmatics, phonology and morphology.

(Phillips, 2016) "Communication is the verbal and nonverbal attempt to transmit an idea which needs to be understood by somebody" (p.58)

Rogers as cited in (Monhamed, 20012) "Communication is the process of transmitting ideas, information, and attitudes from the source to a receiver for the purpose of influencing with intent" (p.22)

Once concepts about communication have been given, it is essential to emphasize that communication is used every day in a dynamic way as it serves as a tool to convey information in different ways. Regarding to the implications that communication has in education, it is worth mentioning that it actually allows students learning because they spend most of their time performing communication. When students take part in communicative acts they are demanded to tell, listen, understand, organize and exchange ideas.

Graph 16: Communication Process Elements
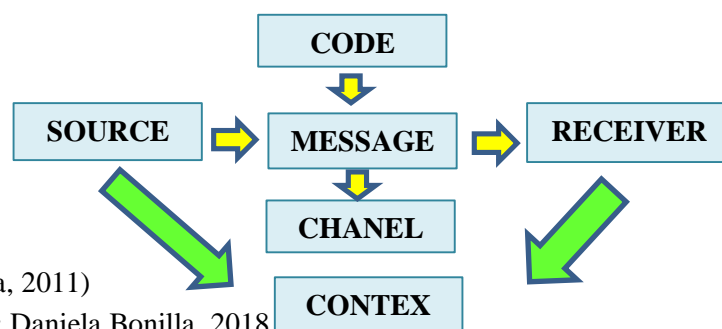
Source: (Garcia, 2011)
Elaborated by: Daniela Bonilla, 2018

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- Source / Encoder: It is the person or starting point where communication process begins as need to communicate ideas, thoughts, feelings, and intentions.

- Receiver / Decoder: It is the person to who the message is sent. The receiver is the target factor of communication which needs to produce positive responses as a sign of effective communication.

- Code: It contemplates specific norms on sign systems used by the sender.

- Message: It is the information the encoder sends to the receiver by changing intentions into symbols. Berlo as cited in (Monhamed, 20012) has stated that message code, content and treatment are vital factors when sending message.

- Chanel: It is the way in which the message is provided.

- Context: It is basically the situations in which the appreciation of communication takes part. It is the structural situations that shapes people' reality.

  When teaching English as a second language, contexts of communication need to be well identified because they give leaners clues to address the situation of conversations. In written communication learners need to link text features to identify social contexts. Learners need to make good choices when writing they need to look beyond words and sentences. In fact, learners should consider linguistic patterns (syntactical and lexicon-grammar features.). In addition, languages and contexts are always complementing each other and it is teachers' role to prepare learners through scaffolding techniques to make learners aware of what the contexts of communication. For example, when students write about tourist places in, it is teachers' role to get them familiarized with vocabulary (synonyms and antonyms) you might expect them to write. In this way, leaners get prior input to activate their brains to address the context communication takes part.

- If any of the above elements is affected by interferences; the communicative process would fail. The units of analysis in this research have got deficiencies in writing: misspelling, punctuation misusage, and affixation processes misuse.

ENGLISH LANGUAGE

According to (Marcos, 2011) it is said that the English Language firstly appeared in North Europe ; mainly in England and later on it spread to other regions. There are evidences that the Anglo, Saxons and Juts tribes were the first people who invaded England.

Today one of the most spoken languages around the world. English is the official language in Great Britain, the USA, Canada, Australia, Nigeria, India and some other countries. However: there is no a legal policy which states who really owns English. Keep in mind that English is a language that has been changing throughout years. To give an example, word formation has been created by affixation process.

English Communicative Language Teaching

(Richards, Communicative Language Teaching Today, 2016) asserted that English Communicative Language Teaching basically emphasizes on strengthening the Communicative competence which focuses on the development of fluency and accuracy by using the target language for different purposes and functions in a variety of settings and contexts. He said that accuracy practices emphasize on creating well-structured patterns of language. Accuracy activities emphasize on classroom use of language, formation of correct example of language, practice language out of context and small samples of language, and control choice of language. That is to say, accuracy practices are focused on creating well-structured patterns.

Brumfit 1984 (as cited in Richards, 2010) said that t that fluency and accuracy in the English Language are bounded when developing the communicative competence. Therefore, he states that vocabulary, grammar structures, pronunciation, drills, dialogues, speaking activities should be worked up together at certain point because all of them are linked when strengthening communication in a second language. He noted that it was claimed that textbooks and classroom materials always have a range of activities that promote both accuracy and fluency,

then teachers should take advantage of them in order to encourage learners to develop their communication competence.

SKILLS

The English language promotes fur skills which are: speaking, reading, listening and writing, there are sub-skills as vocabulary and grammar. Keep in mind that all of the mentioned skills contribute to effective learning process.

Receptive Skills

Listening and reading are receptive skills and they basically imply language input.

- Reading: It implies texts comprehension; therefore, grammar, vocabulary and language functions need to be understood.
- Listening: This skills also implied language input through sounds factors such as pronunciation, intonation, and even contexts in which communication is taking part. Listening involves interpreting, remembering, replying, and understanding.

Productive Skills

Speaking and writing are productive skills which basically base on producing language output.

- Speaking: It is an external and direct skill. The most common characteristics are: intonation, syntax and cohesion.
- Writing: It basically involves people in creating graphics or written symbols. One should the capacity to write down words in a comprehensible form.

WRITING SKILL

It is a productive skill that creates and processes meaning committing symbols to generate ideas and thoughts in a readable form. Keep in mind that writing conventions are orthographic patterns, appropriate word order, acceptable grammatical systems and link and connection convey.

Regarding to English teaching, writing skills demand students to produce written language rather than receiving it. This convention involves communication of messages throughout signs. As writing is the visual representation of the language, one should keep in mind that students remember English terms through written words.

Writing characteristics

Cohesion

According to (Tanskanen, 2016) cohesion mainly deals with grammar structures and lexical elements.

Cohesion is the relation or connection between words and phrases; it is like the glue that sticks together a text. That glue becomes the cohesive devices which connect two or more ideas. When writers are cohesive their ideas are well-connected. Williams as cited in (Damaico, 2010) have said that "Cohesive sentences are like puzzle pieces carefully placed onto a paper"

Coherence

According to Collins- COBUILD English Dictionary it is said that "Coherence is a state or situation in which all parts or ideas are fit together well so that they form a unit whole".

Coherence deals with organization of ideas within the text. In other words, it is the overall understanding of what people write. When writers are coherent their sentences haves sequential order, proper orthography and punctuation.

Text organization

Writers should organize their texts in a logic and legible way. This involves correct use of spelling, linking words, punctuation, vocabulary, and grammar. Efficient communication of ideas includes appropriate use of register, ideas, and language functions.

It refers to how a text is organized to help readers follow and understand the information presented. Written texts should be chronological in they should show cause and effect.

Writing Activities

Controlled

Controlled writing invites learners to work in a cooperative way rather than individually. It is important to present short written activities such as: puzzles, games, multiple choice tasks, spelling and short gap filling activities. Feedback and correction plays a very important role in controlled writing activities. Controlled tasks are also known as guided activities and learners use language differently according to what they want to say.

(Alcantara, Cabanilla, Espina, & Villamin, 2003) presented some ideas for controlled activities.

- Copying sentences and paragraphs.
- Writing down sentences and paragraphs from dictation
- Rewriting sentences and selecting the correct word or expression
- Substituting grammatical forms and structures
- Substituting specific expressions or vocabulary terms in sentences
- Completing sentences in a paragraph
- Transformation of sentences containing structures and vocabulary words.

Free

On the other hand, free activities apply creativity when communication ideas. This kind of writing includes more complex structures by using different structures.

Writing process

Keep in mind that writing demands subskills which are described hereunder: According to (Sppratt , Pulverness, & Williams, 2011) they suggest the following procedures.

- It is important to brainstorm in order to develop ideas.

-Planning involves working out with the order in which ideas are going to be displayed

-Drafting is the first form of what would be presented but it is still susceptible to changes.

 -Editing involves making corrections in order to improve the text.

- Proofreading highly checks any mistake in coherence and cohesion.

- Re-drafting is the final revision of the text.

(Caicedo, 2016) in her action and innovative project with the name "Using Cooperative Learning to Foster the development of Adolescents' English Writing Skills" has applied cooperative learning to get elementary English students to enrich their writing performance. As an important trait, the first feature this research identified was student's interests about writing in order to lead them to future autonomous work and meaningful communication. Thus, Cooperative Learning (CL) is significantly important on written language (vocabulary acquisition and sentence construction). Caicedo asserted that it is always suggestable to promote writing progressively (step by step). Before conducting her research, Caicedo found out that her students were facing issues with spelling, word formation, sentences arrangement and coherence and it had been caused by the unimportance

teachers had towards writing procedures. Caicedo noted that following writing process is a key factor to identify and correct mistakes. On top of that, writing cooperatively involves giving each student a role which will contribute to the development of the writing result. Expressivist and Cognitivism are highly discussed because they in fact suggest taking into consideration five writing stages (pre-writing, drafting, revising, editing and publishing). Teacher's role is to inspire, support, motivate and lead students when developing writing skills. Students receive feedback from both teachers and peers which makes learning environment friendly. In the research they gave roles to students. When they began the study they gathered students in groups and asked to complete a questionnaire about their insights about writing. The relationer checked grammar features, the recorder checked notes about peers' ideas and the observer correct grammar mistakes.

When learning a language people should bear in mind that it involves cooperation and active participation with different kind of people. Cooperation has been one of the most important paths to reach evolution in humankind. Therefore, working cooperatively when teaching writing skills foster independence, interaction, group processing, accountability, and cooperative skills and it is because each student has roles to do on CL. An important aspect to highlight is the importance of determine students' interest and perceptions on writing since very elementary levels. As cooperative work demands time, it is suggestable to five time to planning; in addition, CL promotes process- oriented writing production which helps to ensure students' interests, vocabulary, cohesion and coherence. It is suggestable to apply CL tasks with third level students at CTT language school mainly at the beginning when they are getting familiar with writing development.

Vocabulary Structure

Vocabulary Choice: It is highly essential to mention that one of the most important factors in effective writing is having wide range of vocabulary as writers need to make a careful selection of words to sound coherent, cohesive and clear when they communicate.

Regarding to (Folse, 2013) one should bear in mind that strong vocabulary is a pat to develop not only writing but also other skills. Students who increase their vocabulary develop a positive effect on the ability to construct efficient language proficiency. Additionally, more vocabulary implies better comprehension.

Third level students in CTT de los Andes Language Center do not have a wide range of vocabulary words; therefore, most of them tend to write repetitive verbs, adjectives and words on their written productions; furthermore, their language production bases on common and unsophisticated words. It is also worth mentioning that Spanish has complex vocabulary forms as it has many tenses, inflections, rules, gendered nouns and adjectives. Spanish is also a flourished language; therefore, when Spanish speakers attempt to write English words and sentences, they might sound "wordy". Nevertheless, the lack of vocabulary prevents learners from constructing coherent language.

(Colceriu, 2009) states that students need to me motivated to consciously feel eager to increase their vocabulary. In addition, vocabulary learning has to be exploited through morphological analysis. Therefore, students become proficient on vocabulary choice especially when they have to perform different writing styles.

Sense Relation between Words: Words play a very important role in cognitive meaning of sentences; in addition, the meaning of sentences can change through the following sense relation lexemes.

- Synonyms: Words which have the same meaning. Example: rude- impolite
- Homonymy: Words which have same orthography and pomology patterns but their meaning is completely different. Example: Book (verb: to make a reservation) / Book (noun: pages to read gathered together) bear (noun: an animal) / bear (verb: to stand someone).
- Polysemy: (Varga, 2010)"The meaning of one lexeme is metaphorically extended on the basis of some similarity" (p.72) Example: The verb *get* can have these meanings: understand, become, obtain.

- Antonym: Words with opposite meanings. Example: friendly- unfriendly, polite-impolite.
- Gradable opposites: Varga mentions that gradable opposites are gradable lexemes that work relatively to norms. Example: big vs small. A small house is not relatively very small. A big house does not necessarily look like a mansion. Bigger (means less small), smaller (means less big). One lexeme or gradably opposite can be either unmarked or unmarked. How big is your house? Vs How small is your house? How old are you? Vs How old are you?
- Relational Opposites: (Varga, 2010) "Lexemes referring to symmetrically opposite aspects of the same situations" (p.49). Example: employer vs employee.

    Cognitive meaning of sentences: Sentences can be identified under the following patterns.
- Sentential patterns: nouns, proper names, content words, function words, morphemes. Example. Mrs. Larry carried her son.
- Functional labels sentences have (order). Example: Mrs. Larry carried her son / Her son carried Mrs. Larry
- Cognitive meaning: It refers to sentence structure and how words are organized. (Adjective and adverb order). Example: Mrs. Larry (writes and draws) fast. / Mrs. Larry writes and (draws fast).

Students in CTT Language School need to be aware about the importance words have not only as separated items but also as integrated and immersed features in sentences. Third level students misuse vocabulary words when writing down their opinions and thoughts in written texts as a consequence of lack of vocabulary knowledge. Granted that, vocabulary words such as synonyms, homonyms, and antonyms give leaners better writing skills performance.

2.5 Hypothesis

(Herrera, Medina , & Naranjo, 2014) said that the hypothesis formulation basically focuses on relating an independent variable with a dependent variable. They also said that the hypothesis formulation can be either general or specific. They are proposals subject to verification. Granted that, the hypothesis in this research is:

Morphological Affixation process improves English writing skills.

2.6 Identification of variables

Independent Variables: Morphological Affixation Process

(Huddleston & Pullum, 2005), said that morphological affixation process is the procedure of creating words by adding morphemes to roots or base words. This operation uses affixes known as prefixes and suffixes. On the one hand, Affixation involves inflection which is a grammatical process that forms words from the same class and it carries grammatical information. It bases on attaching inflectional morphemes to existing words. It also causes modification in syntactic structures among linguistic contexts. (Lobeck & Denhan, 2014), stated that affixation also involves derivation which is a lexical process that uses derivational affixes to create new vocabulary items whose meanings can be different.

Dependent Variable: Writing Skills

Productive skill that creates meaning and processes committing symbols to generate ideas and thoughts in a readable form. (Harmer, 2012) said that writing mainly involves cohesion (text organization, global- meaning comprehension, sentence connection) and coherence (internal logic, information sequence, orthography and grammar usage). (Nunan, 2015), mentioned that writing conventions are orthographic patterns, appropriate word order, acceptable grammatical systems and link and connection convey.

CHAPTER III

METHODOLOGY

3.1 Research Approach

Universidad Técnica de Ambato requires a socio, technological or linguistic educational model of research to graduate its students; therefore, this research project follows a socio-linguistic criterion. In other words, it gives students a realistic view on the design, implementation and evaluation of the study (Gardner, 2006). It intends to investigate the influence of Morphological Affixation Process on the Writing Skills and how students interact in real circumstances with the language and how they are able to search a way in which they can be understood when encountering themselves in situations where they cannot transmit their ideas.

Socio-educational

According to (Mejia, 2017) a study aimed to find a socio-educational issue is considered as a socio educational research approach. Therefore, the current research had a socio-educational model as it sought to solve an educational problem (misuse of morphological affixation process in the English writing skill) which was affecting students' academic development.

Quali-quantitative

(Campbell, 1996) said that quali-quantitative researches bases on a social phenomenon, statistical features, variables and a problem. In the same order, according to Muñoz as cited in (Bernal Torres, 2016), surveys, interviews, systematic monitoring, and systematic monitoring can be used as techniques and tools in quantitative researchers.

Therefore, this research was Quali-quantitave for the following reasons. Quantitative, because surveys were used in order to collect numerical or measurable data that were analyzed using some statistical techniques. Qualitative because it seeks understanding the social phenomena, morphological affixation process in the writing skills. In this research not only a social phenomenon, statistical traits, and variables were developed, but also the hypothesis and the objectives were identified. Consequently, it was essential to apply surveys as well as systematic monitoring which allowed counting and classifying statistical data for further information tabulation. Eventually, conclusions and recommendations were stated. One should bear in mind that conclusions and recommendations have direct relation with the objectives settled down at the beginning of this research study.

3.2 Basic Method of Research

Field Research

According to Walliman (2011), a fieldwork study allows respondents to behave and react normally during the process. Hence, in this research, it was relevant to verify facts at the place where the problem was identified; therefore, this study was categorized as a field research because the researcher had direct contact with students, teachers and authorities.

Bibliographic – Documentary

(Mejia, 2017) concerning literature review, it aims to clarify and provide a wider scope of different approaches, theories and concepts from diverse authors about the variables of study. Consequently, theoretical information from the criteria of various authors were gathered in order to give support to this research. Concepts on morphological affixation process and writing skills helped to have a deep comprehension of variables. This study widely explained its theoretical foundation from bibliographic sources such as: researches, essays, articles, internet academic documents, and books.

Transversal - Synchronic

This study was aligned to a socio-educative model and it was intended to third level students at CTT de los Andes Language Center in the academic period May-August 2018.

Quasi –Experimental

According to Mejía (2017), this design is suitable for measuring educational variables such as Morphological Affixation Process on the Writing skills because it is mainly used in social sciences. A quasi-experimental design resembles quantitative experiments. In other words, it involves selecting a group over with a variable is tested without any previous random assignment. This means the independent variable is tested and compared over a one-group pretest-posttest design. Some of its advantages include generating results from general trends, allowing systematic statistical analysis, and reducing the time and sources needed for experimentation. The design is appropriate because a general overview of the situation is needed where a variable is compared between different groups. It can be followed up with a pure quantitative experiment.

Granted that, this research had quasi-experimental traits which allowed to measure the relation of one variable over the other. Therefore, an experimental and control group were selected in order to explain the changes in the dependent variable (writing skills) through the analysis of the independent variable (Morphological Affixation Process). Quantitative experiments have been applied and it involved a pre-test and post-test to the controlled group as well as the experimental group. Additionally, this methodology allowed to get results by doing statistical procedures and it basically led the researcher address a wide overview of the identified problem.

Applied

This research contributed to the solution of a social- educational problem which highly affects third level students at CTT de los Andes Language Center. It is essential to point out that objectives, research questions, hypothesis, conclusions, and recommendations were identified by the researcher. Additionally, this scientific study was supported by theoretical foundation which provided a deep understanding of the variable within this research.

3.3 Level of Research

Exploratory

This work had exploratory traits due to the fact that it is a structured work that probes and explores a poorly studied research in a specific context. Additionally, this work is aimed to analyze data found at CTT de los Andes Language Center. Eventually this data led the researcher to get reliable and feasible information. Consequently, the hypothesis about the effect that affixation processes has on writing skills was verified and proved.

Descriptive

The current research was descriptive because it based on real facts; moreover, important characteristics from students and variables were effectively identified and interpreted. This research had descriptive traits because it did not only collect information but it also defined relationship between concepts and variables.

Correlational relation level

The independent variable (Morphological Affixation process) directly affects the dependent variable (English writing skills). Then, there is closer relationship between the two variables as each of them undoubtedly complements each other.

3.4 Population and Sample

The population in this research bases on the totality of elements to be studied. Its description is presented in the chart below. It is worth mentioning that the collected data focused on the academic period May-August 2018.

Table 14: General Population

Elements	Number
Third Level Students	225
Third Level Teachers	40
Total:	265

Source: CTT de los Andes Language Center
Elaborated by: The researcher, 2018

Probabilistic Sample

(Herrera, Medina , & Naranjo, 2014) "The elements from the whole universe take part in the sample of this work as they are affected by the research problem".

Granted that, this research used a probabilistic sample with 225 students to whom surveys were applied. The population displayed in the chart below was used to verify the hypothesis within this research.

Table 15: Probabilistic Population

CTT DE LOS ANDES LANGUAGE CENTER THIRD LEVEL STUDENTS			
Third A	35	Men:	15
		Women:	20
Third B	36	Men:	16
		Women:	20
Third C	30	Men:	10
		Women:	20

Third D	31	Men:	15
		Women:	16
Third E	31	Men:	14
		Women:	16
Third F	32	Men:	19
		Women:	13
Thrd G	30	Men:	13
		Women:	17
TOTAL	**225**		**225**

It is vital to point out that, a survey for teachers was also designed in order to give support to the performance of this research. However, to avoid subjectivism analysis bias on the results, teachers' surveys were not taken in consideration when verifying the hypothesis.

Table 16: Third level teachers

CTT DE LOS ANDES LANGUAGE CENTER		
Morning Schedules	Women:	6
	Men:	4
Afternoon Schedules	Women:	6
	Men:	6
Evening Schedules	Women:	4
	Men:	4
Weekend Schedules	Women:	6
	Men:	4
TOTAL:		40

3.5 Operationalization of Variables

Table 17: Independent Variables Matrix

Independent Variable	Dimensions	Indicators	Items	Techniques and Instruments
Morphological Affixation Process **Characterization** Procedure of creating words by adding morphemes to roots or base words, affixes known as prefixes and suffixes are used in this process, moreover, affixation directly involves inflection and derivation which forms both: grammatical categories as well as new vocabulary items to eventually be used in meaningful communicative language structures.	Affixes features	-Prefixes -Suffixes - Word formation - Morphemes - Roots/ base words	- I have been explicitly taught about the influence that prefixes and suffixes have on the formation of English words. - I would like to use morphological affixation constructions when I produce written texts. - I have been instructed about the meaning of prefixes and suffixes when I attempt to build up new words.	**Techniques** -Validated Survey
	Inflectional Affixation	- Grammatical process - Same class word -formation - Grammatical Information - Inflectional grammatical morphemes	- In class, I work on activities which allow me to recognize and reinforce grammatical suffixes such as: gerund forms, plural nouns, comparative and superlative adjectives. Example: (smile-smi**ling,** house-hous**es,** bigg**er**-the bigg**est**)	**Instruments** -Pre-test -Post-test -Rubric
	Derivational Affixation	- Lexical Process - Derivational affixes - New vocabulary items - New meaning - Grammatical Class-changing - Grammatical class maintaining.	- My teacher presents activities which allow me to identify prefixes to create opposite adjectives. - I can identify suffixes to create nouns from verbs. - My teacher has explained about the formation of adverbs originated from adjectives. - I can identify suffixes to create adjectives from nouns	

Source: Direct research

Elaborated by: Daniela Bonilla, 2018

Table 18: Dependent Variable Matrix

Independent Variable	Dimensions	Indicators	Items	Techniques and Instruments
Writing skill **Characterization** Productive skill that creates and process meaning by committing symbols in a readable form to generate ideas and thoughts in a readable form, it highly encompasses writing conventions such as: cohesion, coherence, and grammar usage; moreover, writing involves proper vocabulary structure within a context.	Writing characteristics	- Cohesion - Coherence - Text organization - Grammar systems - Orthographic patterns - Appropriate word order - Punctuation - Spelling	- I consider that the development of writing skills plays an important role on the English learning process. - I would like to write coherent and cohesive written texts by using prefixes and suffixes. -My teacher presents tasks to practice spelling and word formation. -My teacher gives clear instructions, enough time and guidance when I produce written texts.	**Techniques** -Validated Survey **Instruments** -Pre-test -Post-test -Rubric
	Writing activities	-Controlled -Guided - Free - Feedback	-My teacher asks me to work on controlled and guided writing. -My teacher gives me feedback about the texts I write using a writing rubric.	
	Vocabulary Structure	-Range of Vocabulary choices (lexicon). -Use of synonyms, antonyms, and relational opposites.	-I use a wide range of vocabulary choices to write proper ideas relevant to purpose, audience and text style. -I enrich my lexicon in written texts when I use prefixes and suffixes to create antonyms, synonyms and opposite words. -I can distinguish nouns, verbs, and adverbs within a paragraph. - I consider that the morphological affixation process plays an important role on writing skills.	

Source: Direct research

Elaborated by: Daniela Bonilla, 2018

3.6 Method of Data Collection

(Mejia, 2017), has established that in order to direct, collect, preserve and transmit a scientific research, it is important to apply a set of rules of systematization, facilitation and security. Therefore, the following steps will be applied in order to get reliable information within this research.

a) Survey: A questionnaire was specifically created and applied to third level students (225) at CTT de los Andes Language Center in order address the reactions and knowledge students had towards Morphological Affixation process in English writing skills. In addition, the collected data served as support and basis to create the proposal. Furthermore, this survey was considered as a structured tool for two reasons: it was validated by three educators in the teaching field and its form is pre-stablished to students at CTT de los Andes language center.

b) Pre -test: In order to collect data, it was essential to apply a validated pre-test taken from a sample of (Pearson, 2017) for assessing affixation process (prefixes and suffixes). In this study, a pre-test was given to both the control group (28 students) and the experimental group (28 students) at the beginning of the study in order to address students' level of comprehension about prefixes and suffixes when writing. To assess independent writing from the Pearson Test, a validated rubric by (Dunsmuir, et al., 2014) was used.

c) Intervention: In the third phase, the experimental group was given practice about inflectional and derivational prefixes and suffixes. Within this stage, students addressed the explicit meaning of prefixes and suffixes when building up new words; in addition, they practice on construction of nouns, adjectives, verbs, and adverbs in isolated and contextual patterns. The experimental group received explicit instruction of new words formation (prefixes and suffixes). Additionally, students' independent writing was assessed through the writing rubric by (Dunsmuir, et al., 2014) It is worth mention that the Controlled group was not considered in this phase, that is

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to say that this group did not receive explicit practice on construction of new words but instead they worked normally on the usual planned syllabus of the academic book used among third levels (Life 3 from National Geographic C. learning).

d) Post- Test: The post- test had the same parameters used in the pre-test as it was aimed to assess the learning reaction students had after the intervention. In this stage, the controlled group as well as the experimental group were assessed with the post-test. In this way, a comparative analysis was made. Additionally, the mentioned writing rubric used to evaluate independent writing had the reliable and validated principles that effective assessment and evaluation promotes.

e) Analysis and interpretation of data: Regarding to this stage, it was vital to create several charts and graphs to explain arguments and results. Furthermore, the analysis helped to establish conclusions and recommendations. To follow proper analysis and interpretation of data, it was considered the following sequence.

Table 19: Method of Data Collection

BASIC QUESTIONS	EXPLANATION
What aspects?	Morphological Affixation process in the English Writing Skills.
Why?	To meet the objectives stated in this research
Who?	Daniela Bonilla (The researcher)
To whom?	Third level students
When?	The intervention started the first week of May and it finished the last week of August 2018.
Where?	CTT de los Andes Language Center (Ambato)
How many times?	Data collection took place before and after the process of intervention.
In what situation?	As part of a study which was pertinently integrated into the regular schedule at CTT de los Andes Language Center.

What data gathering techniques?	Survey
What data collection instruments?	- Survey (pre-stablished structured tool directed to third level students). -Pre and post interventions (Pearson Test) -Validated writing rubric

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

3.7 Data processing and analysis

According to (Bernal Torres, 2016) data processing describes the ways to collect, analyze and submit data. Data analysis should be performed by following these steps:

1. Obtain data about the population and sample.
2. Identify variables and criteria to organize information gathered in the field research (critical revision of collected data).
3. Determine statistical tools as well as computing software which are used in the stage of data processing analysis (tabulation and graphs).
4. Interpretation and analysis of results.
5. Hypothesis verification
6. Determine conclusions and recommendations (p.214).

Therefore, it is vital to mention that once information was systematically gathered by using the techniques and tools mentioned on the previous stages (surveys, pre and post-tests), information was illustrated, analyzed, validated, interpreted and tabulated through Excel software, Random Number Generator and SPS statistic software. Consequently, graphs and charts were presented in order to facilitate the comprehension of data. On top of that, the hypothesis was verified by using the chi-square test which based on 225 students. It is worth noting that statistical features played an important role when proving the hypothesis made in the following stage. Finally, conclusions and recommendations were established by taking into consideration the objectives proposed in chapter I.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

4.1.1 Surveys results

This section presents the statistical data obtained from the surveys made to both students and teachers. The results for each opinion question has a Likert scale (always, often, sometimes, rarely, never) and it is represented in graphs and charts. The interpretations for each question is also displayed in this chapter. Keep in mind that, this section is vitally important as it allows to establish the hypothesis, conclusions, recommendations and the activities suggested in the proposal phase.

1. I consider that the development of writing skills plays an important role on the English learning process.

Table 20:Writing Skills and English Learning

Option	Frequency	Percentage %
Always	103	45.78%
Often	87	38.67%
Sometimes	22	9.78%
Rarely	12	5.33%
Never	1	0.44 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 17: Writing Skills and English Learning
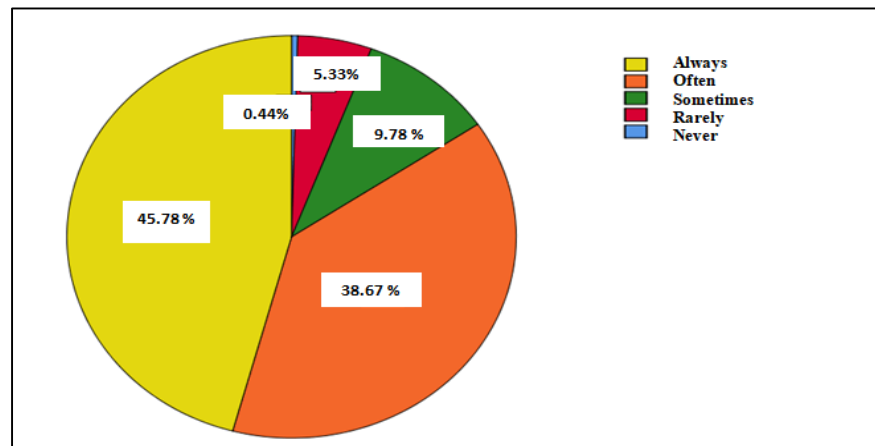
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: The results above show that 45.78% of the students believe that the development of the writing skills have a positive effect on the English language learning, 38.67% said that it is often important, 9,78 claimed that writing skills sometimes play an important role on their learning advancement. In the same order, 5.33 % said that his rarely happens and 0.44% said never. Therefore, these results show that students are aware about the importance that writing skills have; moreover, students want to develop them in their learning process.

2. I know about the influence that prefixes and suffixes have on the formation of words in my mother tongue (Spanish).

Table 21: Influence of Affixes on Spanish words

Option	Frequency	Percentage %
Always	30	13.33%
Often	31	13.78%
Sometimes	30	13.33%
Rarely	45	20.0%
Never	89	39.56 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 18: Influence of Affixes on Spanish words
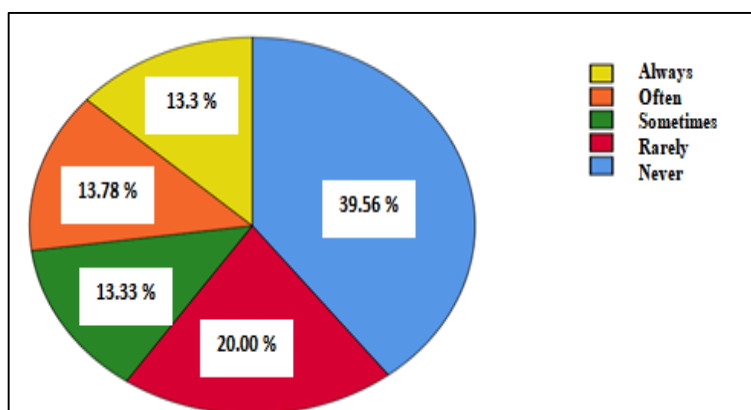
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: According to the information presented in the above graph, it is clearly seen that 39% of the interviewees do not really know about affixation processes in their own mother tongue. It is also displayed that 20% often notice about prefixes and suffixes constructions in Spanish. More than a half of students disregard essential word-forms in their native language; therefore, it causes word-learning deficiency as students' dominant language influence on the learning process. Unfortunately, the number of students who said that always feels familiarized with affixation in Spanish is minor in relation to the number of students who answered never and rarely.

3. I have been explicitly taught about the influence that prefixes and suffixes have on the formation of English words.

Table 22: Influence of Affixes on English words

Option	Frequency	Percentage %
Always	31	13.78%
Often	41	18.22%
Sometimes	49	21.78%
Rarely	47	20.89%
Never	57	25.33 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 19: Influence of Affixes on English words
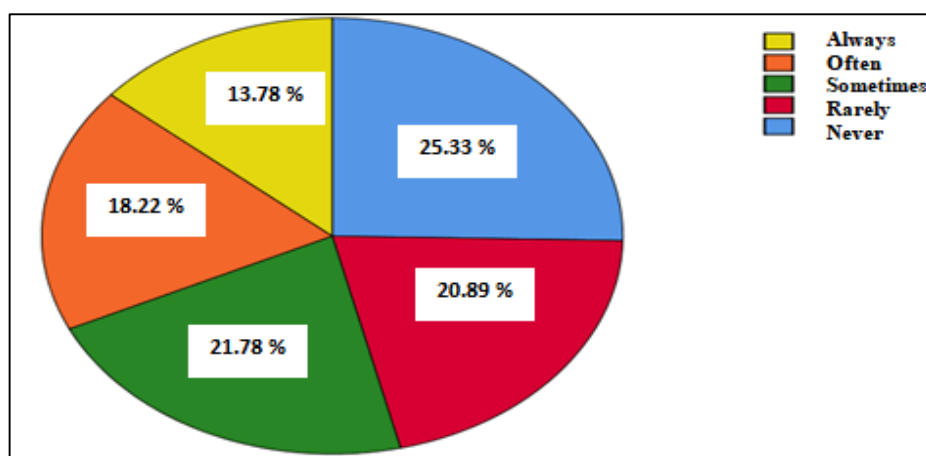
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: The data showed above demonstrates that 57% of the students have never been implicitly taught about affixation in the English language, 20.89 % say that rarely know about this process, whereas 21.87 % say sometimes and 18.22% say often. Overall, over a half students mention that their knowledge on English affixation process is relatively low. Therefore, the deficient performance on word formation highly affects writing development. Granted that, teachers should promote explicit lessons on prefixes and suffixes. In this way, students become aware of word-constructions.

4. I have been instructed about the meaning of prefixes and suffixes when I attempt to build up new words. Example: (**un**: opposite of, **ful**: full of)

Table 23: Meaning of Prefixes and Suffixes

Option	Frequency	Percentage %
Always	11	4.89%
Often	13	5.78%
Sometimes	25	11.11%
Rarely	45	20.00%
Never	131	58.22 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 20: Meaning of Prefixes and Suffixes
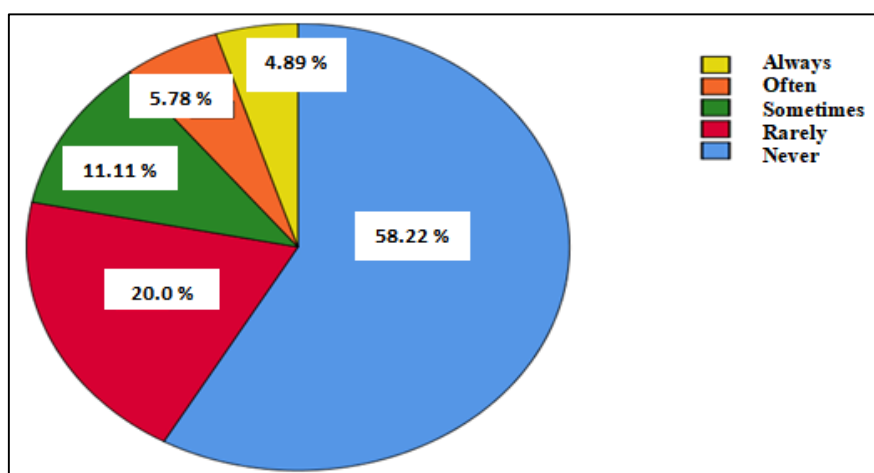
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: With regard to this question, it is evidenced that 58.22% of the students claim that they have never been taught about the specific meaning that affixes have; in addition, 20% state that they rarely know about the meanings of certain affixes whereas 1.11% say that sometimes address the internal meaning of suffixes and affixes. Hence, one can notice that more than three quarters of students do not identify the inner meaning of prefixes and suffixes. Students need to be explained about the meaning of morphemes. in this way, they can easily use a wide range of vocabulary when writing.

5. My teacher presents activities which allow me to identify prefixes to create opposite adjectives. Example: (real- **un**real / legal -**il**legal)

Table 24: Activities to identify affixes

Option	Frequency	Percentage %
Always	10	4.44%
Often	20	8.89%
Sometimes	40	17.78%
Rarely	56	24.89%
Never	99	44 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 21: Activities to identify affixes
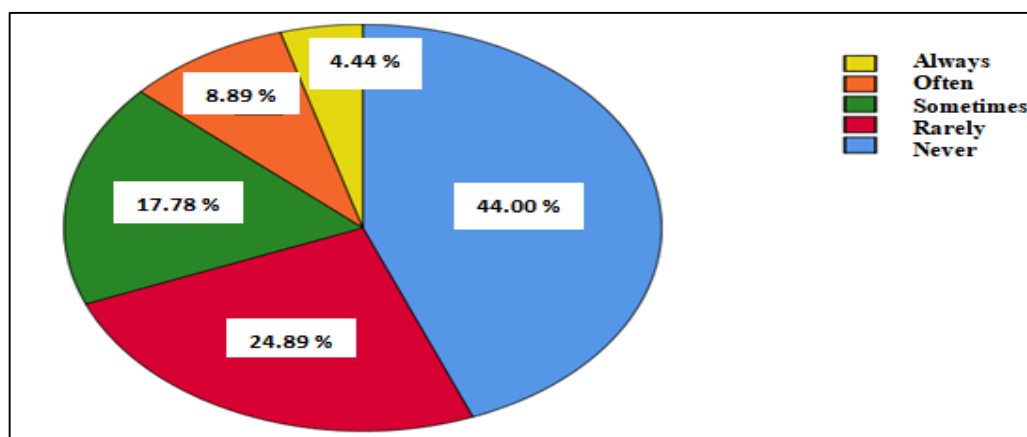
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: The results displayed in this question show that only 4.44% of students tell that their teacher presents tasks to identify prefixes to create opposite adjectives. In addition, 8.99% say that often and 27.78 say sometimes. Unfortunately, 44% of the surveyors say that they never work on opposite construction by using prefixes and 24, 89% say that they rarely work on morphological affixation constructions. Granted that, it is evident that students' vocabulary has been negatively affected as their teachers do not present opportunities to practice the construction of opposite adjectives by using prefixes such as: un, ill, ir, non, etc.

6. I can identify suffixes to create nouns from verbs. Example: (train – train**er** / perform- perform**ance**)

Table 25: Suffixes to create nouns from verbs

Option	Frequency	Percentage %
Always	20	8.89%
Often	25	11.11%
Sometimes	33	14.67%
Rarely	60	26.67%
Never	87	38.67 %
Total	**225**	**100 %**

Source: Student survey   **By:** Daniela Bonilla

Graph 22: Suffixes to create nouns from verbs
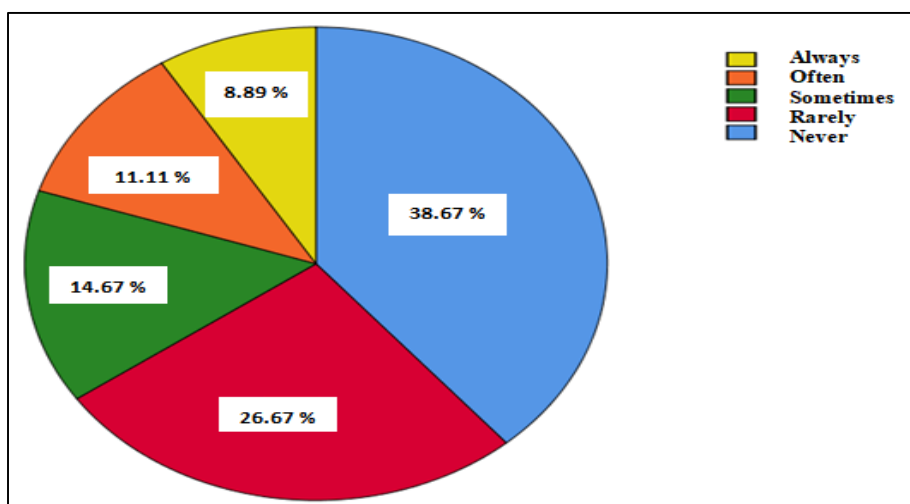
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Regarding to this inquiry, there is only an 8.89% of students saying that always can identify suffixes to form nouns from verbs when they write sentences. 11.11% say often and 14.67% say sometimes. Sadly, 26.67% say that rarely can create nouns originated from verbs and 38.67% claim that never can manipulate suffixes to form nouns from verbs. Once more, it is seen that more than the half of the students cannot recognize suffixes to form nouns from verbs. It is clearly illustrated in the above graph that teachers do not give importance to internal structure of those nouns which can be formed from verbs.

7. My teacher has explained about the formation of adverbs originated from adjectives. Example: (quick-quick**ly**)

Table 26: Adverbs from Adjectives

Option	Frequency	Percentage %
Always	10	4.44%
Often	20	8.89%
Sometimes	30	13.33%
Rarely	28	12.44%
Never	137	60.89 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 23: Adverbs from Adjectives
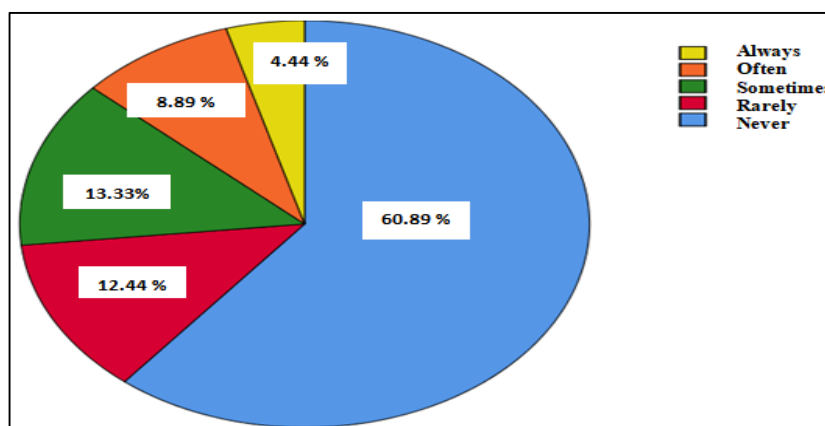
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Out of a total of 225 students, 4.44% say that always work on adverb-formation, 8.89 % of them think that often do tasks to practice the formation of adverbs and 13.33% say sometimes. These results bring out the fact that 60.89% of the students never work on exercises where they can form adverbs originated from verbs. In addition, 12.44% say that rarely are able to form adverbs whose origin are adjectives. These results show that almost three quarters of the students do not really know the difference between adjectives and adverbs as they cannot form adverbs originated from adjectives. There is a big need to promote the morpheme –ly which allow one to create adverbs.

8. I can identify suffixes which allow them to create adjectives from nouns. Example: (stress- stress**ful/** home**-** home**less**)

Table 27: Suffixes to create adjectives from nouns

Option	Frequency	Percentage %
Always	17	7.56%
Often	22	9.78%
Sometimes	34	15.11%
Rarely	57	25.33%
Never	95	42.22 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 24: Suffixes to create adjectives from nouns
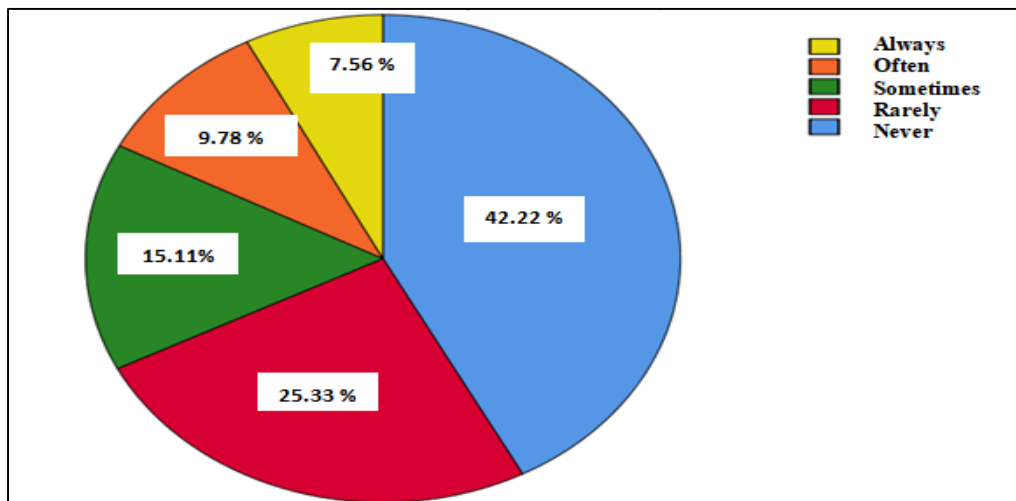
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: With regard to this question, 7.56% of the student say that always have opportunities to use suffixes to construct adjectives from nouns. Whereas 9.78% say that often can recognize suffixes to create adjectives originated from nouns, and 15.11 say sometimes. As it is clearly presented in the graph above 25% say that rarely can recognize suffixes which can convert a noun into an adjective and unfortunately, 42.22% of the students say that in fact never feel confident when building up adjectives from nouns. Sadly, the number of students saying that do not identify suffixes to make nouns is a lot high in relation with those students who say that can identify these kinds of suffixes.

9. In class, I work on activities which allow me to recognize and reinforce grammatical suffixes to form gerunds, plural nouns, comparative and superlative adjectives. Example: (smile-smi**ling/** house-hous**es**/ bigg**er**-the bigg**est**)

Table 28: Grammatical Suffixes

Option	Frequency	Percentage %
Always	75	33.33%
Often	45	20.00%
Sometimes	25	11.11%
Rarely	32	14.22%
Never	48	21.33 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 25: Grammatical Suffixes
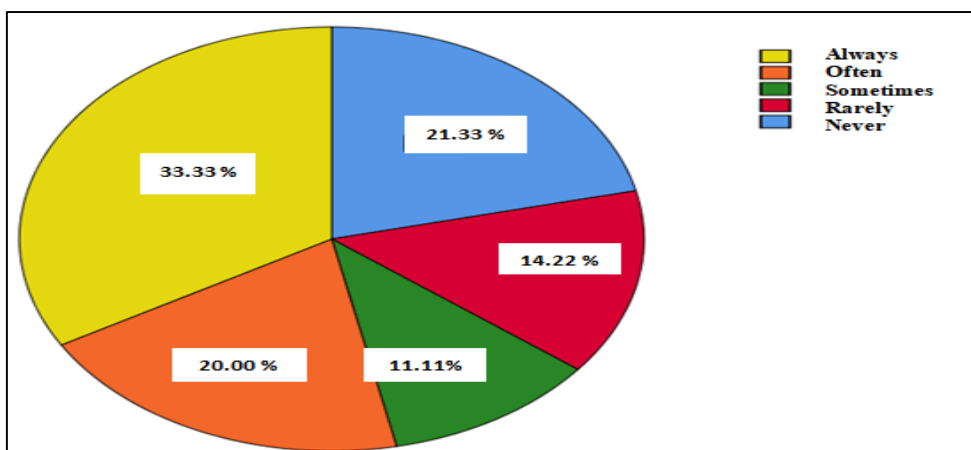
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: As illustrated in the above graph, it is clearly seen that 33.335% of the students believe that always have the chance to practice grammatical task which allow them to identify grammatical suffixes such as: gerund forms, plural nouns, comparative and superlative adjectives. In addition, it is also evidenced that 20% of the students say that often practice on grammar tasks to identify grammatical morphemes. In the same order, 11.11% say that sometimes do grammar tasks on grammar suffixes. But, 21.33% say that never are not aware of grammar morphemes whereas a 14. 22 % say rarely.

10. My teacher gives clear instructions, enough time and guidance when I produce written texts.

Table 29: The role of the teacher

Option	Frequency	Percentage %
Always	46	20.44%
Often	52	23.11%
Sometimes	39	17.33%
Rarely	43	19.11%
Never	45	20.00%
Total	**225**	**100 %**

Source: Student survey　　　　**Elaborated by:** Daniela Bonilla

Graph 26: The role of the teacher
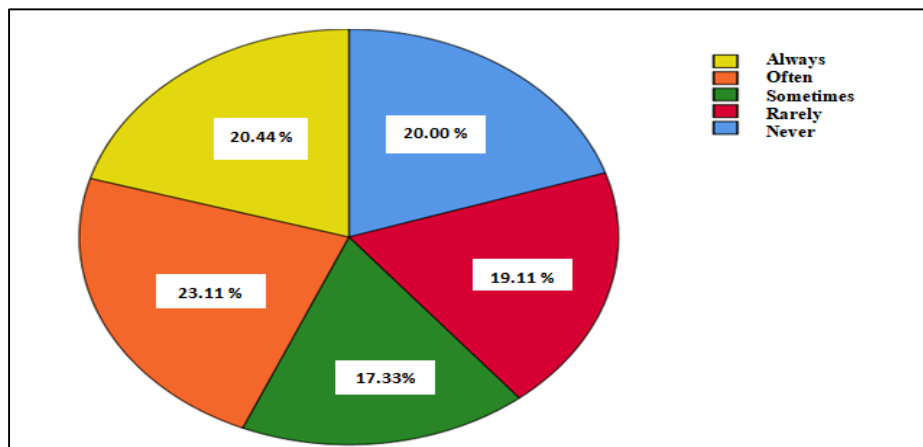
Source: Student survey　　　　**Elaborated by:** Daniela Bonilla

Analysis and Interpretation: The data displayed on the above graph shows that 20.44% of the students say that their teacher always gives them enough time and guidance when writing down texts. It is also seen that 23.11% of the students say that teachers often give proper guidance and 17.33 % say sometimes. In the same order, 19.11% say rarely and 20.00% say never. Overall, it is seen that most students are given instructions and time when doing written performance; however, not all the tome those instructions and time periods are given. Therefore, it is absolutely essential to always make sure that students know what to do and how much time they need to do the written production.

11. My teacher uses a writing rubric when she gives me feedback about the texts I write.

Table 30: Writing Rubric

Option	Frequency	Percentage %
Always	46	20.44%
Often	45	20.00%
Sometimes	54	24.00%
Rarely	38	16.89%
Never	42	18.67 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 27: Writing Rubric
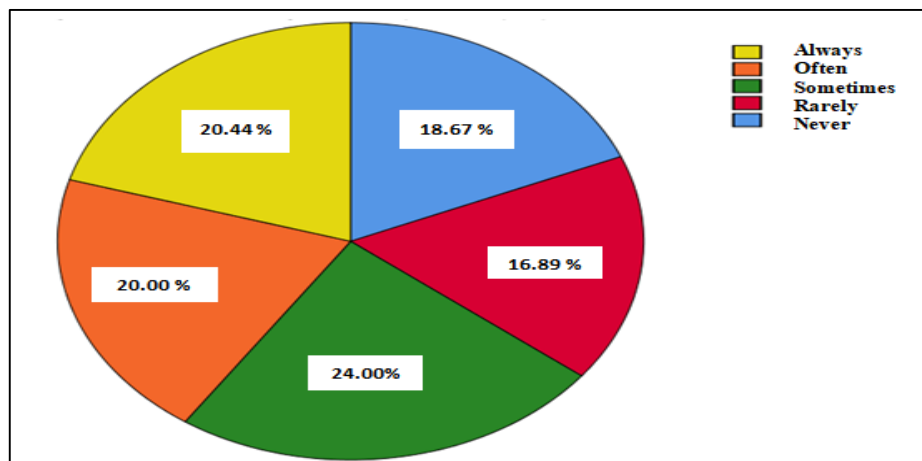
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Out of a total of 225 students, 20.44% of them said that their teacher always use a rubric to give feedback about the texts they write, 20% of the students said that this often happens, 24% said that sometimes they get feedback with a writing rubric. In the same order, 16.89% said rarely and 18.67% said never. On top of that, half of the students asserted that their teachers do not use a writing rubric to assess the writing skills. It is worth mentioning that a reliable writing rubric needs to be used to evaluate students' written production in CTT de los Andes school.

12. I use range of vocabulary choices to write proper ideas relevant to purpose, audience and text style.

Table 31: Vocabulary choices

Option	Frequency	Percentage %
Always	17	7.56%
Often	23	10.22%
Sometimes	22	9.78%
Rarely	40	17.78%
Never	123	54.67 %
Total	**225**	**100 %**

Source: Student survey   **By:** Daniela Bonilla

Graph 28: Vocabulary choices
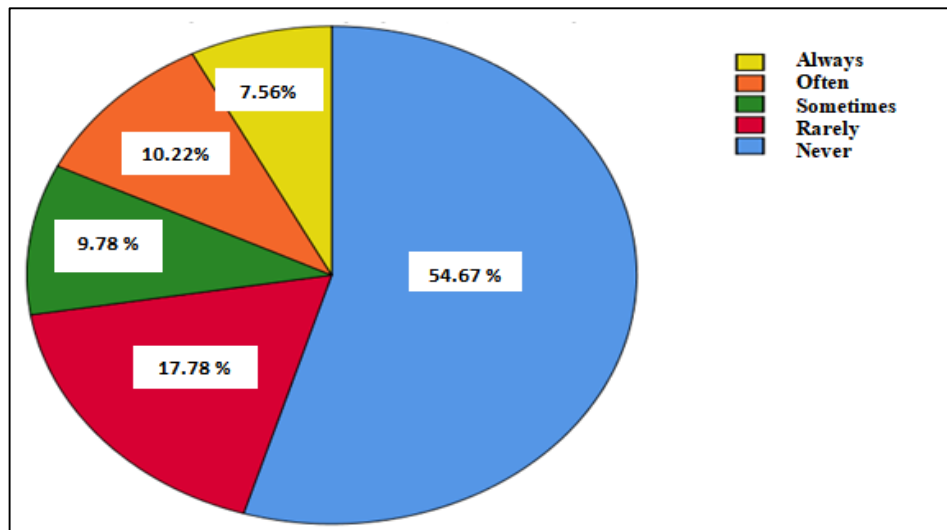
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Based on the results presented in the above graph. On the one hand, 54.67% of the students say that never use a wide range of vocabulary choices to write ideas relevant to purpose, audience, and style. On the other hand, 17.78% say that they rarely know vocabulary words which are related to purpose, audience, and style. In addition, 9.78% say sometimes, 10.22% say often and 7.56% say always. Unsuccessfully, more than the half of the students does not use a wide range of vocabulary words; that is to say, their writing texts not always have relation with purpose, audience, and style.

13. I can distinguish the internal form and patterns of nouns, verbs and adverbs within a paragraph.

Table 32: Internal patterns of words

Option	Frequency	Percentage %
Always	20	8.89%
Often	31	13.78%
Sometimes	35	15.56%
Rarely	58	25.78%
Never	81	36.00%
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 29: Internal patterns of words
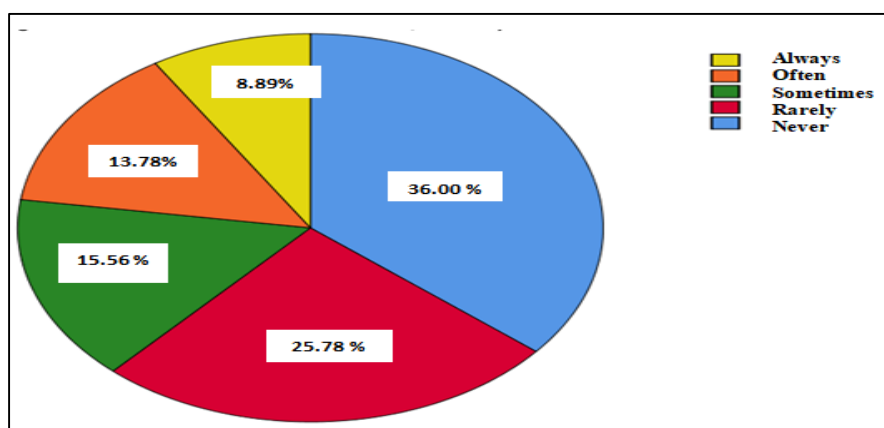
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Regarding to the data displayed in the graph, 8.89 % of the students always distinguish the internal form of nouns, verbs and adverbs within a paragraph. In the same order, 13.78% often, and 15,56% sometimes. In the same order, it is seen that 25.78% of the students rarely identify the morphemes in certain verbs, adverbs and nouns. Whereas 36%, think that never distinguish the internal forma nouns, verbs and adverbs within a paragraph.   Overall, more than he half of the interviewees are not able to identify the morphemes that are characteristics in certain nouns, verbs, and adverbs. There are common features which are characteristics of word classes; therefore, teachers should socialize the most common prefixes and suffixes when creating new words.

14. I would like to write coherent and cohesive texts making use of prefixes and suffixes to meaningfully communicate ideas.

Table 33: Write coherent and cohesive texts

Option	Frequency	Percentage %
Always	188	83.56%
Often	12	5.33%
Sometimes	10	4.44%
Rarely	10	4.44%
Never	5	2.22 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Graph 30: Write coherent and cohesive texts
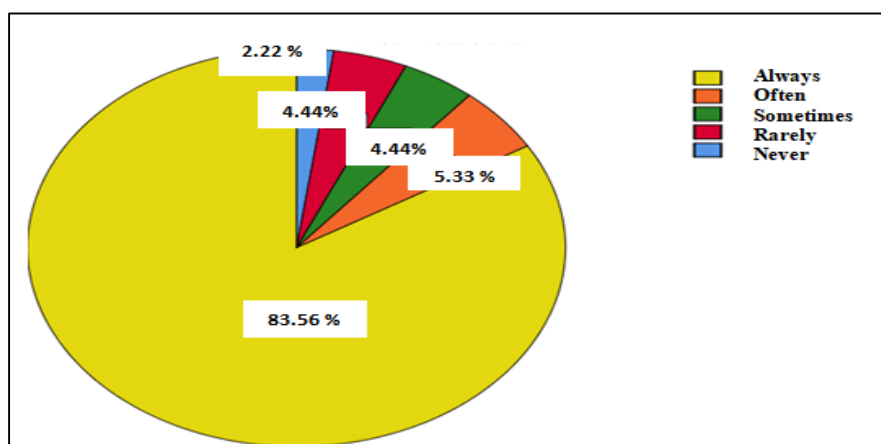
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: The findings in this graph state that 83.56% of the students claimed that they are interested in producing coherent and cohesive texts making use of prefixes and suffixes in order to communicate meaningful ideas, 5.33% of the learners said often, 4.44% said sometimes, 4.44 % said rarely; additionally, 2. 22% of the students said never. Based on the results, one can notice that most of the students are aware about the positive effect that prefixes and suffixes have on the production of coherent and cohesive written ideas.

1. I consider that the development of writing skills play an important role on the English learning process.

Table 34: Importance of writing skills

Option	Frequency	Percentage %
Always	15	37.50%
Often	15	37.50%
Sometimes	5	12.50%
Rarely	2	5.00%
Never	3	7.50 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 31: Importance of writing skills
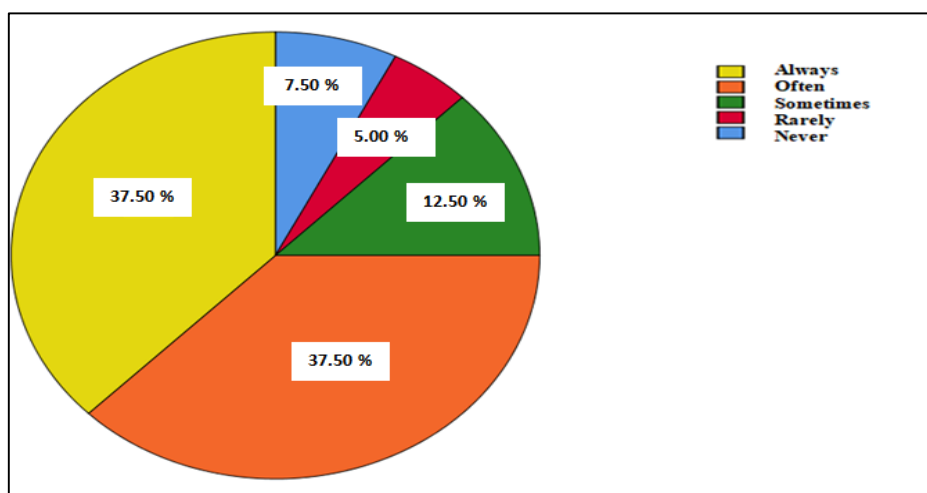
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Based on the results above, it is seen that 37.5% of the teachers said that the writing skills play an important role on the effective learning of the English language, 37.5% said that this happens often, 12.5% said sometimes, 5% said rarely and 7.5% said never. Hence, teachers are conscious about the fact that writing skills contribute to the learning of English, it is vital to promote the instruction of this productive skill.

2. I have checked my students' previous knowledge about prefix and suffix in their own mother tongue.

Table 35: Prior knowledge of affixes

Option	Frequency	Percentage %
Always	6	15.00%
Often	8	20.00%
Sometimes	9	22.50%
Rarely	12	30.00%
Never	5	12.50 %
Total	**40**	**100 %**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 32: Prior knowledge of affixes
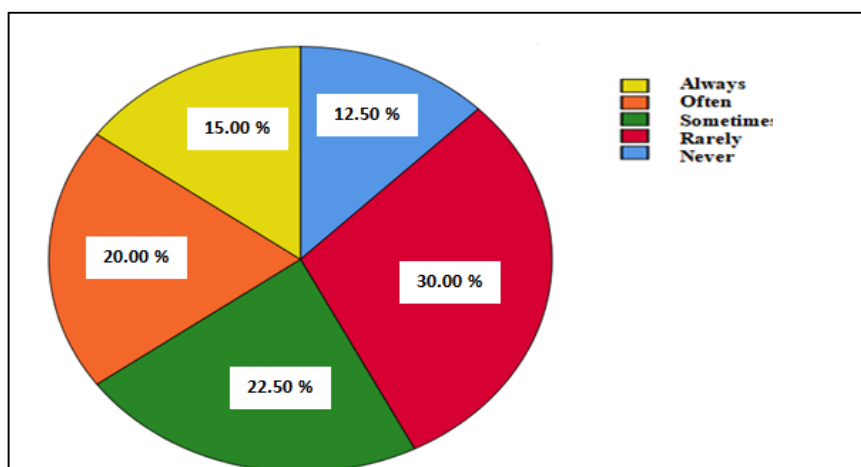
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: According to the information presented in the above graph, it is seen that 15% of the teachers never explain about the influence that affixation processes in Spanish has. It is also displayed that 20% often familiarize about the importance that affixes have in Spanish. In the same order, 22.50% of the teachers say that they sometimes present affixation process in students' mother tongue. Overall, nearly more than a half of teachers do not find it productive to explain about word-forms in Spanish. It is suggestable to make students aware on word-constructions not only in the target language but also in Spanish as it can serve as a tool to promote affixation in English.

3. I have explicitly taught about the influence that prefixes and suffixes have on English words formation.

Table 36: Influence of Affixes in English words

Option	Frequency	Percentage %
Always	2	5.00%
Often	6	15.00%
Sometimes	9	22.50%
Rarely	11	27.50%
Never	12	30.00 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 33: Influence of Affixes in English words
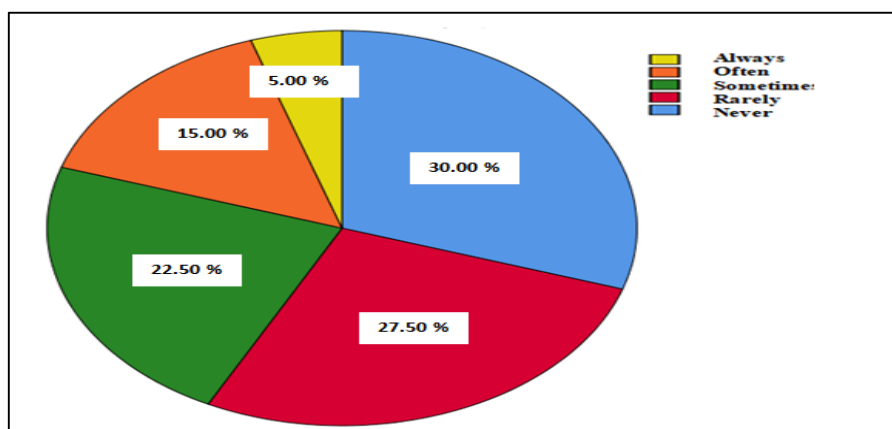
Source: Teacher survey   **Elaborated by**: Daniela Bonilla

Analysis and Interpretation: Regarding to the above questions, one can notice that 5% of teachers say that always explain about the influence that prefixes and affixes have on English learning. In addition, 15% of teachers say often and 22.50% say sometimes. Sadly, on the other hand, there is a 27.5% of teachers saying that they rarely discuss about the influence that prefixes and suffixes have on English and 30% of teachers say that never impart about it. It is therefore seen that more than the half of teachers in CTT de los Andes Language School do not seen the effect that prefixes and suffixes in fact give to the creation of words. It makes one think that there is a little possibility to see CTT students using affixes effectively.

4. I have explicitly explained about the meaning of prefixes and suffixes when my students attempt to build up new words. For example: (**un**: opposite of, **ful**: full of, **ance**: process of)

Table 37: Influence of Affixes in English words

Option	Frequency	Percentage %
Always	2	5.00%
Often	5	12.50%
Sometimes	10	25.00%
Rarely	10	25.00%
Never	13	32.50 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 34: Influence of Affixes in English words
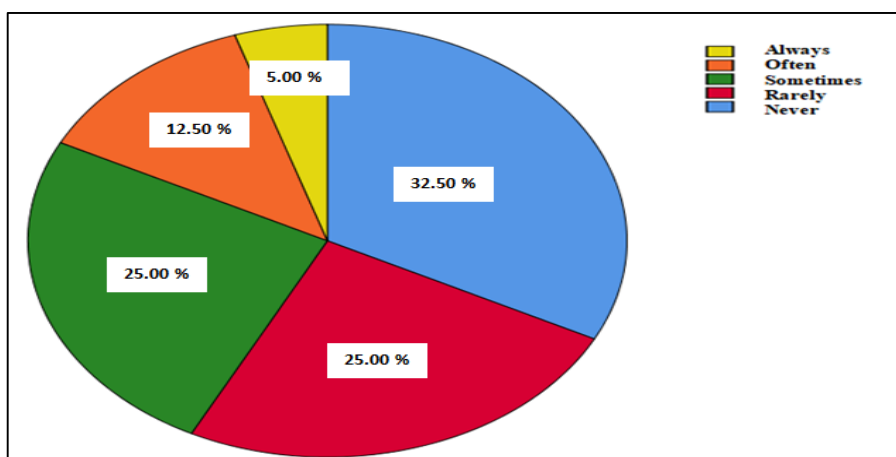
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: As seen in the above graph, 5% of the teachers mention that they always explain about the meaning of prefixes and suffixes when their students attempt to build up new words. In the same order, 12.50% of teachers say that often and 25% say sometimes. Unfortunately, 25% of teachers say that rarely instruct about the meaning of prefixes and suffixes and 32.5% say never. Therefore, most of the students do not address the meaning of common morphemes. It is highly recommended to promote explicit instruction of affixes as students can have a better understand of words not only in isolation but also in contexts.

5. I present tasks to create opposite adjectives by using prefixes. Example: (real- **un**real, legal -**il**legal)

Table 38: Prefixes to create opposite adjectives

Option	Frequency	Percentage %
Always	3	7.50%
Often	7	17.50%
Sometimes	9	22.50%
Rarely	9	22.50%
Never	12	30.00 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 35: Prefixes to create opposite adjectives
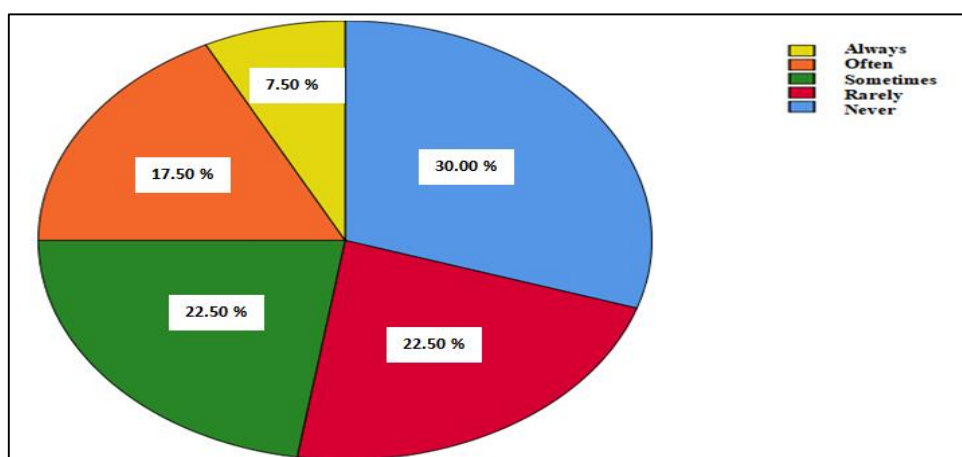
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Regarding to this illustration, it is taken that 7.50% of teachers present tasks to create opposite adjectives in class, whereas, 17.50% of teachers often work on constructions of opposite words by using prefixes. Additionally, 22.50% sometimes do exercises to practice the construction of opposite adjectives. In the same order, 30% of teachers never work on tasks to practice opposite adjectives through derivational prefixes. Consequently, based on these results, one can see that the number of teachers who indeed instruct about prefixes to create opposite words is relatively low.

6. I present activities in which my students identify suffixes to create nouns from verbs. Example: (train-train**er /** perform**-** perform**ance**)

Table 39: Suffixes to create nouns from verbs

Option	Frequency	Percentage %
Always	2	5.00%
Often	6	15.00%
Sometimes	9	22.50%
Rarely	11	27.50%
Never	12	30.00 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 36: Suffixes to create nouns from verbs
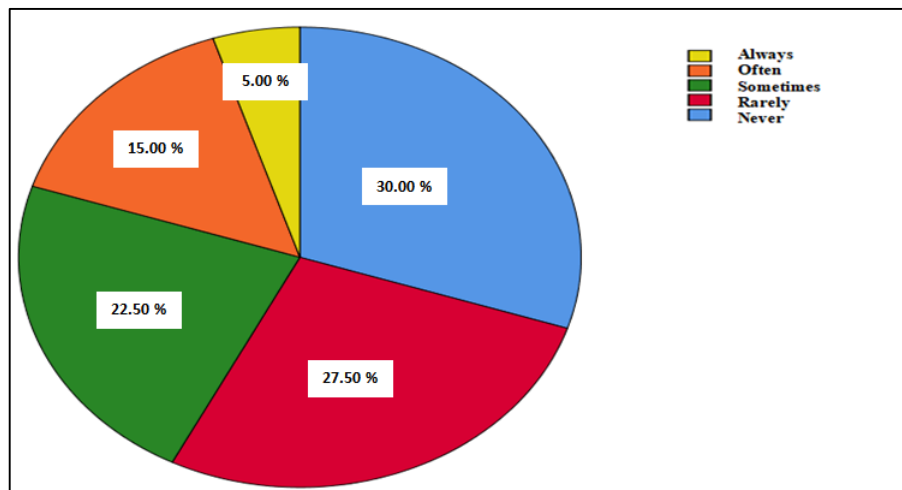
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Based on the results, 2% of teachers stated that they present activities to construct nouns from verbs, 15% said that this happens often, 22.5% said sometimes, 27.7% said rarely and unfortunately 30% said never. Granted that, not all teachers are applying activities to promote word- construction such as noun creation from verbs. It is vital for third level students to know the morphemes they can manipulate to build-up new words.

7. I have explained about the formation of adverbs originated from adjectives. Example: (quick-quick**ly**)

Table 40: Formation of adverbs from adjectives

Option	Frequency	Percentage %
Always	5	12.50%
Often	7	17.50%
Sometimes	9	22.50%
Rarely	8	20.00%
Never	11	27.50 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 37: Formation of adverbs from adjectives
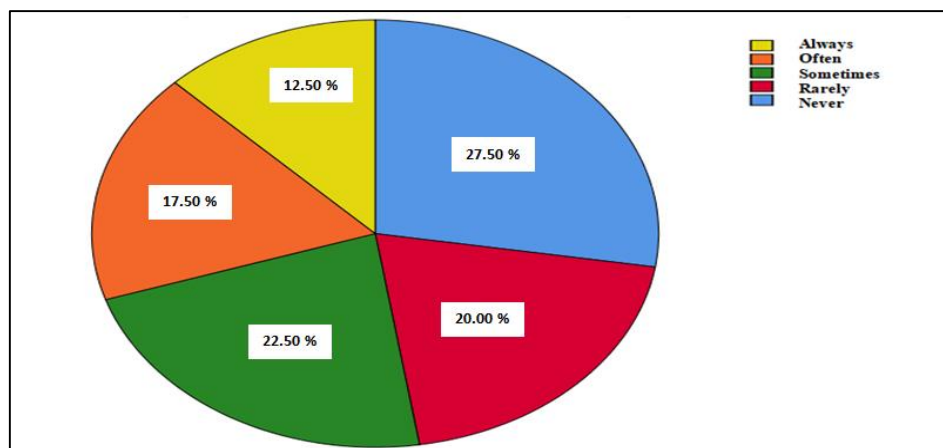
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: According to the chart displayed above, 12.50 % of teachers always explain about the formation of adverbs from adjectives, 17.50% admitted that often happens this, 22.50% said that sometimes this happens, 20% claimed that rarely work on activities to create adverbs from adjectives and sadly 27.50% said that never do these activities. Therefore, based on these results, not all teachers at CTT de los Andes Language school have seen the importance of teaching the structure of adverbs originated from adverbs.

8. I do activities in which my students can easily identify suffixes to create adjectives from nouns. Example: (stress- stress**ful /** home**-** home**less**)

Table 41: Suffixes to create adjectives from nouns

Option	Frequency	Percentage %
Always	4	10.00%
Often	6	15.00%
Sometimes	7	17.50%
Rarely	8	20.00%
Never	15	37.50 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 38: Suffixes to create adjectives from nouns
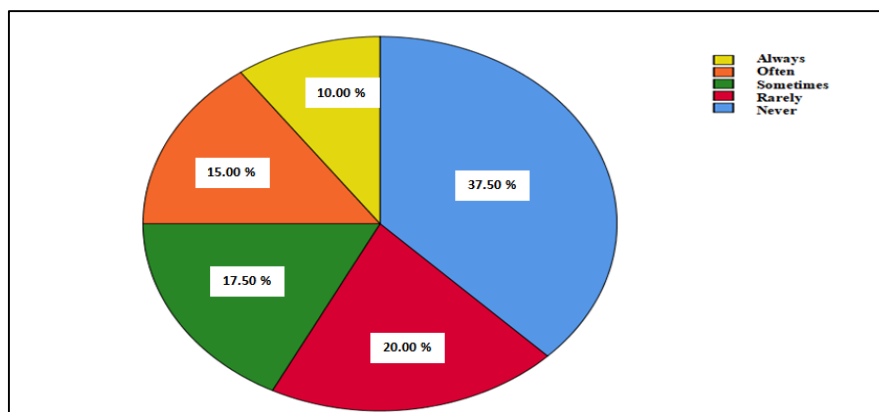
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: With regard to this question, only 10% of the teachers said that they always present activities in class so their students can identify suffixes to create adjectives from nouns. In the same order, 15 % of the teachers claimed that they often do these activities, 17.5 % said sometimes, 20% said rarely and 37.5% said never. This means that teachers should seriously consider working on activities which allow learners to identify suffixes to create adjectives from nouns. In this way, students will be able to communicate their ideas for real meaningful purposes.

9. In class, I give my students opportunities to work on activities which allow them to recognize and reinforce grammatical suffixes to create gerund forms, plural nouns, comparative and superlative adjectives. Example: (smile-smi**ling/** (house-hous**es**/ bigg**er**-the bigg**est**).

Table 42: Suffixes to create words

Option	Frequency	Percentage %
Always	25	62.50%
Often	5	12.50%
Sometimes	3	7.50%
Rarely	3	7.50%
Never	4	10.00 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 39: Suffixes to create words
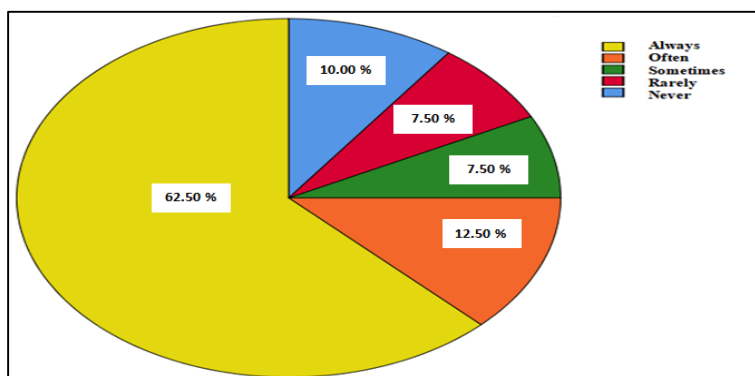
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: According to the results displayed above, 62.5% of the teachers stated that they give students opportunities to practice and review suffixes to form gerund forms, plural nouns, comparative and superlative adjectives, 12.5% said that thy often promote these kind of exercises, 7,5% said sometimes happens this, 7,5% said sometimes, 7.5 % said rarely and 10% said never. This means that teachers somehow consider the instruction of gerund forms, plural nouns, comparative and superlative adjectives; however, more practice on this matter is recommended.

10. I give clear instructions, enough time and guidance when my students create written texts.

Table 43: Teacher's guidance

Option	Frequency	Percentage %
Always	20	50.00%
Often	9	22.50%
Sometimes	7	17.50%
Rarely	2	5.00%
Never	2	5.00 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 40: Teacher's guidance
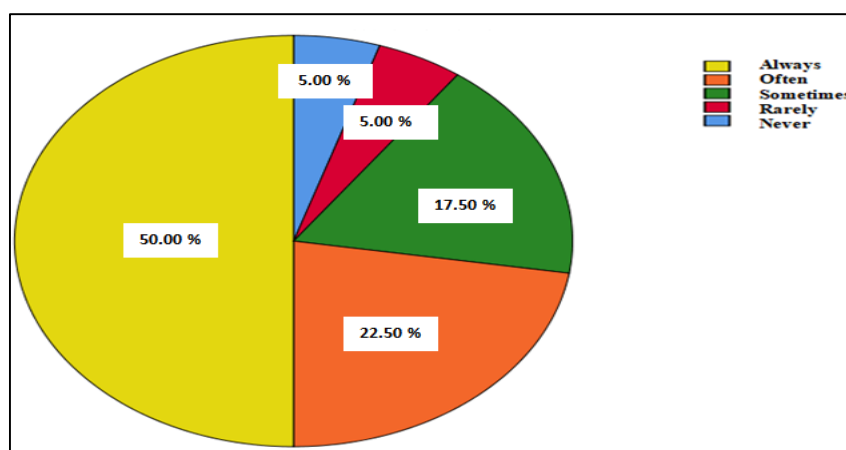
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Based on the results, 50% of teachers said that they always give clear instructions, enough time and guidance when their students are asked to create written texts, 22. 55 % said that they often do this, 17.5 % said sometimes happens this, 5% said rarely and 5% said never. In general, half of the teachers are aware of giving proper time, instructions and guidance to students whereas there is still another half which does not.

11. I use a writing rubric when I give feedback about the texts my students write.

Table 44: Writing rubric and feedback

Option	Frequency	Percentage %
Always	25	62.50%
Often	5	12.50%
Sometimes	3	7.50%
Rarely	3	7.50%
Never	4	10.00 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 41: Writing rubric and feedback
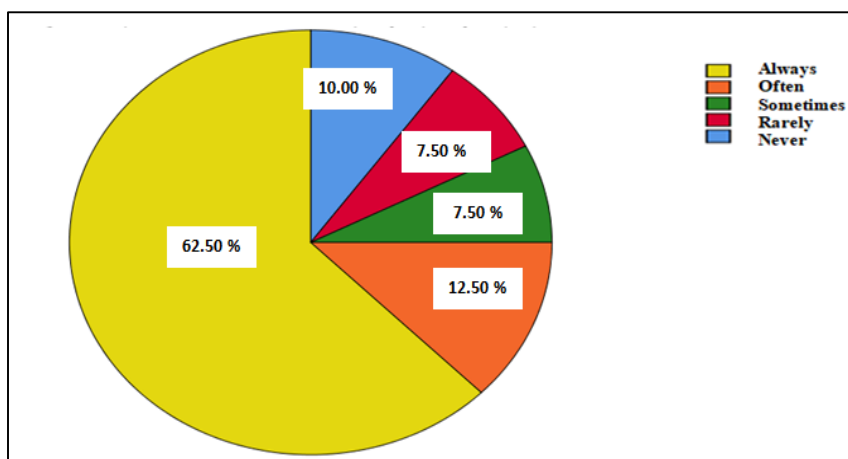
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: According to the results presented above, 62.5% of teachers said that they always use a rubric to assess the students' writing performance, 12.5% of the teachers said this often happens, 7.5% said sometimes, 7% said rarely and 10% said never. Therefore, it is suggested to promote the use of a rubric with reliable parameters to assess the writing skills.

12. My students use a wide range of vocabulary choices to write ideas relevant to purpose, audience and text style.

Table 45: Vocabulary choices

Option	Frequency	Percentage %
Always	22	15.00%
Often	6	15.00%
Sometimes	6	15.00%
Rarely	4	10.00%
Never	2	5.00 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 42: Vocabulary choices
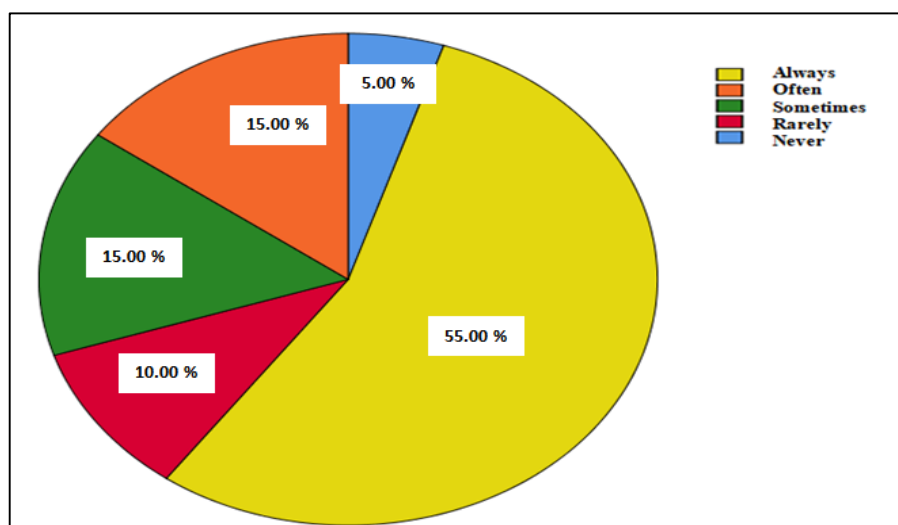
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: According to the results above, 15% of the teachers asserted that their students always use a wide range of vocabulary relevant to purpose, audience and style, 15% said that often happens this, 15% said sometimes, 10% said rarely and 5% said never. It is clear that students'written production is not relevant to purpose, audience and style and students lack of lexicon to effectively communicate their ideas.

13. My students can distinguish the internal form of nouns, verbs and adverbs within a paragraph.

Table 46: Internal form of words

Option	Frequency	Percentage %
Always	13	32.50%
Often	10	25.00%
Sometimes	8	20.00%
Rarely	6	15.00%
Never	3	7.50 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 43: Internal form of words
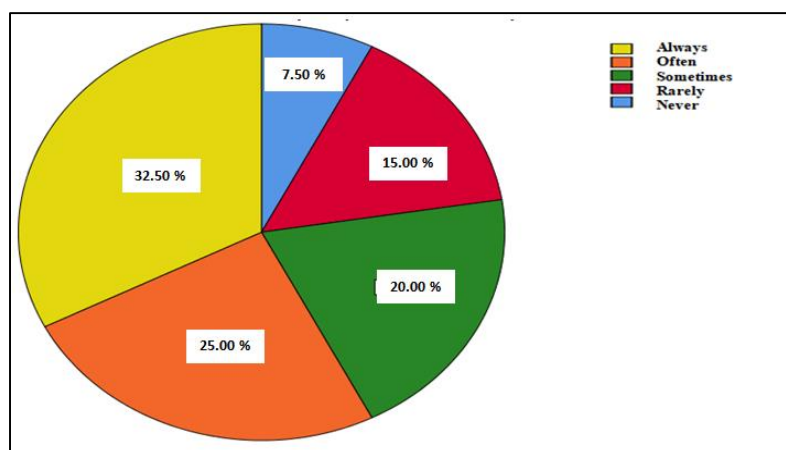
Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Out of 40 teachers, 32.5 % of them said that their students always distinguish the internal form of nouns, verbs and adverbs within a paragraph, in the same order, 25% said often, 20% said sometimes, 15% said that this rarely happens and 7.5% said never.

14. I would like my students to write coherent and cohesive texts making use of prefixes and suffixes to meaningfully communicate ideas.

Table 47: Coherent and Cohesive texts

Option	Frequency	Percentage %
Always	30	75.00%
Often	2	5.00%
Sometimes	2	5.00%
Rarely	3	7.50%
Never	3	7.50 %
Total	**40**	**100**

Source: Teacher survey   **Elaborated by:** Daniela Bonilla

Graph 44: Coherent and Cohesive texts
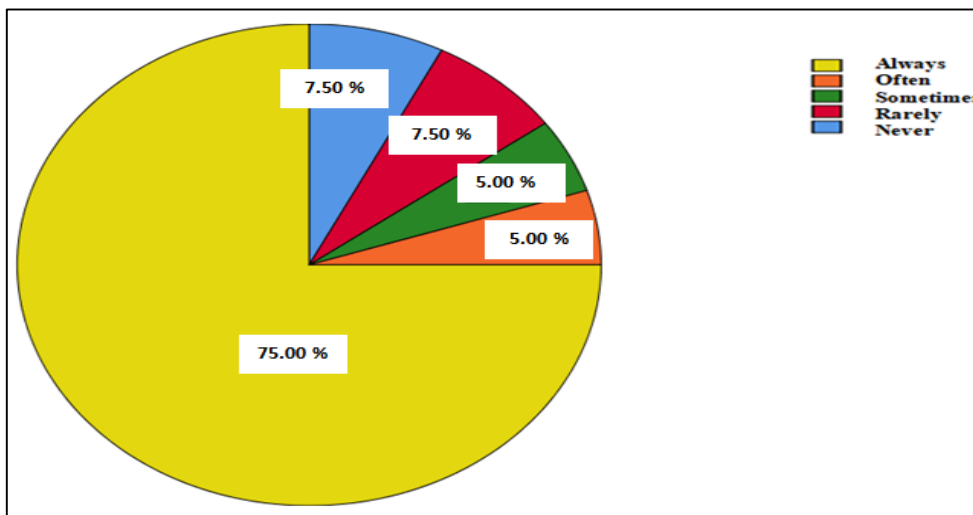
Source: Student survey   **Elaborated by:** Daniela Bonilla

Analysis and Interpretation: Based on these results, it has been seen that 75% of teachers like the idea of promoting Morphology instruction to promote the writing skills. In this way students can write coherent and cohesive texts. Additionally, 5% say that often would like to write coherent and cohesive texts, 5% say sometimes, 7.5% rarely and 7.5% never. Therefore, it is highly recommended for teachers to promote the instruction of morphology in order to promote the writing skills.

4.2 Hypothesis Verification

This phase bases on identifying the relationship between nominal qualitative variables with two categories. As the statistical aim bases on variable association which finds the incidence of Morphological Affixation Process in the English Writing Skills, a survey with opinion questions was conducted to students and teachers. However, to verify the hypotheses, only students' surveys were used in order to avoid analysis bias. Therefore, it was adequate to apply the Chi-squared to get the hypothesis verification.

4.2.1 Variables

Independent Variable: Morphological Affixation Process

Dependent Variable: English Writing Skills

4.2.2 Hypothesis Approach

Null Hypothesis (H0): Morphological Affixation process **does not** improve the writing skills in the English Language.

Alternative Hypothesis (H1): Morphological Affixation process **does** improve the writing skills in the English Language.

4.2.3 Description of the population

The population used to identify the hypothesis based on 225 third-level students of the morning, afternoon, evening and weekend schedules at CTT de los Andes Language Center.

4.2.4 Selection of the Level of Significance

To verify the hypothesis, the level of significance used was: ∞ = **0,05.** The formulation below was used.

Statistical Specification

$$X^2 = \frac{\sum (O - E)^2}{E}$$

Data:

X^2 = Chi-square

$\sum$ = Summation

O = Observed Frequency

E = Theoretical or expected Frequency

4.2.5 Specifications of the region of acceptance and rejection

The level of significance was 0,05 degrees of freedom.

4.2.6 Level of Freedom and Rule of Decision

Level of Freedom

To establish the levels of freedom, the following statistical formulation was applied.

Table 48: Level of Freedom

gl = (f -1) (c - 1)				
gl =	Rows	2	(2- 1) =	1
	Columas	5	(5-1) =	4
gl =	1	*		4
gl =	4			

Source: Student survey   **Elaborated by:** Daniela Bonilla

Rule of decision

Once applied the above methodological process, the level of significance (0,05 degrees) and the level of freedom (4 degrees) were generated in order to determine the chi-squared value which is 274.

Table 49: Data for the Rule of Decision

Level of Significance	$\infty = \mathbf{0,05}$
Critical Value	**= 9,49**
$\Sigma \ X^2$	**= 274**

Source: Student survey   **Elaborated by:** Daniela Bonilla

4.2.7 Data collection and calculation statistics

The contingency coefficient needs to be measured to address the grade of variable association. Consequently, a statistical correlation was generated by using two questions from the survey. Below, the process is presented.

Questions Nº 01: I consider that the development of writing skills plays an important role on the English learning process.

Table 50:Writing Skills and English Learning

Option	Frequency	Percentage %
Always	103	45.78%
Often	87	38.67%
Sometimes	22	9.78%
Rarely	12	5.33%
Never	1	0.44 %
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

Question Nº 10: My teacher gives clear instructions, enough time and guidance when I produce written texts.

Table 51: The role of the teacher

Option	Frequency	Percentage %
Always	46	20.44%
Often	52	23.11%
Sometimes	39	17.33%
Rarely	43	19.11%
Never	45	20.00%
Total	**225**	**100 %**

Source: Student survey   **Elaborated by:** Daniela Bonilla

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4.2.8 Observed frequencies

The result of the questions provoke correlation between the independent variable as well as the dependent variable.

Table 52: Observed Frequencies

Questions	Always	Often	Sometimes	Rarely	Never	TOTAL
Morphological Affixation Process.	30	31	30	45	89	225
Writing Skills	46	52	39	43	45	225
Total	**76**	**83**	**69**	**88**	**134**	**450**

Source: Student survey   **Elaborated by:** Daniela Bonilla

.

Table 53:Expected Frequency

Contingency Table					
Questions	**O**	**E**	**O -E**	**(O-E)^2**	**(O-E)^2/E**
Morphological Affixation Process Writing Skills	30	38,00	-8,00	64,00	64,00
	31	41,50	-10,50	110,25	110,25
	30	34,50	-4,50	20,25	20,25
	45	44,00	1,00	1,00	1,00
	46	67,00	-21,00	441,00	441,00
	52	38,00	14,00	196,00	196,00
	39	41,50	-2,50	6,25	6,25
	43	34,50	8,50	72,25	72,25
	45	44,00	1,00	1,00	1,00
Total					**274**

Source: Student survey   **Elaborated by:** Daniela Bonilla

The chart above, presents measurements for the contingency table in order to address the Chi-squared value.

Graph 45: Gaus Bell
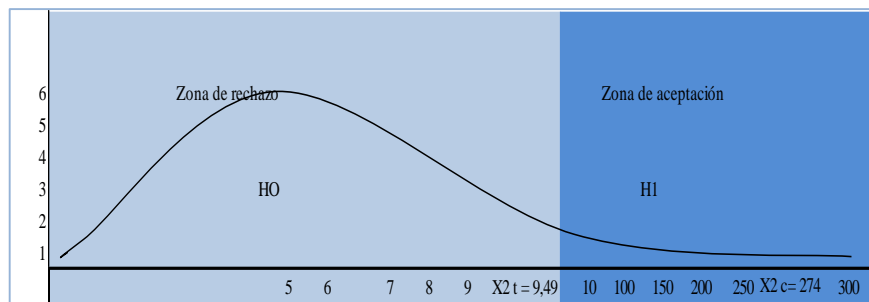
Source: Student survey   **Elaborated by:** Daniela Bonilla

Table 54: CH-Squared Distribution Table

g.l	LEVELS					
g.l	0.01	0.02	0.05	0.1	0.2	0.5
g.l	0.995	0.99	0.97	0.95	0.90	0.75
1	7.88	6.63	5.02	3.84	2.71	1.32
2	10.60	9.21	7.38	5.99	4.61	2.77
3	12.80	11.30	9.35	7.81	6.25	4.11
4	14.90	13.30	11.10	9.49	7.78	5.39
5	16.70	15.10	12.80	11.10	9.24	6.63
6	18.50	16.80	14.40	12.60	10.60	7.84
7	20.30	18.50	16.00	14.10	12.00	9.04
8	22.00	20.10	17.50	15.50	13.40	10.20
9	23.60	21.70	19.00	16.90	14.70	11.40

Source: Student survey   **Elaborated by:** Daniela Bonilla

4.2.9 Final Statement

After having generated the statistical processes, the final statement as follows was established. With 0,05 degrees of significance and with 4 degrees of freedom, the critical value which is 9.49 is addressed. Therefore, the alternative hypothesis is verified due to the fact that the critical value is lower than 274 ($X^2 t = 9.49 < X^2 c = 274$). The null hypothecs is rejected and the alternative hypothesis is accepted: "Morphological Affixation Process do improve the writing skills in the English Language."

4.3 Analysis and discussion of the pre and post-test results

Taking into consideration the study type and its methodological context, a quasi-experimental research was made in order to generate an analysis about both the independent variable and the dependent variable. The data gathered in this stage played an important role when performing the analysis.

According to (Hernández, Fernándes, & Baptista, 2010) the probabilistic statistic sample is the population divided into segments to which a sample is chosen.

Inclusion Criterion: This approach categorized those students who have problems in the following aspect:

- Word formation (prefixes – suffixes)
- Meaningful writing skill production (coherence- cohesion)
- Morpheme- meaning identification
- Spelling

Exclusion Criterion: This approach excludes those students whose level of understanding of Morphological affixation in the writing skills is efficient and meaningful for third-level students.

Therefore, a stratified statistical model was applied as the student population (250) was divided into segments and eventually a sample from it was chosen to work with the (Pearson, 2017) Validated Test during the intervention stage. .

The two segments belong to the experimental group (28 students) and control group (28 students). The results obtained from them allowed to address data about the influence that Morphological Affixation process has on the English Writing skill.

Table 55: Research Sample

General Universe: 225 third level students	
Controlled Group	28
Experimental Group	28
Total Number of participants	56

Source: Direct research   **Elaborated by:** Daniela Bonilla, 2018

The experimental group worked with 28 students who took a validated Teasol Test which not only promoted explicit affixation word constructions but also independent writing. The mentioned test allowed one to address students' writing performance. Therefore, a comparative analysis was done by highlighting the following criteria: meaning prefixes, adverbial suffixes, adjective suffixes and independent writing features (spelling, coherence, cohesion, vocabulary, ideas). The results gotten in the pre and post-test are explained in the tables and graphs below.

4.3.1 Experimental Group (Pre-Test and Post-Test Results)

Table 56: Meaning Prefixes (Pre-Test)

	1,6	1,6	1,6	1,6	1,6	1,6	10
Nº	un-	dis-	re-	mis-	ex	ly-	Total
1	0,3	0,6	0,8	1,0	1,0	1,0	4,7
2	0,8	0,7	1,5	1,1	0,3	0,4	4,8
3	0,7	1,4	0,3	0,6	1,3	0,3	4,6
4	0,9	1,1	0,4	1,3	1,0	0,4	5,1
5	1,2	1,1	1,5	0,5	0,5	0,6	5,4
6	1,2	0,2	0,6	0,6	0,6	0,6	3,9
7	0,2	1,2	1,4	0,8	0,8	0,8	5,1
8	0,5	0,4	1,0	1,0	0,8	1,2	4,8
9	0,6	0,5	1,2	1,2	1,2	1,2	5,8
10	0,4	0,4	1,5	1,5	1,0	1,5	6,3
11	0,7	0,7	1,2	0,9	0,7	0,5	4,7
12	0,7	0,9	0,4	0,9	0,9	0,9	4,7
13	0,2	1,1	1,1	1,1	1,1	1,1	5,8
14	0,3	1,4	1,4	1,1	1,4	1,1	6,7
15	0,4	1,5	1,2	0,9	0,7	0,2	4,9
16	0,5	0,7	0,3	0,6	0,5	1,0	3,6
17	0,6	0,9	0,4	0,4	0,4	0,4	3,1
18	0,5	1,1	0,5	0,5	0,5	0,5	3,5
19	0,6	1,0	0,6	0,6	0,6	0,6	4,1
20	0,7	1,4	0,8	0,8	0,8	0,8	5,2
21	0,3	1,4	1,0	1,0	1,0	1,0	5,6
22	0,3	0,9	1,2	1,2	1,0	1,0	5,6
23	0,4	1,1	1,5	1,5	1,5	1,3	7,4
24	0,5	1,3	1,5	1,1	1,1	1,1	6,6
25	0,6	1,4	0,6	0,6	0,6	0,6	4,4
26	0,8	0,7	0,8	0,8	0,8	0,8	4,5
27	0,4	1,0	0,9	0,4	0,9	0,9	4,6
28	1,0	1,2	1,0	0,5	1,0	1,2	5,9
X	0,6	1,0	0,9	0,9	0,9	0,8	5,0

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

Table 57: Adjective Suffixes (Pre-Test)

Nº	2.5 ful	2.5 ive	2.5 less	2.5 able / -ible	Total
1	2,0	0,9	1,1	2,0	6,0
2	1,2	1,2	1,1	2,0	5,5
3	1,0	0,9	1,0	1,5	4,4
4	1,5	0,5	1,3	1,7	5,0
5	0,8	0,1	2,1	1,8	4,8
6	1,2	1,2	1,2	1,6	5,2
7	1,4	0,5	1,7	1,9	5,5
8	0,9	0,9	1,2	1,1	4,1
9	1,6	1,6	1,2	1,2	5,6
10	1,3	1,3	1,0	2,0	5,6
11	1,1	1,2	1,5	0,9	4,7
12	1,7	2,0	1,5	0,5	5,7
13	2,1	1,9	1,4	1,0	6,4
14	1,5	1,3	1,8	1,9	6,5
15	1,8	0,8	2,1	1,0	5,7
16	1,7	0,8	1,9	1,9	6,3
17	1,5	2,0	1,1	1,1	5,7
18	1,8	1,9	0,9	1,2	5,8
19	1,4	0,9	1,7	0,9	4,9
20	1,3	1,5	1,3	1,3	5,4
21	1,3	1,4	1,3	1,6	5,6
22	2,3	1,7	1,8	2,0	7,8
23	1,8	0,3	1,3	1,4	4,8
24	1,9	1,5	2,0	1,3	6,7
25	1,7	1,5	1,6	1,5	6,3
26	1,5	1,7	1,5	1,9	6,6
27	1,9	1,5	1,9	1,3	6,6
28	0,7	0,6	2,1	1,8	5,2
X	1,5	1,2	1,5	1,5	5,7

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

Table 58: Independent Writing (Pre-Test)

	2	2	2	2	2	10
Nº	**Spelling**	**Coherence**	**Cohesion**	**Vocabulary**	**Grammar**	**Total**
1	1,0	0,6	1,0	1,7	0,7	5,0
2	1,7	1,2	1,0	0,5	0,4	4,8
3	1,4	0,7	1,0	0,4	0,5	4,0
4	0,9	1,7	1,8	1,8	0,3	6,5
5	1,6	0,8	0,8	0,8	0,4	4,4
6	1,7	0,9	0,7	0,9	0,3	4,4
7	1,6	0,9	0,7	0,9	0,2	4,2
8	1,5	1,0	0,6	0,9	0,1	4,0
9	0,8	1	0,6	0,9	2,0	5,3
10	0,9	1,1	0,5	1,0	0,1	3,5
11	1,0	1,1	0,4	1,0	1,0	4,5
12	1,0	1,2	0,4	1,0	1,0	4,6
13	1,1	1,2	0,3	1,0	1,0	4,7
14	1,1	1,3	0,3	1,1	0,5	4,2
15	1,2	1,3	0,2	1,1	1,4	5,2
16	1,3	1,4	0,2	1,1	1,5	5,4
17	1,3	1,4	0,1	1,1	0,9	4,9
18	1,4	1,5	0,1	1,2	1,8	5,9
19	1,4	1,5	0,0	1,2	1,2	5,3
20	1,5	1,6	0,5	1,2	0,5	5,3
21	1,6	1,6	0,5	1,2	1,4	6,3
22	1,6	1,7	1,1	1,3	0,5	6,1
23	1,7	0,7	0,7	0,7	1,1	4,9
24	1,3	0,7	1,7	1,3	0,5	5,5
25	1,2	1,8	1,2	1,3	0,2	5,7
26	1,9	1,5	1,1	0,7	1,0	6,2
27	1,1	0,9	1,3	1,4	1,1	5,8
28	1,7	1,5	1,1	0,7	1,0	6,0
X	**1,3**	**1,2**	**0,7**	**1,1**	**0,8**	**5,1**

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

Table 59: Meaning Prefixes (Post-Test)

Nº	1,6 un-	1,6 dis-	1,6 re-	1,6 mis-	1,6 ex	1,6 ly-	10 Total
1	1,4	1,6	1,4	1,6	1,6	1,4	9,0
2	1,6	1,5	1,5	1,5	1,3	1,4	8,8
3	1,7	1,4	1,3	1,6	1,6	1,3	8,9
4	1,5	1,1	1,4	1,3	1,4	1,4	8,1
5	1,2	1,5	1,5	1,4	1,5	1,6	8,7
6	1,2	1,3	1,6	1,4	1,3	1,3	8,1
7	1,6	1,2	1,4	1,6	1,2	1,6	8,6
8	1,5	1,3	1,3	1,6	1,6	1,2	8,5
9	1,6	1,4	1,2	1,5	1,6	1,3	8,6
10	1,3	1,4	1,5	1,5	1,0	1,5	8,2
11	1,4	1,6	1,5	1,6	1,6	1,5	9,2
12	1,4	1,4	1,3	1,6	1,4	1,5	8,6
13	1,3	1,6	1,6	1,1	1,5	1,6	8,7
14	1,6	1,4	1,4	1,6	1,4	1,1	8,5
15	1,4	1,5	1,2	1,3	1,3	0,2	6,9
16	1,5	1,4	1,4	1,5	1,4	1,4	8,6
17	1,6	1,2	1,5	1,4	1,4	1,6	8,7
18	1,5	1,6	1,6	1,5	1,5	1,5	9,2
19	1,4	1,5	1,6	0,6	1,6	1,6	8,3
20	1,4	1,4	1,5	0,6	1,6	1,5	8,0
21	1,6	1,4	1,2	1,0	1,4	1,5	8,1
22	1,3	1,5	1,2	1,2	1,4	1,4	8,0
23	1,4	1,1	1,5	1,5	1,5	1,3	8,4
24	1,5	1,3	1,5	1,1	1,1	1,6	8,1
25	1,6	1,4	1,6	1,6	0,6	1,6	8,4
26	1,3	1,6	1,4	1,5	1,5	1,6	8,9
27	1,4	1,2	1,3	1,6	1,4	1,4	8,3
28	1,6	1,2	1,5	1,6	1,4	1,6	8,9
X	1,5	1,4	1,4	1,4	1,4	1,4	8,5

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

Table 60: Adjective Suffixes (Post-Test)

Nº	2.5 ful	2.5 ive	2.5 less	2.5 able/ible	Total
1	2,0	1,9	1,9	2,4	8,2
2	1,9	1,9	2,5	2,5	8,8
3	1,8	2,4	1,8	2,5	8,5
4	1,8	1,8	1,8	2,3	7,7
5	2,2	2,1	2,1	2,2	8,6
6	2,0	1,2	1,9	2,3	7,4
7	2,4	2,0	1,9	1,9	8,2
8	1,9	1,9	2,2	2,3	8,3
9	2,5	1,9	2,2	1,9	8,5
10	1,9	2,4	2,5	2,0	8,8
11	2,5	1,2	1,9	2,4	8,0
12	1,7	2,0	1,9	2,5	8,1
13	2,1	1,9	2,4	2,4	8,8
14	2,5	2,3	1,8	1,9	8,5
15	1,9	1,8	2,1	2,5	8,3
16	1,9	2,5	1,9	1,9	8,2
17	2,5	2,0	2,5	2,1	9,1
18	1,8	2,3	1,9	2,2	8,2
19	2,4	2,4	1,9	1,9	8,6
20	1,5	1,9	1,3	2,3	7,0
21	1,5	2,4	2,3	2,5	8,7
22	2,3	2,6	1,8	2,0	8,7
23	1,8	2,5	1,9	2,4	8,6
24	1,9	2,5	2,5	1,3	8,2
25	2,6	1,5	1,9	1,9	7,9
26	1,5	1,7	2,5	2,4	8,1
27	1,9	1,9	2,4	2,3	8,5
28	1,7	1,8	2,1	2,5	8,1
X	2,0	2,0	2,1	2,2	8,3

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

Table 61: Independent Writing (Post-Test)

| Nº | 2 | 2 | 2 | 2 | 2 | 10 |
	Spelling	Coherence	Cohesion	Vocabulary	Grammar	Total
1	1,8	1,6	1,5	1,7	1,7	8,3
2	1,7	1,6	1,8	1,5	1,4	8,0
3	1,4	1,7	1,8	1,4	1,5	7,8
4	1,9	2,0	1,9	1,9	2,0	9,7
5	2,0	1,8	1,8	1,8	1,4	8,8
6	1,7	1,5	1,9	1,9	2,0	9,0
7	1,6	1,9	1,8	1,8	1,8	8,9
8	1,5	1,8	0,6	1,9	1,8	7,6
9	1,8	1,8	1,9	0,9	2,0	8,4
10	1,9	1,9	1,5	1,9	2,0	9,2
11	1,5	1,9	1,7	1,9	1,8	8,8
12	1,8	1,2	2,0	1,0	1,8	7,8
13	1,1	1,2	2,0	1,8	1,8	7,9
14	2,0	2,0	1,8	1,9	1,5	9,2
15	2,0	1,3	1,8	1,1	1,9	8,1
16	1,3	1,4	1,8	1,8	1,5	7,7
17	1,3	1,4	1,5	2,0	1,9	8,1
18	1,4	1,5	1,5	1,2	1,8	7,3
19	1,8	1,5	2,0	1,8	1,2	8,3
20	1,5	1,6	1,8	1,2	1,8	7,9
21	1,6	1,6	2,0	1,8	1,4	8,4
22	1,6	1,7	1,8	1,8	1,6	8,5
23	1,7	2	1,8	1,8	1,6	8,9
24	1,3	2,0	2,0	1,3	1,5	8,1
25	2,0	1,8	1,2	1,3	1,8	8,1
26	1,9	2,0	1,8	0,7	2,0	8,4
27	1,1	2	1,3	1,8	2,0	8,2
28	1,7	1,5	1,1	1,8	2,0	8,1
X	1,6	1,7	1,8	2,0	1,8	8,3

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

4.3.2 Control Group (Pre-Test and Post-Test Results)

Table 62: Meaning Prefixes (Pre-Test)

Nº	1,6 un-	1,6 dis-	1,6 re-	1,6 mis-	1,6 ex	1,6 ly-	Total
1	0,2	0,6	0,8	1,0	1,0	1,0	4,6
2	0,4	0,7	1,5	1,1	0,3	0,4	4,4
3	0,4	1,4	0,3	1,1	1,3	0,3	4,8
4	1,2	1,1	0,4	1,3	1,0	0,4	5,4
5	1,0	1,1	1,3	0,5	0,5	0,6	5,0
6	1,2	0,2	0,6	0,6	0,6	0,6	3,9
7	0,1	1,3	1,4	0,8	0,8	0,8	5,1
8	0,5	0,4	1,0	1,0	0,8	1,2	4,8
9	0,6	0,5	1,2	1,2	1,2	1,2	5,8
10	0,4	0,4	1,5	1,4	1,0	1,5	6,2
11	0,3	0,7	1,1	0,9	0,7	0,5	4,2
12	0,4	0,9	0,4	0,9	0,9	0,9	4,4
13	0,5	1,1	0,2	1,1	1,1	1,1	5,2
14	0,6	1,4	1,4	1,1	1,4	1,1	7,0
15	0,4	1,2	1,4	0,9	0,7	0,2	4,7
16	0,7	0,7	0,3	0,6	0,5	1,0	3,7
17	0,5	0,9	0,4	0,4	0,4	0,4	3,0
18	0,4	1,1	0,5	0,5	0,5	0,5	3,5
19	0,6	1,0	0,6	0,6	0,6	0,6	4,1
20	1,2	1,3	0,8	0,8	0,8	0,8	5,6
21	1,2	1,1	1,0	1,0	1,0	1,0	6,2
22	0,4	0,9	1,2	1,2	1,0	1,0	5,7
23	0,6	1,1	1,5	1,3	1,5	1,3	7,3
24	0,4	1,3	1,1	1,1	1,4	1,2	6,5
25	0,3	1,4	0,6	0,6	0,6	0,6	4,1
26	0,3	0,7	0,8	0,8	0,8	0,8	4,0
27	0,7	1,0	0,9	0,4	0,9	0,9	4,9
28	1,0	1,4	1,0	0,5	1,0	1,2	6,1
X	**0,6**	**1,0**	**0,9**	**0,9**	**0,9**	**0,8**	**5,0**

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

Table 63: Adjectives Suffixes (Pre-Test)

Nº	2.5 ful	2.5 ive	2.5 less	2.5 able/ible	Total
1	1,0	1,1	1,1	1,0	4,2
2	1,2	1,1	0,7	1,0	4,0
3	1,0	0,9	1,0	0,5	3,4
4	1,5	0,5	1,1	1,3	4,4
5	1,1	0,1	1,0	0,6	2,8
6	1,0	1,2	1,2	1,2	4,6
7	1,1	0,5	1,7	1,4	4,7
8	0,6	0,9	1,2	0,5	3,2
9	1,2	1,6	1,1	1,2	5,1
10	1,2	1,3	1,0	1,0	4,5
11	1,2	1,2	1,2	0,7	4,3
12	1,3	2,0	0,5	0,5	4,3
13	1,1	1,9	1,4	1,0	5,4
14	1,7	1,3	1,1	1,9	6,0
15	1,2	0,8	1,1	1,0	4,1
16	1,7	0,8	1,9	1,4	5,8
17	1,5	2,0	1,1	1,1	5,7
18	1,4	1,9	0,9	1,2	5,4
19	1,1	0,9	1,7	0,9	4,6
20	1,1	1,5	1,3	1,3	5,2
21	1,0	1,4	1,3	1,3	5,0
22	2,3	1,7	1,8	2,0	7,8
23	1,2	0,3	1,3	1,4	4,2
24	0,9	1,5	2,0	1,1	5,5
25	1,7	1,5	1,5	1,5	6,2
26	2,0	0,7	1,5	1,4	5,6
27	1,9	1,5	1,0	1,3	5,7
28	1,2	0,2	1,1	0,8	3,3
X	1,3	1,2	1,2	1,1	4,8

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

Table 64: Independent Writing (Pre-Test)

	2	2	2	2	2	10
Nº	Spelling	Coherence	Cohesion	Vocabulary	Grammar	Total
1	1,0	1,2	1,8	1,7	0,4	6,1
2	1,5	0,5	1,0	1,2	1,3	5,5
3	1,4	0,8	1,0	1,4	0,6	5,2
4	0,9	1,1	1,4	1,3	0,4	5,1
5	1,2	1,4	0,8	0,8	0,1	4,3
6	1,7	1,7	0,7	0,7	0,2	5,0
7	1,6	2,0	0,7	1,5	0,2	5,9
8	1,2	2,3	1,7	0,2	0,6	6,0
9	0,8	0,6	0,5	0,5	2,0	4,4
10	0,9	2,9	0,3	0,7	0,3	5,1
11	1,5	0,2	0,9	0,5	1,0	4,1
12	1,0	1,1	0,2	1,2	1,0	4,5
13	1,1	1,2	0,3	1,4	1,0	5,0
14	1,1	1,9	0,2	1,0	1,0	5,2
15	1,2	1,3	0,2	1,5	1,4	5,6
16	1,3	1,3	0,2	1,6	1,2	5,5
17	1,3	1,4	0,9	1,4	0,6	5,6
18	1,4	1,3	0,7	1,6	1,4	6,4
19	1,4	1,5	0,1	1,3	1,6	5,9
20	1,5	1,2	0,5	1,6	1,5	6,3
21	1,6	1,6	0,5	1,2	1,4	6,3
22	1,6	1,7	1,1	1,2	0,5	6,1
23	1,7	0,9	1,7	1,0	1,1	6,4
24	1,7	0,4	0,7	1,2	0,9	4,9
25	1,2	1,8	1,6	1,3	0,2	6,1
26	1,9	1,5	1,1	1,2	1,0	6,7
27	1,4	0,9	1,3	1,4	1,1	6,1
28	1,7	1,5	1,1	0,7	1,0	6,0
X	1,3	1,3	0,8	1,2	0,9	5,5

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

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Table 65: Meaning Prefixes (Post-Test)

Nº	1,6 un-	1,6 dis-	1,6 re-	1,6 mis-	1,6 ex	1,6 ly-	Total
1	0,4	0,6	0,6	0,8	1,0	0,5	3,9
2	0,4	0,7	1,5	1,1	0,3	0,8	4,8
3	0,4	1,4	0,3	1,1	1,3	0,3	4,8
4	1,2	1,1	1,3	1,3	1,0	0,4	6,3
5	0,8	1,1	1,3	0,5	0,5	0,6	4,8
6	1,2	1,3	0,6	0,6	0,6	0,6	4,9
7	0,5	1,3	1,4	0,8	0,8	0,8	5,5
8	0,5	0,4	1,0	1,0	0,8	1,2	4,8
9	0,6	0,5	1,2	1,2	1,2	1,2	5,8
10	0,7	0,4	1,5	1,4	0,8	1,5	6,3
11	1,3	0,2	1,0	0,9	0,7	0,5	4,6
12	1,4	1,2	0,4	0,9	0,9	0,9	5,7
13	0,5	1,2	0,5	1,4	1,1	0,8	5,5
14	0,6	1,4	1,0	1,1	1,4	1,1	6,6
15	1,2	1,2	1,4	0,9	0,7	0,2	5,5
16	1,6	0,7	0,3	0,6	0,5	1,0	4,6
17	1,2	0,6	0,8	0,4	0,4	0,4	3,8
18	0,7	1,1	0,5	0,5	0,8	0,5	4,1
19	1,3	0,8	0,6	0,3	0,6	0,6	4,3
20	1,2	1,3	0,8	0,8	0,8	0,8	5,6
21	1,2	1,2	1,0	1,0	1,0	1,0	6,3
22	0,4	0,9	1,2	1,2	1,0	1,0	5,7
23	0,6	1,1	1,5	1,3	1,5	1,3	7,3
24	0,8	1,3	0,8	0,8	1,4	0,4	5,5
25	0,3	1,4	0,6	0,6	0,6	0,6	4,1
26	0,8	0,7	0,8	0,8	0,8	0,8	4,5
27	0,7	1,0	0,9	0,4	0,9	0,9	4,9
28	1,0	1,4	1,2	0,5	1,0	0,8	5,9
X	0,8	1,0	0,9	0,9	0,9	0,8	5,2

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

Table 66: Adjective Suffixes (Post-Test)

	2.5	2.5	2.5	2.5	
Nº	ful	ive	less	able/ible	Total
1	1,3	0,9	1,1	1,6	4,9
2	1,2	0,7	1,3	1,0	4,2
3	1,3	0,7	1,0	0,9	3,9
4	0,7	0,5	0,7	1,3	3,2
5	1,1	0,1	0,7	0,6	2,5
6	1,0	1,2	1,2	1,2	4,6
7	1,1	0,5	1,7	1,4	4,7
8	0,6	0,9	1,2	1,6	4,3
9	1,1	1,6	1,3	1,2	5,2
10	1,2	1,3	1,3	1,0	4,8
11	0,7	1,1	1,2	0,9	3,9
12	0,7	2,0	1,1	0,9	4,7
13	1,1	1,9	1,4	1,0	5,4
14	1,3	1,3	1,1	1,9	5,6
15	1,2	0,8	1,1	1,6	4,7
16	0,7	0,8	1,1	1,4	4,0
17	1,5	2,0	1,1	1,1	5,7
18	0,7	1,9	0,9	1,2	4,7
19	1,1	1,3	1,7	1,6	5,7
20	1,1	1,5	1,3	1,3	5,2
21	0,7	1,4	1,3	1,3	4,7
22	0,7	1,7	0,7	2,0	5,1
23	1,2	0,3	1,3	1,4	4,2
24	1,3	1,5	1,6	1,6	6,0
25	1,7	1,5	1,3	1,5	6,0
26	2,0	1,3	1,5	1,4	6,2
27	0,7	0,7	1,0	1,3	3,7
28	1,2	1,3	1,1	1,3	4,9
X	1,1	1,2	1,2	1,3	4,7

Source: Direct research

Elaborated by: Daniela Bonilla, 2018

Table 67: Independent Writing (Post-Test)

Nº	Spelling	Coherence	Cohesion	Vocabulary	Grammar	Total
	2	**2**	**2**	**2**	**2**	
1	1,0	0,5	1,8	0,7	0,5	4,5
2	1,5	1,2	0,5	1,2	1,3	5,7
3	1,4	0,8	1,0	1,4	0,6	5,2
4	0,9	1,1	0,5	1,3	0,5	4,3
5	1,2	1,4	0,8	0,5	0,1	4,0
6	1,7	1,7	0,7	1,2	0,2	5,5
7	1,6	2,0	0,8	0,5	0,2	5,1
8	1,2	2,3	1,7	0,2	0,5	5,9
9	0,8	1,8	0,5	0,5	2,0	5,6
10	0,9	2,9	0,8	0,7	0,7	6,0
11	1,2	0,7	1,8	0,5	1,8	6,0
12	1,2	1,1	0,2	0,8	1,0	4,3
13	1,1	0,775	0,3	1,4	1,0	4,5
14	0,8	1,9	0,2	1,2	1,0	5,1
15	1,2	1,3	0,8	1,5	1,4	6,2
16	1,3	1,3	0,2	1,6	1,2	5,5
17	0,8	0,775	0,9	1,4	0,6	4,5
18	1,4	1,3	0,7	1,6	1,4	6,4
19	1,4	1,5	0,7	0,7	1,6	5,9
20	1,5	1,2	0,5	1,6	0,8	5,6
21	0,8	0,775	0,5	1,2	1,4	4,7
22	1,6	1,7	0,7	1,2	0,5	5,7
23	0,8	0,7	0,8	1,0	1,1	4,4
24	1,7	0,4	0,7	1,2	1,8	5,8
25	1,2	1,8	1,6	1,3	0,2	6,1
26	1,9	1,2	0,8	1,2	1,0	6,0
27	1,4	0,9	1,3	1,4	1,1	6,1
28	1,7	1,5	1,1	0,7	1,0	6,0
X	**1,2**	**1,3**	**0,8**	**1,1**	**0,9**	**5,4**

Source: Direct research
Elaborated by: Daniela Bonilla, 2018

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4.4 Comparative Analysis (Pre-test and Post-Test)

Table 68: Meaning Prefixes

	Experimental Group		Control Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Meaning Prefixes	5	8,5	5	5,2

Source: Direct research   **Elaborated by:** Daniela Bonilla, 2018

Graph 46: Meaning Prefixes
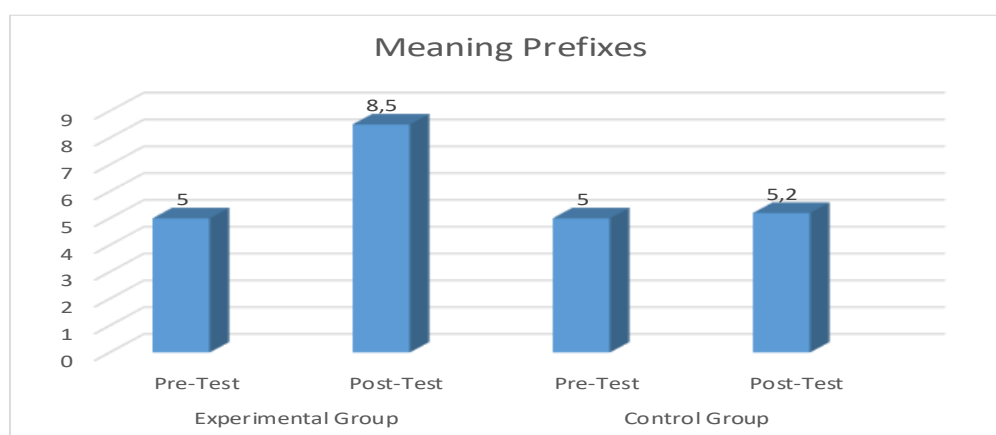
Source: Direct research   **Elaborated by:** Daniela Bonilla, 2018

Analysis and interpretation:

As shown above, students from both groups experimental and control obtained the same low percentages in the criterion of meaning prefixes (5 out of 10). Granted that, it can be said that the understanding of meaning prefixes (un-, -dis-, re-, mis-, ex-ly-) was limited in students and it provoked a negative effect on students learning. Also, students could not identify the meaning of these prefixes due to the fact that the teachers did not give explicit attention to their instruction. On the other hand, in the post test those students who were part of the experimental group showed a great level of advancement in comparison with the control group (8,5 and 5,2 respectively). After the intervention, students were able to address the meaning of prefixes and they could manipulat morphemes to create words. Overall the intervention helped students enhance the comprehension of meaning prefixes and their function in sentences.

Table 69: Adjective Suffixes

	Experimental Group		Control Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Adjective Suffixes	5,7	8,3	4,8	4,7

Source: Direct research   **Elaborated by:** Daniela Bonilla, 2018

Graph 47: Adjective Suffixes
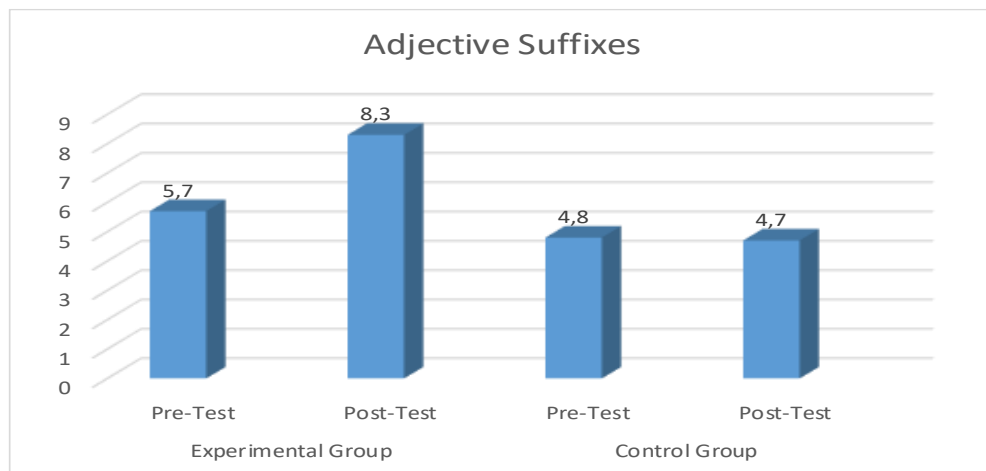
Source: Direct research   **Elaborated by:** Daniela Bonilla, 2018

Analysis and interpretation:

The figure above displays data about the use suffixes to form adjectives in the pre-test and post-test for both the control and experimental group. The criteria to assess based on adjective suffixes (-ful, -ive-, -less, **-**ible, -able). It was found out that students' knowledge on these patterns were poor as students were not familiarized with either their formation nor meaning. The control group and the experimental group got low grades (4,7 and 5,7 respectively). Unfortunately, explicit lessons to instruct adjective suffixes had not been promoted in the classrooms among third level students. However, the results (8,3) obtained from the experimental group in the post-test showed an important level of progress on the comprehension of adjective suffixes. Students were able to recognize adjectives and more importantly they could use them in sentences. The results showed that derivational suffixes play an important role on writing skills as it allows to create meaningful texts.

Table 70: Writing

	Experimental Group		Control Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Writing	5,1	8,3	5,5	5,4

Source: Direct research   **Elaborated by:** Daniela Bonilla, 2018

Graph 48: Writing
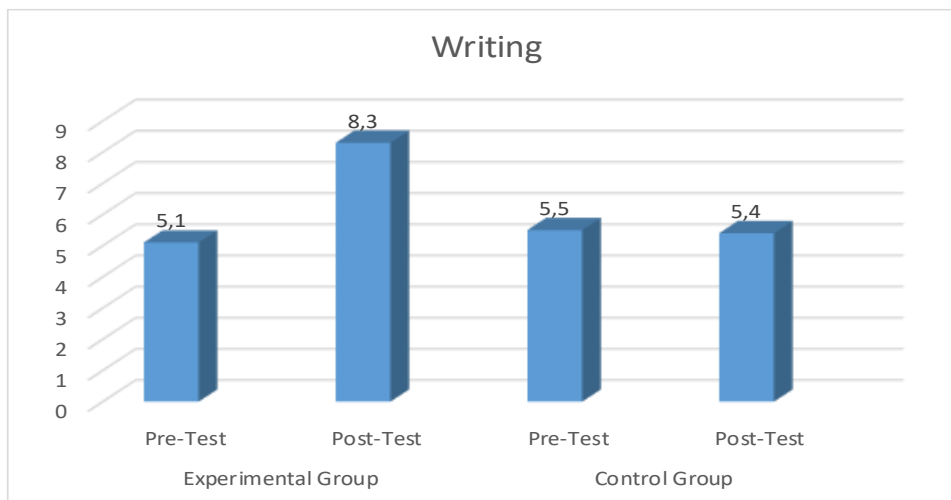
Source: Direct research   **Elaborated by:** Daniela Bonilla, 2018

Analysis and interpretation:

The figure indicates that the results obtained from the pre-test and post-test from both the control and experimental groups were low regarding to independent writing development (5,1 and 5,4 respectively). Little importance to the development of the writing skills was given in the class; therefore, students writing lacked of coherence, cohesion, proper spelling, and vocabulary. However, after the intervention the experimental group got a good grade (8,3) in comparison to the control group which still had problems in writing (5,4). Then, students' writings became organized and coherent; moreover, students were able not only to create more meaningful writings but also to identify the function of parts of words such as: verbs, adjectives, nouns and adverbs in sentences. Therefore, it is established that writing skills are better developed through the instruction of morphology.

Global interpretation: Experimental Group

Table 71: Global interpretation

Criteria	Experimental Group	
	Pre-Test	**Post-Test**
Meaning Prefixes	5	8,5
Adjective Sufixes	5,7	8,3
Writing	5,1	8,3

Source: Direct research   **Elaborated by:** Daniela Bonilla, 2018

Graph 49: Global interpretation
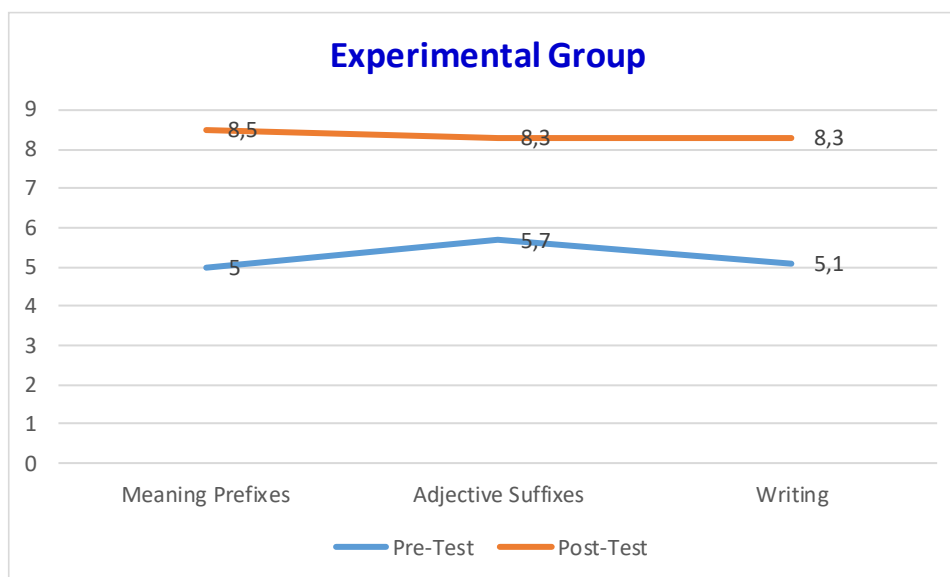
Source: Direct research   **Elaborated by:** Daniela Bonilla, 2018

Analysis and interpretation:

The pre-test and post-test allowed to identify the positive influence that Morphological Affixation process has on English Writing Skills. More specifically in the pre-test, the experimental group showed poor knowledge of derivational and inflectional morphemes; as a consequence, its writing development lacked of coherence and cohesion. As seen in the graph the experimental group in the pre – test obtained 5.0 out of 10 in meaning prefixes while in the post-test students got

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8.5. In the same order, in the comprehension of the adjective suffixes students got 5.7 in pre-test while n the post-test students obtained 8.3. During the intervention stage, the experimental group could practice and learn not only about the derivational prefixes and suffixes presented in the (Pearson, 2017) Validated Test but students could also learn about the most common morphemes suggested by (Kieffer & Lesaux , 2009) in their study. Besides, the experimental group practiced on the internal structure of inflectional morphemes (grammatical suffixes). It is worth mentioning that the instruction of grammar patterns such as: gerunds, verbs in third person singular form, comparative and superlative adjectives are structures that are mainly taught in basic levels; however, teachers cannot take for granted the complete comprehension from students, it is always essential to promote practice in all levels due to the fact that students need L1 is not English and some grammar structures tend to fossilize in students. The advancement of the writing skills had also a positive impact in this research. The validated writing rubric by (Dunsmuir, et al., 2014) allowed to address the great level improvement in terms of: spelling, cohesion, coherence, vocabulary students got. Overall, this quasi-experiment played a significant role in this study as it allowed to address the advancement students had after the deployment of the intervention.

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

After having analyzed the data collected, the following conclusions were drawn.

- Morphological Affixation process influences English writing skills on third level students at CTT de los Andes Language Center. Therefore, Morphological affixation process has a close relation and important effect on writing skills. The data analysis displayed at the beginning of the intervention shows that students had a low level of knowledge about prefixation and suffixation patterns. However, the results shown at the end of the intervention, demonstrated that the experimental group had great levels of development and understanding of affixation functions. Additionally, students were not aware of affixation in Spanish and that made it worse to comprehend suffixes in English. Unfortunately, students had not been given the opportunity to explicitly work on word formation through affixation until the point in which this research was carried out. Hence, the absence of explicit affixation process negatively affects students' writing skills and linguistic competences.

- It is determined that inflectional affixes highly contribute to the development of writing skills. The second finding revealed that knowledge on grammatical morphemes such as: noun pluralization, regular past tense forms, and gerunds were poor and not well-internalized in students. Besides, activities to strengthen these patterns were not practiced in class as the academic English book students use does not promote the instruction of inflectional morphemes anymore. Once the intervention was applied to the experimental group, an important level of advancement was seen.

- It has been demonstrated that derivational affixes have a positive impact on the improvement of writing skills. The correlation analysis (pre and

post-test) indicated that after having explicitly taught about derivational affixes, students' writing strongly enhanced. The findings on the experimental group and the controlled group reveal substantial differences in terms of word-class formation. The experimental group had the chance to manipulate derivational morphemes to create words and eventually students' writing became more coherent. At the end of the intervention these students had a positive effect on derivational affixes use (meaning prefixes, adverbial suffixes, and adjective suffixes).

- Writing characteristics such as coherence, cohesion, vocabulary structure, spelling and overall text organization were determined as they play a very important role on writing skills. Granted that, these characteristics were assessed in the pre and post-test by using a validated writing rubric. Before the intervention, the pre-test results showed that students' written production lacked of coherence, cohesion and vocabulary range. Therefore, inconsistencies when describing written ideas were found.

- Writing activities were detailed and it was affirmed that free, controlled and guided writing contribute to the development of the writing skills as they give students opportunities to work on isolated and contextual tasks; furthermore, guided, free and controlled writing activities allow one to promote the instruction of derivational and inflectional affixes. Overall, working on writing activities led students to strengthen and bolster their confidence in writing. After having applied writing activities during the intervention stage, which based on a wide range of writing activities, the post test results on writing had a significant improvement.

- It was evidenced that third-level students did not have explicit resources to learn about morphological affixation process to enhance the writing skills. Additionally, it was seen an absence of techniques to teach affixation processes as the unique resource to learn about word formation and writing was the academic English book which promotes skills generally. The post-test results disclosed positive effects on morphological affixation process and writing skills; therefore, it was stablished that using

a morphological hand-book provokes positive effects on writing performance. Besides, the use of the handbook allowed correlating the relationship between the two variables in this study.

5.2 Recommendations

Once the conclusions were given, it is vital to estate the recommendations below.

- It is suggestable to promote the explicit instruction of morphological affixation process as it highly contributes to the development of writing skills. Teachers should consider the teaching of prefixes and suffixes in class as an important complement because it evolves student's linguistic competence. Besides, morphological affixation process not only strengthens writing skills but also other skills and subskills such as reading, speaking, listening, vocabulary and grammar.

- The findings gotten during the intervention of this study prompt to the suggestion of implementing inflectional morphology tasks in a regularly basis during class. Because learners are unfamiliar with affixation processes which embrace grammatical rules, it is recommended to always promote basic grammar structures such as: noun pluralization, regular past tense forms, and gerunds. Teachers should not take for granted the fact that students learning and internalization of simple grammar patterns are well-conceived. Therefore, learners need constant practice of inflectional morphemes no matter the level they belong to.

- It is established that derivational affixes such as meaning prefixes, adverbial suffixes, and adjective suffixes must be taught by teachers in CTT de los Andes Language Center as they enhance the progress of writing skills. It is vital to stress the fact that derivational affixes contribute to the development of the communicative competence. Furthermore, teaching about derivational affixes allows students to be able to write words and sentences properly. In this way, third- level students won't omit affixes when they write words and their vocabulary knowledge will flourish.

- Teachers in CTT Language Center should promote writing characteristics such as coherence, cohesion, vocabulary structure and overall text organization when they teach writing skills. In addition, writing development should be done in class with more frequency. Bear in mind

writing characteristics give the writer the chance to express ideas clearly. In this way, the reader will be able to understand the writer's message properly.

- It is suggested that teachers give students a wide range of writing activities with a morphological affixation approach. Writing activities such as free, guided and controlled serve as a tool to effectively learn about morphological affixes when writing texts. Working on these tasks allow students to manipulate very basic models (explicit) and more general patterns (implicit) to eventually lead them to work on isolated word constructions and morpho-syntaxis constructions. Additionally, English teachers should broaden motivational strategies to get students interested and encouraged when learning writing skills.

- It is advisable to give students more opportunities to learn about morphological affixation process to enhance writing skills through the deployment of a morphological handbook which can be used as a complementary resource of the academic English book. Besides, to make it meaningful for learners, morphological activities should be created under the parameters of the curriculum parameters. Therefore, teachers should implement this tool keeping in mind that effective learning of affixation processes and writing skills will depend on strategies used.

CHAPTER VI

THE PROPOSAL

6.1 Informative Data:

Topic: Morphological affixation handbook to enhance writing skills.

Name of the school: CTT de los Andes Language Center

Beneficiaries: Students and teachers.

Location: Ambato -Ecuador.

Estimated time for the execution: Six weeks

Project Responsible: Daniela Bonilla, Mg. Verónica Chicaiza

Cost: $300

6.2 Background of the Proposal

The proposal of this research emerged with the purpose of helping third level students at "CTT de los Andes" Language School improve their writing skills through the influence of morphological affixation process. (Booij, 2012) "Knowledge of a language includes knowledge of the systematicity in the relationship between the form and meaning of words." It is vital to mention that this study was planned taking into consideration the writing difficulties third-level students had when they attempted to produce written texts. It was evidenced that they had problems when identifying word-formation patterns such as: plural nouns, gerund formation, adjective suffixes, adverbial suffixes, noun suffixes, and opposite words. This provoked that students' writing lacked from coherence and

cohesion which made their texts look poor and inconsistent. CTT de los Andes Language School provides Standard English language courses to undergraduate students; additionally, the main focus is to guarantee English quality learning with students' improvement. In this way, CTT school is aligned with Higher Educations Principles on English instruction as it is mentioned in "*Reglamento de Regimen Academico*" (2013), chapter I, "Guarantee the sufficiency of English according to the parameters established in the Common European Framework of References".

It is worth mentioning that unfortunately, the process of English teaching - learning has been affected in CTT de los Andes Language School due to the fact that teachers have not stablished methods and techniques which contribute to the use of morphological affixations process to develop writing skills. On top of that, the unique resource students have is the academic book which does not promote writing skills to their full potential. Actually, the tasks to develop writing skills are little and it has caused limitation in students towards the development of writing. Besides, the lack of morphological awareness has caused demotivation among students. They cannot construct word-forms properly as they still disregard the real meaning of words and grammatical functions.

Granted that the current proposal about: Morphological affixation handbook to enhance writing skills will serve as a tool to understand word constructions and meanings when performing writing texts in different contexts.

6.3 Justification

Among the different reasons to support the implementation of this proposal, it is essential to point out that there has not given explicit importance to the formation of words through the instruction of morphological affixation process. In theory most English teachers are aware about the fact that the four skills (reading, speaking, listening, and writing) need to be promoted at the same measure; however, in practice little importance to the writing skills is given.

The development of writing skills through the instruction of prefixes and suffixes will positively influence on the overall English language learning process due to the fact that productive skills gives practical value on the mastery of a second language. Additionally, this booklet has an **important** impact on students' learning as it serves as a supportive resource to the existing academic English book students already use. In this way, this tool contributes and complements book Life 3 with more explicit exercises to foster the formation of words. Overall, the effect caused by the implementation of mentioned booklet allows learners to produce innovative, motivating and meaningful learning.

The **impact** this proposal has is beneficial not only to students but also to teachers, headmasters and even the educative society in general due to the fact that it presents a new teaching style when promoting the instruction of prefixes and suffixes to develop the writing skills.

 In the same order, the activities presented in the booklet are **innovative** as they emphasize on the meaning of prefixes and suffixes to form new words such as: nouns, adjectives, adverbs and verbs to eventually use them in rich context meaningful to students.

The usage of the Morphological affixation booklet has a **usefulness** value as activities promoted in this manual has got a communicative approach which gives students the chance to promote and comprehend the skills and subskills of the English language. Besides, students will gain independence when producing the l2 as the booklet has got a close relation with the communicative competences of level B1 which are stated at the Common European Framework of Reference of Languages.

The deployment of this manual is **feasible** as it supported and approved by "CTT de los Andes" Language Center and "Universidad Técnica de Ambato".

6.4 Objectives

6.4.1 General

To implement a morphological affixation booklet in order to improve the writing skills among third level students at CTT de los Andes Language Center.

6.4.2 Specific

- To create morphological exercises in order to promote the development of the writing skills.
- To deploy morphological exercises according to the tasks presented in the booklet to develop the writing skills.
- To assess the students' progress through he application of a pre-test and post-test before and after applying the proposal.

6.5 Feasibility Analysis

The current proposal is feasible as the educative community in CTT de los Andes Language School (teachers, students and principals) agree on its implementation. Moreover, the exercises presented in the current proposal have been created in order to boost morphological learning, values and knowledge which principally encourage students' learning. Granted that the project is feasible for the reasons listed below.

Technical: The researcher is capable to carry on this research due to prior-teaching experience; moreover, the deployment of this proposal does not require deep knowledge on morphology from the teacher. Additionally, the impact will cause immediate positive results.

Administrative: This research study has got the permission and support from CTT de los Andes Language school to get data which serve as the foundation of this research.

Economical: The expenses in this research did not represent a big amounts of money. The monetary resources were fully covered by the researcher in this study

6.6 Foundation

Handbook

It's a reference guideline on specific subject; manual of facts and instructions in which important data is listed. It is considered as a flexible and didactic tool intended to promotes knowledge through the use of some academic resources such as: graphs, tables, diagrams, etc. Additionally, a handbook presents tasks and exercises in which people can widely put into practice the acquired knowledge. (Collins English, Dictionary, 2016)

Within this research, the Morphological Affixation handbook serves as a independent supportive manual to the current academic book (Life3). Moreover, it has pedagogical purposes at educational fields. The structure the handbook has sequential, coherent and convincing data which presents concepts and exercises. (Juani, 2010)

Linguistic Morphology Teaching

Through the process of English teaching, the instruction of Morphology plays a very important role due to the fact that is gives clues and specific traits to acknowledge the real meaning of words and its construction. Therefore, Morphology instructions allows learners to address the suffixes and prefixes along with their real meaning. On top of that, not only the written skills are developed but also vocabulary as learners can decode the meaning of words easily.

Morphology Teaching Instructions

Morphology teaching is considered as a strategy as it allows leaners to address the internal structure of words. Therefore, the internal breakdown of words (prefixes and suffixes) is used to learn vocabulary and improve the writing skills.

A study carried out by (Kieffer & Lesaux , 2009) shows that intermediate students with morphology knowledge have more chances to succeed in English Learning specifically in vocabulary learning, writing skills and reading skills.

Here below the principles promoted by these authors are presented.

- **First principle:**

Morphology teaching should be considered as an independent component. That is to say teachers ought to explicitly teach morphological processes in different contexts.

- **Second principle:**

Morphology has to be taught as a cognitive strategy. Consequently, students need to follow explicit steeps and break down words not morphemes. (Kieffer & Lesaux , 2009) established that morphology teaching with the purpose of vocabulary teaching s considered as cognitive strategy which needs to be learnt and fully practiced rather than memorized.

Four steps are recommended in order to analyze the internal structure of words.

1. Students need to identify whether they now or not the meaning of words.
2. Students analyze the internal structure of words by recognizing morphemes (prefixes and suffixes)
3. Students have to think about the possible meaning of the word by analyzing the morphemes in words.
4. Leaners make sure they understand the word function not only isolated but in context.

- **Third principle:**

For those students whose native language is Spanish, they can take advantage of it by using cognates as a strategy to identify the meaning of certain morphemes.

- **Fourth principle:**

It is vital for students to address the meaning of prefixes and suffixes but and most importantly to comprehend how words can change. Besides, students should

identify the function of words not only in an isolated form but also in rich contexts. There are three suggestions to practice in order to effectively use Morphology.

1. Knowledge about prefixes and suffixes: Teachers should instruct about the most used prefixes and suffixes by displaying the categorization of these affixes along with their meanings and examples. Once students have been instructed with affixes, it is the role of them to give examples.

2. Knowledge about the changes words can have. It is important for students to take into consideration the changes in spelling and sound. Example: beauty (noun), beautiful (adjective), and beautifully (adverb).

3. Knowledge about the root of words in this way students can understand the meaning of new words. It is also recommended for students to practice the roots or base words of the most common words in contexts. (Jhonson, 2012)

Table 72: The Most Common Preffixes and Sufxes in Order of Frequency

	HGHT FREQUENCY	AVERAGE FREQUENCY	LOW FREQUENCY
P R E F F I X E S	UN – (not, opposite of) RE – (again) DIS – (not, opposito of) EN, EM - (cause to) NON- (not) UNDER- (too little) IN, IM - (in or into) IN, IM,IR,IL – (not)	OVER – (too much) MIS – (wrongly) SUB – (under) PRE- (before) INTER- (between, among)	TRANS - (across) SUPER - (above) SEMI- (half) ANTI – (againts) MID – (middle)
	HGHT FREQUENCY	**AVERAGE FREQUENCY**	**LOW FREQUENCY**
S U F I X E S	-S (plural nouns) -ES,-S (3rd person n singular/ plural nouns) -ED (past tense) ING - (present continuous) EST- (superlatives) ER – (comparatives)	LY – (characteristic of) ER, OR - (person) ION, TION – (action, process) IBLE, ABLE - (can be done) -FUL (full of)	- AL, IAL (having characterstic of) -Y (chracterized by) -NESS (state of, condition of) -ITY, TY (state of) -IC (having characteristic of) -EN (made of) -LESS (without) -IVE, ATIVE, ITIVE (adjective form of a noun)

Source: (Kieffer & Lesaux , 2009) as cited in Bonilla
Adapted by: The researcher

Morphological Instruction

Anglin as cited in (Vadasy & Roon, 2016) have stablished that most vocabulary words students learn at elementary levels are derived words whose prefixes and suffixes need to be internalized by learners.

Granted that, when students have gotten knowledge about morphemes, they are able to write properly. Additionally, students are able to integrate and breakdown part of words to form new units with different meanings. The explicit instruction of Morphology includes the following aspects: meanings of morphemes (prefixes and suffixes) along with strategies. It is worth mentioning that morphology instructions empower not only the writing skills but also vocabulary and reading.

In a Morphological research carried by Anglin (2004), derivational affixes were promoted through an extensive study and it was reported that in elementary levels students learn about 4000 basic words and 140000 derived words.

Besides, in recent studies it has been shown that morphological knowledge not only contributes to elementary English students but also to students from all levels. Furthermore, it was reported that those students who received morphological instruction could easily make word-decomposition. On top of that, knowledge of morphological affixation processes is directly related to accuracy when writing and speaking. The activities promoted in the mentioned research were designed with the purpose of increase morphological awareness.

Common European Framework of References aligned to the English

The CEFR describes in an inclusive manner principal patters second language students should learn. Besides, it describes skills and specific knowledge students must develop throughout the learning process. The Common European Framework of References suggests six phases to enhance communicative competences. Third level students at CTT de los Andes Language Center belong to the B1 level according to the CEFR. Here below, a chart with the most common characterizes

of B1 level regarding to the writing skills as well as the vocabulary sib-skills is displayed.

Table 73: Common European Framework of References

Overall Written Interaction	
B1	• Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. • Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
Vocabulary Range	
B1	• Can understand and use the main technical terminology of his/her field, when discussing his/her area of specialization with other specialists. • Has a good range of vocabulary for matters connected to his/her field and most general topics. • Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. • Can produce the appropriate collocations of many words in most contexts fairly systematically. • Can understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.
Coherence and Cohesion	
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. Can make simple, logical paragraph breaks in a longer text.

Source: (Common European Framework of References for Languages, 2018)

Adapted by: The researcher

Methods and Strategies

Methods and strategies play a very important role in the process of English learning as they are basically pedagogical facilitators which enable learners effective learning. Below, the most suitable methods for the writing skills instruction is listed.

PPP (Presentation, Practice, Production): This method has the following stage.

- Presentation: The teacher starts the class by introducing the main traits of the topic to be taught. For instance: the structure or grammatical function within sentences, dialogues, role-plays, brainstorming graphs, realia or controlled tasks

- Practice: The teacher can describe an activity (individual or in groups, in this way students practice models or a specific pattern throughout matching tasks, filling in the blank tasks, open ended questions, specific questions and even written examples of the subjects being instructed by the teacher. In this stage, students perform coherent tasks.

- Production: Students produce language based on the subjects learnt in the previous stages. For example: A written text

In this method, the role of the teacher is to inform in the presentation stage, and to guide in the production stage.

ESA (Engage, Study, Activate): (Harmer, 2010) prosed an approach which bases on the following stages.

- Engage: It is the role of the teacher to awake students' interest and emotions throughout the use of games, pictures, comic strips, etc.

- Study: In this phase, emphasis to the subject matter is primarily given. The role of the teacher is to explain the meaning and form of the subject by encouraging students to model and practice.

- Activate: Students practice the subject by working on designed resources. Third level students use the Morphological Affixation Handbook.

Harmer suggested that the phases of the ESA methodology does not have to necessarily follow that chronological order but instead it can be modified by the creativity of the teacher.

The Eclectic Method: This method embraces different methods as it meets the specific needs of teachers and students. The role of the teacher is to merge the best traits of each method in order to improve students' learning. It is essential to bear in mind that the four skills in the English Language are improved with the practice of not only one activity but the mix of different ones such as: reading tasks, oral activities, vocabulary exercises, etc.

Teachers must bear in mind that there is not an ideal method to instruct; therefore, it is the role of the teacher to adopt techniques and strategies depending on the resources, students, and contexts.

Communicative Language Teaching

(Richards, Communicative Language Teaching, 2009)asserted that Communicative Language Teaching basically emphasizes on strengthening the Communicative competence which focuses on the development of fluency by using the target language for different purposes and functions in a variety of settings and contexts. Richards noted that second language learners' fluency has to do with the use of natural language when engaging in interactive communication by keeping comprehensible output**.**

Richards also mentioned that fluency and accuracy is highly developed as long as the classroom activities promoted by the teacher lead students to use communicative strategies, negotiation of meaning and correction of misunderstandings. It must also be noted that communication breakdowns are avoided when communicative activities chosen by the teacher are effective. Accuracy activities emphasize on classroom use of language, formation of correct example of language, practice language out of context and small samples of language, and control choice of language.

Communicative Language Learning

Charles Curran created an approach based on advice techniques which reduce anxiety and language learning problems. This educational model considers students as a whole group; therefor, a groups needs therapy and counselling whose conditions have the following characteristics.

- Students interact in an interpersonal way.
- Teachers and students work together to facilitate learning.
- The teacher is not seen as a threat who impose limits instead he or she is seen as an important tool that analyzes students' needs.

The stages to follow within this approach are the following.

- Origin Phase: To promote a pleasant environment and to give guidelines about the subject to be taught to students.
- Autonomy Phase: Students start to het notion about how language is acquired. Besides, they become quite independent; however, they sometimes still need the guide and control of the teacher.
- Separate Existence: Students start to produce language in an independent manner.
- Adolescence: Students gain a great level of independence and become conscious about their own weaknesses. Additionally, they feel confident to accept feedback on their mistakes.
- Independence: In this stage, students gain a total level of independence.

Cognitive Approach

(Seel, 2012) said that the influence of learning a language under cognitive a cognitive approach bases on contextualized instructed grammar to promote pedagogical language patterns. This approach uses linguistic structured rules as syntactical abstractions; however, they are not negative at all due to the fact that grammatical structures are considered as an integral component of language production (writing and interaction).

6.7 Methodology

The current operating model consists on a Morphological affixation handbook which encompasses four units with four lessons each one. It is worth mentioning that all the tasks presented in each lesson has teaching guidelines and answers which guide the teacher how to work with handbook. The activities promoted in this proposal based on morphological activities which allow the learners to manipulate morphemes and more importantly allow learners understand the meaning of words in different communicative contexts. Therefore, the worksheets created in this handbook develop the vocabulary subskill and the writing productive skill. The handbook has got the following sections.

1. **Cover page:** The name of the handbook is "Morphological Affixation Handbook to enhance the writing skills."
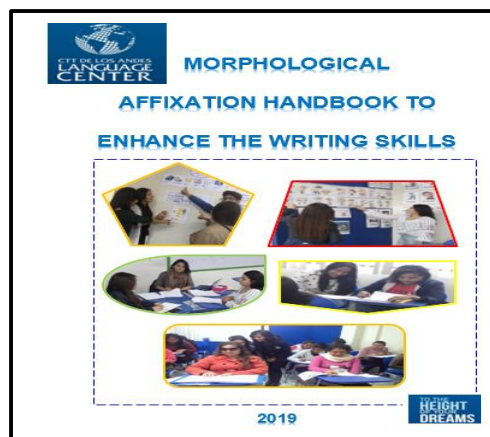
2. **Introduction:** This section presents and welcomes students and teachers the importance of promoting morphological exercises to enhance the writing skills.
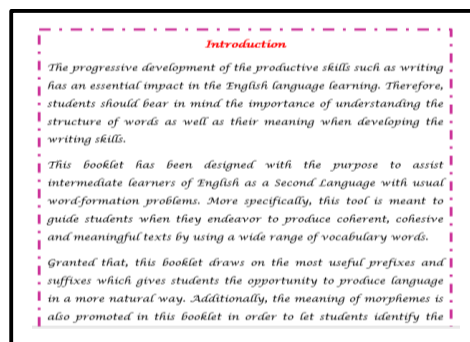
3. Index: The index presents the numeral guide where an ordered sequence of units and lessons is displayed.

4. Table of Contents: It is the structure of the handbook and it describes the name of the units, lessons, language focus, skills and the communicative outcomes to be developed.

TABLE OF CONTENTS

UNITS	LESSONS	LANGUAGE FOCUS	SKILLS	COMMUNICATION
ONE Inflectional Suffixes	LESSON 1: "Spare Time Activities"	• Verb + -ing form	Writing Reading Listening	Describing leisure activities
	LESSON 2: "Travel and Vacations"	• Adjectives (-ing/ -ed)	Writing Reading Listening	Giving details about holiday memories
	LESSON 3: "Places"	• Superlative & Comparative Adjectives (-es, -est)	Writing Reading Listening	Talking about transportation and city life.
	LESSON 4: "Routines at home"	• Third person singular & Plural Nouns (-es, -ss, -ies)	Writing Reading Listening	Detailing routines at home
TWO Derivational Suffixes	LESSON 1: "Professions"	• Nouns (-or, -er, -ment, -ion)	Writing Reading Listening	Describing job demand in students' home town
	LESSON 2: "Jobs"	• Nouns (-ant, -ent, -st, -ian)	Writing Reading Listening	Reporting about the most common under graduate study options in students' context.
	LESSON 3: "Money or Happiness"	• Adjectives • Nouns (-ness) (-ful, -less)	Writing Reading Listening	Narrating about how people see happiness and money in students' context
	LESSON 4:	• Adjectives	Writing	Describing an unusual story about

Instructional Guideline: These guides are shown after each lessons and tasks and they describe: objectives, materials, suggestions, time, and how the activities should be instructed.

INSTRUCTIONAL GUIDELINES

UNT 1:	Inflectional Suffixes
LESSON 1.2:	Travel and Vacations
LANGUAGE FOCUS:	*Adjectives (-ing, -ed)*
CLASS OBJECTIVE:	Students will be able to discuss about travel and vacation issues by using adjectives in (-ing, -ed)
MATERIALS:	
	Worksheets, highlighters, markers, pens, board
SUGESTONS:	✓ Always present suffixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	45 minutes
DEVELOPMENT	

1. T' introduces the topic of lesson 1.2 "Travel and vacations". As a warm up, S brainstorm about feelings when they travel. T' asks students to come up at the front and talk about it.

2. T' reads the sentences presented in the first section and, explains about the suffix –*ed* and –*ing*. Read the table about adjectives ending.
- Adjectives ending in–*ed* describe how people feel
- Adjectives ending in–*ing* describe either a situation or a person.

3. T' explains the formation of adjectives in Task 1; then, T' guides students through the formation of the following words.

4. Teacher asks students to rewrite the sentence's adding the suffixes (-*ed*, -*ing*) at the end of the

5. Answer Sheet: In this part, the answers for each task are given and they are found at the end of all the lessons in each unit.

6. Topics of Study: The development of the proposal itself is presented.

MORPHOLOGICAL

AFFIXATION HANDBOOK TO

ENHANCE THE WRITING SKILLS

2019

Ambato-Ecuador

Introduction

The progressive development of the productive English language learning. Therefore, students should bear in mind the importance of understanding the structure of words as well as their meaning when developing the writing skills such as writing has an essential impact in the skills.

This handbook has been designed with the purpose to assist intermediate learners of English as a Second Language who face usual word-formation problems. More specifically, this tool is meant to guide students when they endeavor to produce coherent, cohesive and meaningful texts by using a wide range of vocabulary words in rich contexts.

Granted that, this booklet draws on the most useful prefixes and suffixes which gives students the opportunity to produce language in a more natural way. Additionally, the meaning of morphemes is also promoted in this handbook in order to let students identify the effect that words such as verbs, nouns, adjectives, adverbs have in different contexts. But more importantly, students will practice guided and free writing which highly helps them improve the writing skills.

On top of that, students will be primarily benefited from all the activities presented in this useful manual. Consequently, the positive effect students get will be notably evident as their lexicon will relatively increase. In this way, students will successfully achieve high levels of the linguistic competence.

The contents presented in this handbook have tasks from the author's own work. In case of having used someone's else ideas, citations are given.

WELCOME!

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TABLE OF CONTENTS

UNITS	LESSONS	LANGUAGE FOCUS	SKILLS	COMMUNICATION OUTCOMES
ONE **Inflectional** **Suffixes**	**LESSON 1:** **"Spare Time Activities"**	• Verb + -ing form	<u>Writing</u> Reading Listening	Describing leisure activities.
	LESSON 2: **"Travel and Vacations"**	• Adjectives (-ing/ -ed)	<u>Writing</u> Reading Listening	Giving details about holiday memories.
	LESSON 3: **"Places"**	• Superlative & Comparative Adjectives (-er, -est)	<u>Writing</u> Reading Listening	Talking about transportation and city life.
	LESSON 4: **"Routines at home"**	• Third person singular & Plural Nouns (-es, -es, -ies)	<u>Writing</u> Reading Listening	Detailing routines at home.
TWO **Derivational** **Suffixes**	**LESSON 1:** **"Professions"**	• Nouns (-or, -er, -ment, -ion).	<u>Writing</u> Reading Listening	Describing job demand in students' home town.
	LESSON 2: **"Jobs"**	• Nouns (-ant, -ent, ist, ian).	<u>Writing</u> Reading Listening	Reporting about the most common under graduate study options in students' context.
	LESSON 3: **"Money or Happiness"**	• Adjectives • Nouns (-ness) (-ful, -less)	<u>Writing</u> Reading Listening	Narrating about how people see happiness and money in students' context

	LESSON 4: **"Life Facts**	• Adjectives (-able, -ible, -y) • Adverbs (-ly)	<u>Writing</u> Reading Listening	Describing an unusual story about a vacation an adventure, vacation or trip.
THREE **Derivational** **Prefixes**	**LESSON 1:**	• Nouns, • Adjectives • Verbs (re-, bi-, mis-)	<u>Writing</u> Reading Listening	Talking about signaling and city information in students' hometown.
	LESSON 2:	• Verbs • Adjectives • Nouns (dis-, ex-, en-, em-)	<u>Writing</u> Reading Speaking	Detailing the function of objects.
	LESSON 3:	• Adjectives (un-, im-, ir-, il-, in-)	<u>Writing</u> Reading Listening	Discussing about the importance of values.
	LESSON 4:	• Verbs • Adjectives • Nouns\ (under-, over, sub-)	<u>Writing</u> Reading	Describe about……………….
FOUR **General Review**	**LESSON 1:**	• Adjectives	<u>Writing</u> Reading	Telling about the personal qualities professionals should have.
	LESSON 2:	• Adjectives • Verbs	<u>Writing</u> Reading	Describe the importance of "Technology" in students' lives.

Source: Bonilla 2015

Elaborated by: The researcher

UNIT 1

INFLECTIONAL SUFFIXES

✓ **Suffixes are added at the end of words.**

  Example: trainer -training.

✓ **Inflectional suffixes carry grammatical meanings.**

  Example: works (third person singular verb)

  bigger (superlative adjective).

✓ **Inflectional suffixes do not always change the word class.**

  Example: work – works (both are verbs).

✓ **In Spanish some suffixes are:** mesas, comiendo, caminaba.

✓ **In English some examples of inflectional suffixes are:** tables, eating, faster, oldest

SPARE TIME ACTIVITES

Focus: verb + -ing forms

She enjoys read**ing** books.

She is ly**ing** on the floor.

http://clipart-library.com/clipart/540764.htm

Tak**ing** a break is cool.

VERB + -ING FORMS

Suffix:	Function:		Example
-ing	A **progressive verb** shows ongoing actions.		She is lying on the floor. She is going to bed late tonight.
	A **gerund**	a. goes after certain verbs (like, love, enjoy, prefer hate, can't stand, don't like)	She loves walking at night
		b. works as a noun / subject of the sentence	Taking a break is cool.
		c. goes after prepositions (at, on, for, in, about, of, etc.)	She is good at dancing.

✓ In most cases you add **'ing'** at the end of the verb.	
VERBS	**CHANGE IN SUFFIXES (ing)**
work	work**ing**
watch	watch**ing**
✓ If the verb ends in an **'e'**, we drop the **'e'** and add **'ing'.**	
VERBS	**CHANGE IN SUFFIXES (ing)**
Come	com**ing**
Write	writ**ing**
✓ If a verb ends in: **consonant, vowel, consonant,** double the last consonant.	
VERBS	**CHANGE IN SUFFIXES (ing)**
Swim	swim**ming**
Get	get**ting**

✓ Some verbs have irregular' **'ing'** form.	
VERBS	**CHANGE IN SUFFIXES**
lie	ly**ing**
die	dy**ing**

Source: (Bonilla, 2015)

➢ **TASK 1: Add the suffix –ing at the end of the following verbs.**

-ing

1. Speak **speaking**	5. leave _____	9. read _____
2.cry_____	6. clap _____	10 meet _____
3.clean _____	7. drink _____	11. give _____
4.be _____	8. commute_____	12. join _____

➢ **TASK 2: Complete the text choosing the correct verb in progressive form.**

make   iron   drink   play   eat   pick

Every day, Dorothy starts her day early in the morning and today it isn't the exception. Right now she is **1.** _____ her husband's shirt while Dorian, her husband, is **2.**_____ coffee, it tastes delicious. At the same time, next door, there is Paul **3.**_____ computer games; he always has relaxed mornings as he starts working at noon. However, Paul's wife is quickly **4.**_____ her breakfast, her friend Susan is soon, **5.**_____ her up from the house.

➢ **TASK 3: Read the sentences below and complete them choosing the correct verb. Remember that a verb + ing can be the subject of the sentence.**

study   use   jog   buy   walk

1.   _____ early in the morning is healthy as you can breathe pure air.
2.   _____ in the morning is productive; teachers and students are more energetic.
3.   _____ online banking saves a lot of time.
4.   _____ vegetables in the market is very convenient.
5.   _____ alone at night is dangerous

➢ **TASK 4: Give your opinion Remember that a verb + ing goes after certain verbs.**

1.   I really *like* _____on the weekends.
2.   My dad *loves*_____ at night.
3.   People in Ecuador *enjoy*_____ at Christmas.
4.   Most people *prefer* _____ in vacation.
5.   I *can't stand* _____ while I do my homework.

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➢ **TASK 5: Give and an ending to each of these sentences. Remember that a verb + ing goes after prepositions.**

1. I always thank God *for*_____.
2. I'm in class now, my teachers is talking *about*_____.
3. People who are sporty are always interested *in*_____.
4. When I was a child, I used to be interested *in* _____.
5. When I finish my university degree , I will think *of* _____.

➢ **TASK 6: Read the texts below and fill in the gaps with the correct verb + ing.**

<div style="border:1px solid #000; background:#ffff00;">

do   win   train   loose   swim

It has been always said that **1.** _____ is not everything in life. However, I have to admit that **2.**_____ does not cause a good feeling at all. Therefore, these days, I am **3.**_____ my best during the running **4.**_____ I practice. Soon, I will take part in an important marathon race and I have to show how good I am at **5.**_____.

give   read (2)   get   make   watch

Other of my hobbies is **6.**_____, it is my really free time activity. Actually, the book I am reading now is **7.**_____ me the opportunity to know about the Greek culture. **8.**_____ to know more about the food, religion, language and traditions is **9.**_____ me notice how different cultures are. To be honest I hate **10.**_____ documentaries, I have been always interested in **11.** _____.

give   teach   work   learn(2)   make

I am thankful with my parents for **12.**_____ me about the importance of **13.**_____ my dreams come true. I am a strong believer of **14.**_____ hard until you achieve your goals. Now, I am **15.**_____ Spanish and I am not afraid of **16**_____ Chinese in the future. Remember that never is too late and you should never think of **17.**_____ up.

</div>

➢ **TASK 7: Write about an activity or hobby you practice or have taken up lately.**
PLANNING: Brainstorm about the activities do you mainly do in your free time.

_____   _____   _____   _____

When do you do these free time activities?..

....

How important are these hobbies in your life? Are they good or bad? Why?

....

DRAFTING: Write about your free time activities use the information above to write.
Make sure you use gerunds (verb + ing). (Minimum 80 words)

_____
_____
_____
_____
_____
_____
_____
_____

EDITING: Let a classmate read your text and give you some suggestions to improve it.
Rewrite it by making corrections.

_____
_____
_____
_____
_____
_____
_____
_____
_____

INSTRUCTIONAL GUIDELINES

UNT 1:	Inflectional Suffixes
LESSON 1.1:	Spare Time Activities
LANGUAGE FOCUS:	*verb + ing forms*
CLASS OBJECTIVE:	Students will be able to describe their spare time activities using gerunds in rich and meaningful contexts.
MATERIALS:	Worksheets, highlighters, markers, pens, board.
SUGESTONS:	✓ Always present suffixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	45 minutes

DEVELOPMENT

1. T' introduces the topic of lesson 1.1 Spare Time Activities by asking Ss' to read aloud the sentences presented in the first section. Ask Ss' if they know the meaning of the words in bold. If not ask Ss' to give possible answers. In this task Ss' participate as a whole class.

2. T' presents the use of **verbs + ing** forms by explaining the table of verbs (the structure of gerunds)

3. T' presents the function of gerunds and how they can be found in sentences. Make sure you read all the given examples and analyze them while you present each of the following cases.

- To make gerunds, you need to add the suffix **–ing** at the end of the word.
- A gerund (**verbs + ing**) goes after certain verbs (like, love, enjoy, prefer, hate, etc.)
- A gerund (**verbs + ing**) has the function of a noun (subject of the sentence)
- A gerund (**verbs + ing**) can go after prepositions.

4. Teacher asks students to read the examples presented in the first section of this lesson.

5. In pairs, Ss' complete task 2 and T' should ensure students know the meaning of the words in the world bank. T' can provide feedback to students at the beginning of the activity.

6. Once students have gained enough practice, they are asked to complete task 3. As you can see in this activity Ss' will use gerunds as the subject of the sentence. This task cane be done in pairs.

7. Ss' work on an independent activity (task 4), they need to create gerunds before preference verbs to complete each sentence. This activity invites Ss' to give their own views. In the same order, Ss' write gerunds before prepositions Task 5.

8. Ss' work in Task 6, by writing gerunds. There are three paragraphs which need the formation of gerunds. T' must provide constant feedback through the development of this task.

9. Task 7 is an independent task, it demands Ss' to work on three stages: Planning, drafting, and editing. This activity is performed in the class, in this way the T' can provide feedback and support students' work. Once Ss' have written their independent task, T' evaluates it, by using the writing rubric attached at the end of this booklet. It is important for teachers to give special attention to this task.

Source: The researcher, 2018

TRAVEL AND VACATIONS

Focus: Adjectives (-ing,- ed)

She is relaxed

Doing yoga in the mountains is relaxing

https://fr.pngtree.com/freepng/cartoon-yoga-girl_2710023.html

-ed vs -ing

Adjectives ending in:	Suffix:	Meaning:
	-ed	describe how people feel.
	-ing	describe a situation or person.

Task 1: Write the missing suffixes (-ed / -ing) in the adjectives from the boxes below.

1.relax → **relaxing** **relaxed**

4. bor → _____ _____

7. interest → _____ _____

2. excit → _____ _____

5. thrill → _____ _____

8.dissapoint → _____ _____

3. startl → _____ _____

6. challeng → _____ _____

9. entertain → _____ _____

Task 2: Rewrite the sentences adding the suffixes (-ed / -ing) at the end of the adjectives in bold.

1. I am a very *relax* in the Galapagos Islands. _____

2. My parents are *interest* in travelling to Grece. _____

3. A self- guided tour is *bore*. _____

4. His mom loves camping, she finds it *relax*. _____

5. Reaching the summit of the mountain is *chaleng.* _____

6. He had an **amaz** trip, we visited **startl** legendary sites. _____

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Task 3: Read the text and choose the correct form of the adjectives (-ed / -ing) in bold to complete the gaps. There is an example at the beginning.

Last month, I and my family had an **0. _amazing_** time on our beach holiday. Tonsupa beach seems like a really **1._____** place. My three children got so **2._____** when they got in the hotel because it had such big pools. For me the most **3._____** part was that some important filmmakers were doing a really **4._____** documentary on TV about this beach. My daughter Susan and I were a bit **5._____** about going deep into the water and my sons got very **6._____** staying on the bot for an hour. However, when they saw the fish, they got **7._____**. The sudden change in the weather was **8._____**, actually, it was a **9. _____** that the tour guide didn't tell us anything. To be honest, the worst part of our trip was the manager of the hotel, it was an **10._____** man. It was funny that the last day, my husband was very **11._____** we would miss the bus back home. I was really **12._____** at the end of the holiday because there were so many activities to do. Now we are all **13._____** in traveling to the beach.

amaz

fascinat

excit

excit

interest

frighten/ bor

amaz / worr

surpris

annoy

worr

tire

intrest

Task 4: Write about your perfect holiday. Use adjectives ending in (-ed / -ing).

➢ **PLANNING: Brainstorm about the activities you do when you have a holiday.**

_____

_____

_____
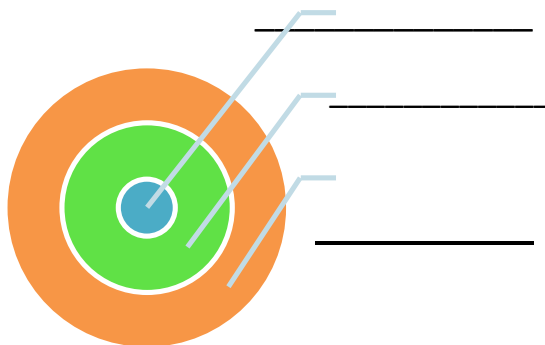
- How do you feel when you do those activities? Describe them with adjectives.

....

- Have you had any interesting experience in your last holiday? Describe it.

....

DRAFTING: Write about your last holiday. Describe the activities you did and how did you feel? Make sure you use adjectives ending in (ed + ing). (Minimum 80 words)

_____
_____
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_____
_____

EDITING: Let a classmate read your text and give you some suggestions to improve it. Rewrite it by making corrections.

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INSTRUCTIONAL GUIDELINES

UNT 1:	Inflectional Suffixes
LESSON 1.2:	Travel and Vacations
LANGUAGE FOCUS:	*Adjectives (-ing, -ed)*
CLASS OBJECTIVE:	Students will be able to discuss about travel and vacation issues by using adjectives in (-ing, -ed)
MATERIALS:	**Worksheets, highlighters, markers, pens, board**
SUGESTONS:	✓ Always present suffixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	45 minutes

DEVELOPMENT

1. T' introduces the topic of lesson 1.2 ''Travel and vacations''. As a warm up, S brainstorm about feelings when they travel. T' asks students to come up at the front and talk about it.

2. T' reads the sentences presented in the first section and, explains about the suffix –**ed** and –**ing**. Read the table about adjectives ending.

- Adjectives ending in–**ed** describe how people feel

- Adjectives ending in–**ing** describe either a situation or a person.

3. T' explains the formation of adjectives in Task 1; then, T' guides students through the formation of the following words.

4. Teacher asks students to rewrite the sentence's adding the suffixes (-ed, -ing) at the end of the adjectives in bold. Task 2

5. In pairs, students complete task 3. They have to read the text and choose the correct form of the adjectives (-ed, -ing) in order to complete the gaps. Once they, have finished the activity, T' checks answers and provides feedback.

6. In task 4, Ss' will work on an independent writing task. T' should provide feedback when necessary. Once they have written their text, T' should use the writing rubric to assess the task. Furthermore, provide feedback and make sure Ss' identify certain mistakes especially the ones related to adjective formation (-ed, -ing).

Source: The researcher, 2018

PLACES

Focus: Comparatives & Superlative Ajectives (-er,- est)

The air in the country is clean**er** than in the town.

The busi**est** places in cities are restaurants.

https://letstalklife.blog/2017/11/01/country-life-vs-city-life/

COMPARATIVE & SUPERLATIVE FORMS

A. In most cases add '-er' to the end of the adjective.		
ADJECTIVE	**CHANGE IN COMPARATIVE (er)**	**CHANGE IN SUPERLATIVE (er)**
Clean	Clean + **er = cleaner**	Clean + **est = cleanest**
short	Short + **er =** _____	Short + **est =** _____
small	Small + **er =**_____	Small + **est =** _____

B. Adjectives ending in '-y'. Change the '-y' to 'i' and add '–ier' at the end of the word.		
ADJECTIVE	**CHANGE IN COMPARATIVE (er)**	**CHANGE IN SUPERLATIVE (est)**
Crazy	crazy + **ier =**<u>crazier</u>	crazy + **est = craziest**
early	early + **ier =** _____	early + **est =** _____
happy	happy + **ier =** _____	happy + **est=** _____

C. If an adjective ends in (consonant, vowel consonant) we double the last word.		
ADJECTIVE	**CHANGE IN COMPARATIVE (er)**	**CHANGE IN SUPERLATIVE (est)**
Fat	fat + **er = fatter**	Fat + **est = fattest**
sad	sad + **er =** _____	Hot + **est =** _____
hot	hot + **er =** _____	Sad + **est =**_____

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D. Irregular forms:		
ADJECTIVE	**CHANGE IN COMPARATIVE**	**CHANGE IN SUPERLATIVE**
Good	Better	the best
bad	wrong	the worst
far	farther / farthest	the farthest / farthest
TO REMEMBER		**Example**
✓ Comparative adjectives are often followed by **'than'.** ✓ Superlatives are often preceded by the word **'the'.**		The transportation system in cities is faster **than** in the country. **The** fastest forms of transportation in the city are taxis.

Source: (Bonilla, 2015)

Task 1: Complete the sentences choosing and adjective from the list and making it ether comparative or superlative.

bad / good / big / fast / small / far / bad

0. It is 36 degrees in Esmeraldas, it is __*hotter*__ than Ambato.

1. Taking public buses aren't the _____form of transportation.

2. Seven o' clock in the morning is the _____ time of the day for commuting.

3. There are 3 million people in Guayaquil. It is the _____city in Ecuador.

4. Towns need _____ forms of transportation.

5. Going to Loja takes me 10 hours while going to Ibarra takes me 4 hours. Loja is _____ than Ibarra.

6. Beijing has some of the _____ traffic problems in the world.

7. Ambato population is _____ than Quito.

Task 2: Read the conversation and circle the correct answer.

A: New York is **0. *the biggest / bigger than*** Paris.

B: I know, but Paris is **1. *closer/ the closest***, so we don't have to fly across the Atlantic.

A: I would like to buy some fashionable clothes, darling! New York is **2. *the cheapest /***

cheaper than place to buy!

B: Besides, it is a truly modern city, **3. *faster / fastest*** than Paris!

A: Well, that is exactly a problem! New York is as noisy as Paris as Paris!

B: I would like to enjoy my holiday in a small and quiet city! I think the mountains are **4.**

nicer / the nicest than crowded towns.

A: Well, honey, in that case, you have to go without me!

B: Oh no way! I need some time off. Go ahead, Paris is the **5. smartest / smarter** option.

Task 3: Write about the city you live in. Use some comparative and superlative adjectives.

PLANNING: Use an adjective to describe the transportation, people, banks, libraries, schools, markets, drugstores, grocery stores, etc.

https://www.canstockphoto.com.sg/cute-vector-illustration-of-a-city-3111306.html

Friendly
Smart
Funny
Loud
Hot
Far
Nice
Early
Clean
Good
Bad
Large
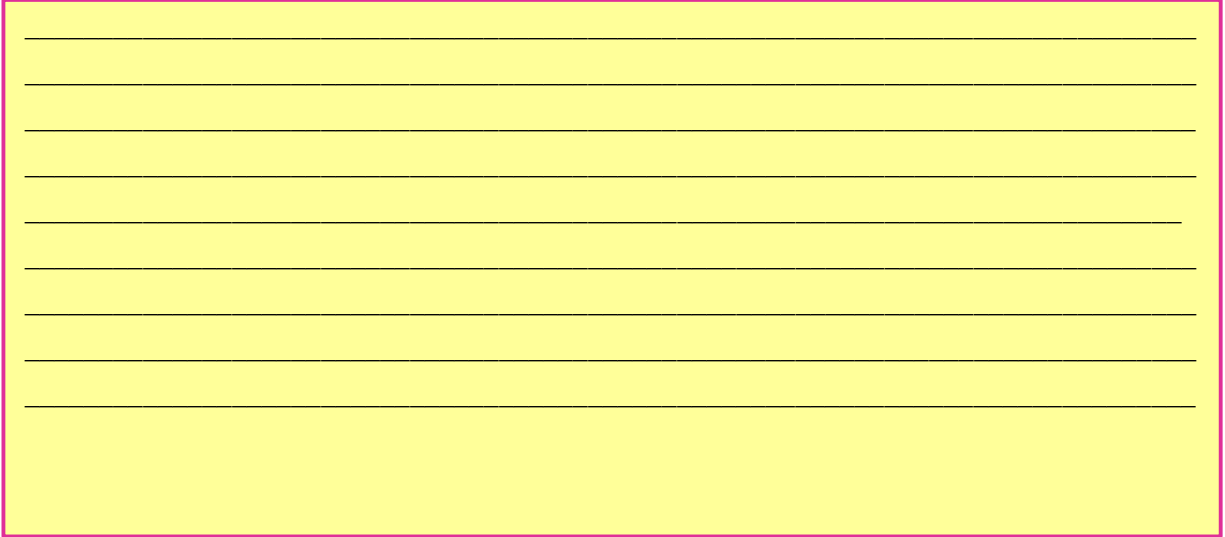
Example: Taxis are clean and fast / buses.
Libraries are not big.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Big
Late
Fast
slow
New
Easy
New
Old
High
Low
Cold
Short
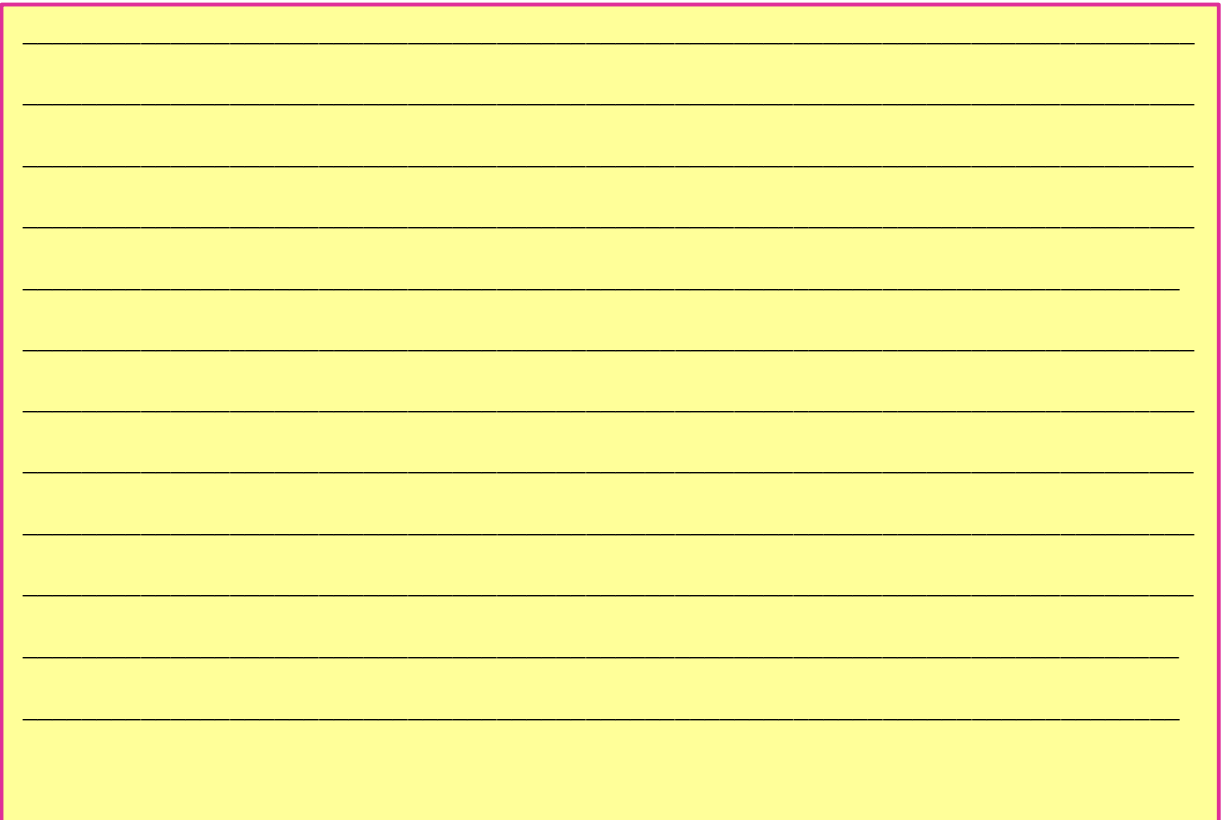
How would you improve thongs in your town? How? Describe.

- ………………………………………………………………………………….
- ………………………………………………………………………………….
- ………………………………………………………………………………….
- ………………………………………………………………………………….

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DRAFTING: Now write a paragraph describing your city. Make sure you use comparative and superlative adjectives. (**-er,-est)** (Minimum 80 words)

_____
_____
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EDITING: Let a classmate read your text and give you some suggestions to improve it. Rewrite it by making corrections.

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INSTRUCTIONAL GUIDELINES	
UNT 1:	Inflectional Suffixes
LESSON 1.3:	Places
LANGUAGE FOCUS:	*Comparative and Superlative Adjectives (-er, -est)*
CLASS OBJECTIVE:	Students will be able to describe places using comparatives and superlative adjectives (-er, -est)
MATERIALS:	**Worksheets, highlighters, markers, pens, board**
SUGESTONS:	✓ Always present suffixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	45 minutes

DEVELOPMENT

1. T' introduces the topic of lesson 1.2 by looking at the pictures presented in the first part of the lesson. Consequently, Ss' are asked to read the sentences. T' checks previous knowledge about comparative and superlative adjectives. 'Travel and vacations''.

2. T' presents the table about the rules for the formation of comparative and superlative adjectives.

- Provide clear explanation about the suffixes needed to form comparative and superlative adjectives.

- While you provide rules, Ss' form comparative and superlative adjectives.

 3. In task 1, Ss'' complete the sentences choosing and adjective from the list and making it ether comparative or superlative.

4. In task 2, SS' are asked to read the conversation and circle the correct adjective either comparative and superlative.

5. In task 3, Ss' have to work on an independent task, they need to describe the transportation, people, banks, libraries, schools, markets, drugstores, and grocery stores in their town. T' should guide them by making sure students follow the writing stages.

6. To assess the previous activity, T' should use the writing rubric to evaluate it. Furthermore, provide feedback and make sure Ss' identify certain mistakes especially the ones related to comparative and superlative adjective construction (-est, -er).

Source: The researcher, 2018

INFLECTIONAL SUFFIXES

ROUTINES AT HOME

Focus: Third person singular verbs (-s,- es,-ies)

Plural Nouns (-s,- es, -ies)

Sue clean**s** the window**s** every day.

https://www.vectorstock.com/royalty-free-vector/kids-doing-chores-at-home-vector-18010525

Claire hold**s** the mop and clean**s** the floor.

	Suffix:	Meaning:
Nouns	-s, -es	more than one (plural forms)
Verbs	-s, -es	3rd person singular verbs

VERB FORMS (-s,- es)

Simple present tense in the 3rd person singular (He, She, It)

✓ For most verbs, add an 's' at the end of the verb

| VERBS | CHANGE IN SUFFIXES | EXAMPLES |
		Verb 3rd person sing. verb
commute	commute**s**	belong _____
feel	feel**s**	train _____
recommend	recommend**s**	ask _____

✓ For verbs ending with 'sh', 'ch', 'ss', 'x,' add an 'es' at the end of the verb.

VERBS	CHANGE IN SUFFIXES	EXAMPLES
stretch	stretch**es**	catch _____
attach	attach**es**	watch _____
wax	wax**es**	Kiss _____

✓ For verbs ending in **consonant** + **'y'**, change the **'y'** to '**i**' and add **'es'**

VERBS	CHANGE IN SUFFIXES	EXAMPLES
try	Tr**ies**	study _____
fly	fl**ies**	carry _____
apply	appl**ies**	marry _____

PLURAL NOUN FORMS (-s,- es)

✓ For most nouns add a **'s'** at the end of the noun

SINGULAR	PLURAL	TASK Singular	Plural
table	table**s**	drawer	_____
rug	rug**s**	blind	_____
chair	chair**s**	armchair	_____

✓ For nouns ending with **'s'**, **'x'**, **'z'**, **'ch'**, **'sh',** add an **'es'** at the end of the noun

SINGULAR	PLURAL	TASK Singular	Plural
dish	dish**es**	sandwich	_____
flash	flash**es**	address	_____
bus	bus**es**	box	_____

✓ For nouns ending with a consonant followed by **'y'**, replace the **'y'** with an **'i'** and add **'es'** to the word.

SINGULAR	PLURAL	TASK Singular	Plural
party	part**ies**	city	_____
family	famil**ies**	country	_____
puppy	pupp**ies**	baby	_____

✓ **Some** nouns ending with **'o'**, add **'es'** at the end of the word. For example:

SINGULAR	PLURAL	TASK Singular	Plural
potato	Potato**es**	mosquito	_____
hero	Heroes	tomato	_____

✓ **Some** nouns ending with 'f', replace the 'f' with a **'v'** and add **'es'** at the end of the word.

SINGULAR	PLURAL	TASK Singular	Plural
thief	thie**ves**	shelf	_____
half	hal**ves**	calf	_____

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✓ **Some** nouns ending with **'ife'**, replace the **'f'** with a **'v'** and add an **'s'** at the end of the word.		
SINGULAR	**PLURAL**	**TASK** **Singular** **Plural**
wife	Wi**ves**	live _____
knife	Kni**ves**	midwife _____

Source: (Bonilla, 2015)

TASK 1: Look at the pictures and complete the sentences with the missing nouns.

0. I just bought my kids two ***pianos.***	1. There are two _____ in the backyard.	2. The _____ are on the cupboards.
3. Spanish nuts have very strong _____	4. Be careful when opening the soda _____.	5. I need to buy three _____ for my kids.

TASK 2: Read the text and complete it with the plural for the nouns (-s,-es)

https://www.vectorstock.com/royalty-free-vector/cartoon-living-room-apartment-interior-vector-20598440

picture, color, half, circle, lamp, child,

This is a picture of my house. There are many [0] ***pictures*** the room. My favorite picture is green and it is between the two nature [1]_____. There is a carpet in the middle of the room, it has two [2]_____. Also, I have two [3]_____ and turn them on to read. My house looks neat now but when my two [4]_____ get home it will get messy. There is a large window divided into two[1] 5_____.

TASK 3: Complete the text with the appropriate form of the verbs in simple present tense.

Ben **⁰ studies** (study) at a college. He **¹_____** (live) with two students but he doesn't see them often. He **²_____** (get) up at seven o´clock and he **³ _____** (eat) a sandwich and a cup of tea for breakfast. He **⁴_____** (go) to college at eight o´clock and **⁵_____** (finish) late. At home he **⁶_____** (read) books, but he doesn't watch TV. He goes to bed late. On the weekend, he is a cowboy and he**⁷ _____** (stay) on a farm. He **⁸ _____** (have) a horse named Ginger. She **⁹_____** (love) Ben so much and She **¹⁰_____** (enjoy) their time together. After long rides, Ben **¹¹_____** (wash) Ginger. He usually **¹²_____** (brush) her tail and **¹³_____** (give) her fresh water and food.

TASK 4: Chose the correct form of the verb and noun to complete the text.

<div style="background-color:#c8f0c8">

AT HOME

Here are some **⁰ a) pictures** of my family at home. I took them last summer. The whole family usually **¹ _____**on Sundays. This one is my mother. She's in the back-garden and she's picking **²_____** for lunch. She and my father grow all their own fruit and veggies. When they have a lot, they give them away to **³_____**, friends and family but they don't sell them to stores or markets. This is my dad in the kitchen. He's making a pie for him and my mother. He always **⁴_____**cheesacake because he doesn't like it when my mother prepares it. This is my brother in the living room. He's young and he still **⁵_____** with my parents. He's in college. He doesn't do very much in the house. This is my sister and her husband. They're both **⁶_____**. They live about ten **⁷_____**away from my parents' house they don't have any **⁸_____**. Hector also**⁹_____** electronic devices, he owns a fixing store and works with three computing **¹⁰_____**

</div>

Ex: a) pictures	b) picturies	c) picturees
1. a) visities	b) visits	c) visites
2. a) vegetablies	b) vegetables	c) vegetaees
3. a) neighboors	b) neighboores	c) neighboories
4. a) makes	b) makies	c) maks
5. a) lives	b) livies	c) livies
6. a) teacheres	b) teachers	c) teacheries
7. a) minutes	b) minuteies	c) minutieves
8. a) childs	b) childrenes	c) children
9. a) fixes	b) fixies	c) fixees
10. a) engineeres	b) engineers	c) engineeries

TASK 5: Write about the objects you have at home and the frequency you and your family use them.

_____

_____

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INSTRUCTIONAL GUIDELINES

UNT 1:	Inflectional Suffixes
LESSON 1.4:	Routines at home
LANGUAGE FOCUS:	*Third person singular verbs / Plural Nouns (-s, -es)*
CLASS OBJECTIVE:	Students will be able to describe routines at home by using the correct forms of third person singular verbs as well as plural nouns (-s, -est)
MATERIALS:	**Worksheets, highlighters, markers, pens, board**
SUGESTONS:	✓ Always present suffixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	45 minutes

DEVELOPMENT

1. S' read the topic of this lesson and predict what it might be about. Ss' read the given sentences and give attention to the words in bold.

2. T' presents the table about the rules for the formation of *third person singular verbs and Plural Nouns (-s, -es)*

- Provide clear explanation about the suffixes needed to form 3rd *person singular verbs and plural Nouns*
- While you provide rules, Ss' form 3rd *person singular verbs and plural Nouns*

 3. In task 1, Ss'' look at the pictures and complete the sentences with the missing nouns. Once they have completed the task the teacher asks them to check he answers. T' provides feedback when necessary.

4. In task 2, SS' are asked read the text and complete it with the plural for the nouns (-s,-es). T' provides feedback when necessary.

5. In task 3, Ss' complete the text with the appropriate form of the verbs in simple present tense. Once they have completed the task the teacher asks them to check he answers. T' provides feedback when necessary.

6. In task 4, Ss' should choose the correct form of the verb and noun to complete the text. If there is any word students don't know the meaning, it is the role of the teachers to explain.

6. In task 5, Ss' are asked to write about the objects they have at home and the frequency they and their family use them. To assess the previous activity, T' should use the writing rubric to evaluate it. Furthermore, provide feedback and make sure Ss' identify certain mistakes especially the ones related to 3rd person singular verbs and plural Nouns.

Source: The researcher, 2018

ANSWER KEY

1.1 INFLECTIONAL SUFFIXES

Task 1:	Task 2:	Task 3:	Task 4:	Task 5:	Task 6:	Task 7:
1. speaking	1. ironing	1. Jogging	Answers may vary.	Answers may vary.	1. winning	Answers may vary.
2. crying	2. drinking	2. Studying			2. loosing	
3. cleaning	3. playing	3. using			3. doing	
4. being	4. making	4. buying			4. training	
5. leaving	5. picking	5. walking			5.swimming	
6. clapping					6. reading	
7.drinking					7.giving	
8. commuting					8. getting	
9.reading					9.making	
10.meeting					10.watching	
11.giving					11.reading	
12.joining					12.teaching	
					13.making	
					14.working	
					15.learning	
					16. learning	
					17.giving	

1.2 INFLECTIONAL SUFFIXES

Task 1:	Task 2:	Task 3:		Task 4:
1. relaxing /ed	1. relaxed	1. fascinating	7. amazed	Answers may vary
2. eciting /ed	2. interested	2. excited	8. worrying	
3. cstartling/ed	3. boring	3.esciting	9. surprising	
4. boring/ed	4.relaxing	4. interesting	10. annoying	
5. thrilling/ed	5. challenging	5. frightened	11. worried	
6. clhallenginf/ed	6. amazing /startling	6. bored	12. tired	
7.interesting/ed			13.interested	
8. disappointing/ed				
9.entertaining/ed				

1.3 INFLECTIONAL SUFFIXES

Task 1:		Task 2:	Task 3:
1. best	5. father / further	1. the closest	Answers may vary
2. worst	6. worst	2.the cheapest	
3. biggest	7.smaller	3. faster	
4. fastest		4. nicer	
		5. smartest	

1.4 INFLECTIONAL SUFFIXES

Task 1:	Task 2:	Task 3:		Task 4:		Task 5:
1. bikes	1. pictures	1. lives	8.enjoys	1. b	6.b	Answers may vary
2. glasses	2. circles	2. gets	9.loves	2. b	7.a	
3. shells	3. pictures	3. eats	10. enjoys	3. a	8 c	
4. cans/containers	4. children	4. goes	11. washes	4. a	9.a	
5. dictionaries	5. halves	5. finishes	12.brushes	5. a	10.b	
		6.reads	13 gives.		.	
		7.stays				

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UNIT2

DERIVATIONAL SUFFIXES

WORD **SUFFIX**

✓ **Derivational Suffixes just like Inflectional suffixes are added at the end of words.**

Example: beautiful**ly** – homele**ss**

✓ **Derivational suffixes create grammatical categories by attaching derivational affixes to root words. These morphemes can sometimes change the word class.**

Example: beautiful**ly** – homele**ss**

✓ **In Spanish a few examples of derivational suffixes are:**

bonita**mente**, accept**able**, educa**ción**, contad**or**, etc.

✓ **In English a few examples of derivational suffixes are:**

beauti**ful**, act**or**, read**able**, quick**ly**, etc.

PROFESSIONS

Focus: NOUNS (-or, -er, -ment, -ion)

legislator

legislation

https://clmblog.info/depositphotos-stock-illustration-lawyer-icon-of-justice-scales-

https://www.fotosearch.com/CSP396/k19296639/

teacher

government

	Suffix:	Meaning:
To make **nouns** (occupations) from **verbs**, add the suffix *–er / -or.*	**-or / -er**	A person or thing that does something
To make **nouns** (process of) from **verbs**, add the suffix *–ion / -ment.*	**-ment / -ion**	Process of / result state of action

TASK 1: Change the verbs into nouns, using the suffixes: -or, -er. Write the meaning.

VERB	**+**	**SUFFIX - or / -er**	**=**	**NOUN**	**MEANING**
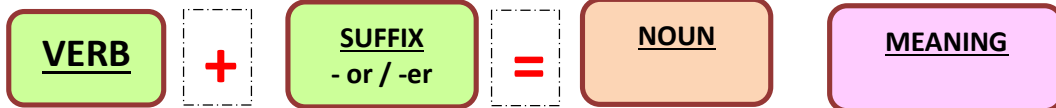
1. **Investigate**   **or**   **investigator**   **person who investigates**

2. **act:** _____ _____ **person who _____**

3. **protect:** _____ _____ **person who _____**

4. **invent:** _____ _____ **person who _____**

5. **administrate:** _____ _____ **person who _____**

6. **decorate:** _____ _____ **person who _____**

7. **legislate:** _____ _____ **person who _____**

8. **direct:** _____ _____ **person who _____**

9. **_____** _____ **narrator** **person who _____**

10. **_____** _____ **collector** **person who_____**

11. **_____** _____ **inspector** **person who _____**

12. **_____** _____ **editor** **person who _____**

13._____	_____	educat**or**	person who _____
14._____	_____	supervis**or**	person who _____
15._____	_____	translat**or**	person who _____
16._____	_____	_____	person who.employs
17._____	_____	_____	person who invests
18._____	_____	_____	person who governs
19. develop:	_____	_____	person who _____
20. oppress:	_____	_____	person who_____
21. survive:	_____	_____	person who _____
22. conspirate:	_____	_____	person who _____
23. manage:	_____	_____	person who_____

- **To make nouns (profession - occupations) from nouns, add the suffix –or / -er.**

| **NOUN** | **+** | **Suffix - or / -er** | **=** | **NEW NOUN** |
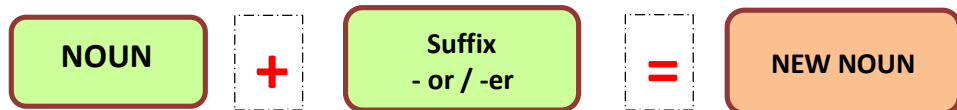
24. council:	_____	_____
25. debt:	_____	_____
26. foreign:	_____	_____
27. prision:	_____	_____

TASK 2: Match the definitions with the nouns**+ –er, -or.** Give your definition to the last nouns

0. An **invent<u>or</u>**   (d)   **a.** is able to change ideas from one language to another.

1. An **administrat_( )**   **b.** makes changes on texts and films.

2. **A foreign___   ( )**   **c.** takes part in a group which makes decisions of laws.

3. A **translat___   ( )**   **d.** is the person who creates something new.

4. An **edit___   ( )**   **e.** checks the organization and progress of a company.

5. A **legislat___ ( )**   **f.** comes to a place from a different place or country.

6. A **prisoner:**   _____

7. A **manager:**   _____

8. An **oppressor:**   _____

TASK 3: Change the verbs into nouns, using the suffix **–ment.** Write the meaning.

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Verb	+	SUFFIX -ment	=	NOUN	MEANING

1. invest	ment	investment	activity of invest
2. agree	ment	_____	activity of _____
3. pay	_____	_____	activity of _____
4. engage	_____	_____	activity of _____
5. achieve	_____	_____	activity of _____
6. _____	_____	_____	activity of advertise
7. _____	_____	_____	activity of entertain
8. _____	_____	_____	activity of manage
9. _____	_____	_____	activity of develop
10. improve	_____	_____	activity of _____
11. commit	_____	_____	activity of _____
12. employ	_____	_____	activity of _____

TASK 4: Change the verbs into nouns, using the suffix **–ment**. Write the meaning.

Online Business

Millions of people interact with platforms and enjoy great experiences of **1.*entertainment*** every day**.** As a result of this massive **2._____** of web sites which offer endless services for every kind of user, such as business, **3._____**, **4._____** and even **5._____**. This surge of dynamic digital venues for commerce and information is creating connections that come with a new life style setting vivid **6._____** with users from all over the world. Users are more likely to get excited about personal **7._____** and even **8._____** opportunities as online business offer a variety of interesting and engaging ideas. Internet is a powerful tool designed to help us in many different ways, of course the **9._____** of discipline and constancy is a principal requirement in order to reach our objectives. People will also gain personal **10._____** on their leadership skills.

entertain

develop

employ /advertise

pay

engage

develop

invest

agree

improve

TASK 5: First read the verbs and change them into nouns. Then, choose the correct choice to complete the sentences.

NOUN Suffix: - or, -er	VERB	NOUN Suffix:-ment /-ion
•investigator	•Investigate	•investigation
•_____	•act	•_____
•_____	•protect	•_____
•_____	•invent	•_____
•_____	•administrate	•_____
•_____	•decorate	•_____
•_____	•legislate	•_____
•_____	•direct	•_____
•_____	•narrate	•_____
•_____	•collect	•_____
•_____	•inspect	•_____
•_____	•edit	•_____
•_____	•educate	•_____
•_____	•supervise	•_____
•_____	•translate	•_____
•_____	•inspect	•_____
•_____	•demostrate	•_____
•_____	•employ	•_____
•_____	•invest	•_____
•_____	•govern	•_____
•_____	•develop	•_____
•_____	•oppress	•_____
•_____	•conspirate	•_____
•_____	•construct	•_____
•_____	•manage	•_____

TASK 6: Complete the sentences by choosing either a noun or a verb.

0. A few countries are still governing under _**oppression**_ systems.   (**oppressor**, oppress, **oppression**)

1. International companies should hire _____   (**translators**, translate, **translation**)

2. The wedding party had great _____.   (**decorator**, decorate, **decoration**)

3. The cinema is good for _____ movies, they always have great _____   (**actor**, act, **action**)

4. _____ at banks have a tough job, they _____ issues.   (**managers**, manage, **management**)

5. The _____ process took the _____over three hours.   (**inspector**, inspect, **inspection**)

TASK 7: Read the text and complete it with the correct form of the noun.

Change in profesional needs

Nowadays, there are professions which are not necessary at all. To give an example, many years ago there used to be a high and constant demand of **0) administrators** not only for big enterprises but also for small ones. However, recent researches **1_____** that the best **2_____** of successful companies is not always carried out by qualified professionals at all. For example, Colgate has given an important **3_____** in the last years and believe it or not this company has been **4_____** by experimented **5_____** , business people and **6_____** who had done projects, planning, and **7_____** work before. One of the reasons for this happening is that **8_____** are opening **9_____** opportunities for people who have experience no matter they don´t have qualifications. In fact, national the **10_____** has launched a campaign in favor of opening job places for people. Unfortunately, there are opponents who construct their own opinions saying that this campaign is led by **11_____** who have the behavior of real **12_____** I think that promoting these kind of employments represent an important **13_____** for the country; nevertheless, the aim of the state is to give support, safety and **14_____** to all citizens especially to those who don't find job stability.

administrate

demostrate

direct

develop

manage / employ

supervise

Inspect

govern / employ

legislate

conspire / opress

invest

protect

TASK 8: According to your opinion: How job demand in your country? You will have to use some of the words presented in this lesson (-or, -er, -ment, -ion)

1. **PLANNING: Brainstorm these questions.**

What are the common jobs in your country? What are their characteristics? Is there any advantage or disadvantage?

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-
-

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-

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-
-
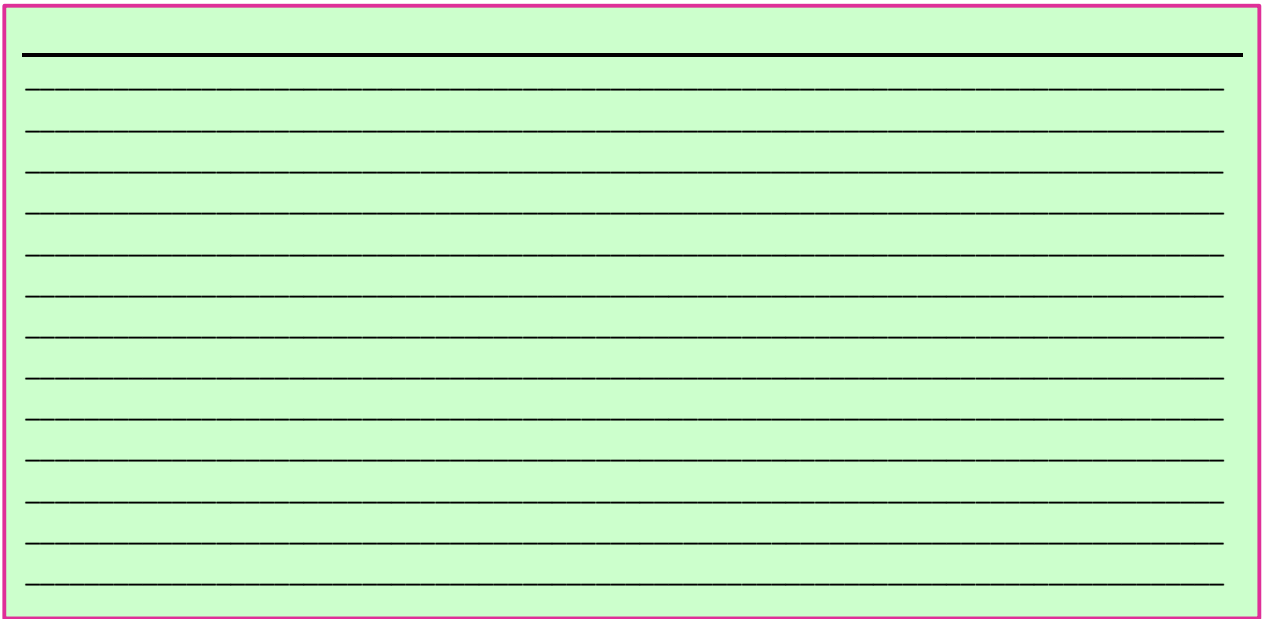
-How would jobs get improved? Give ideas …………………................................

……………………………………………………………………………………………………….
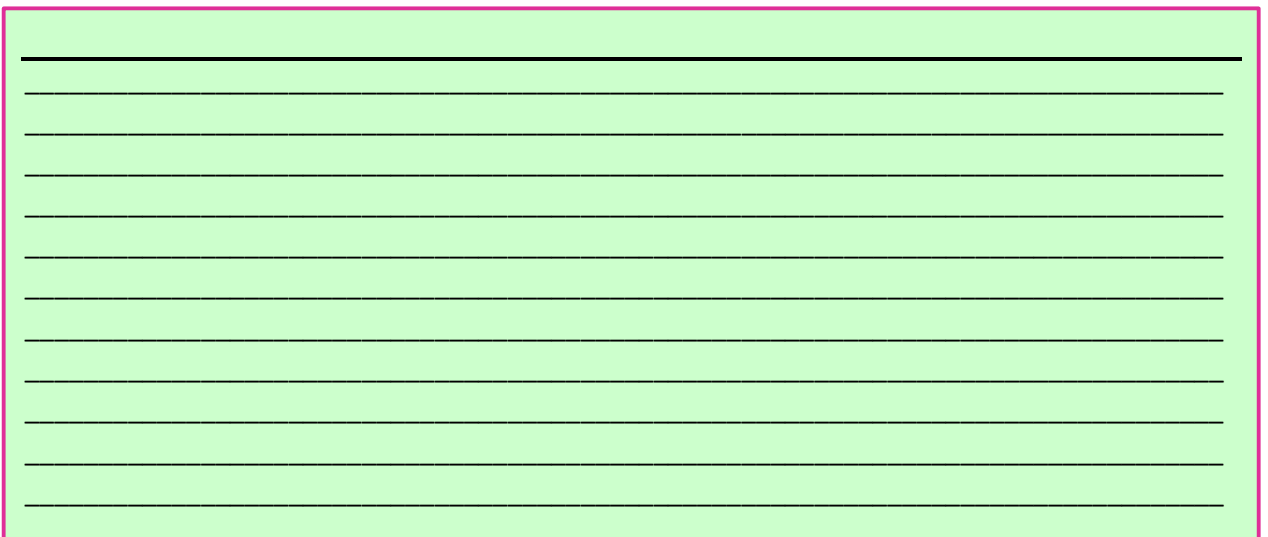
-Does the government promote job employment? …..

- How is it? …………………………………………………………………………………..

- What is it more important in your country having a degree or having experience?

…………………………………………………………………………………………….…….

2. **DRAFTING:** Write about job demand in your country. Use the information from the previous task to produce your text. (minimum 80 words)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. **EDITING:** Let two classmates read your text in order to get some feedback from them. Rewrite the text making the corrections. (minimum 80 words)

_____
_____
_____
_____
_____
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_____
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_____
_____

INSTRUCTIONAL GUIDELINES

UNT 2:	Derivational Suffixes
LESSON 2.1:	Professions
LANGUAGE FOCUS:	*Nouns (-or, -er, -ment, -ion)*
CLASS OBJECTIVE:	Students will be able to identify the suffixes *(-or, -er, -ment, -ion)* to make nouns about professions.
MATERIALS:	**Worksheets, highlighters, markers, pens, board**
SUGESTONS:	✓ Always present suffixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	45 minutes

DEVELOPMENT

1. T' presents this lesson by asking Ss' to read the words presented in the preview section, make sure Ss' identify the suffixes

2. Ss' read the table about the meaning of the suffixes studied in this lesson *(-or, -er, -ment, -ion)*

- T' makes sure Ss' comprehend the function of the suffixes and how nouns can be formed into verbs .

- To make nouns (occupations) from verbs, add the suffix **–er, -or.** To make nouns from verbs, add the suffix **–ion, -ment.**

3. In task 1, Ss' have to manipulate suffixes in order to change verbs into nouns, Moreover, they have to write the meaning of the new word. T' provides feedback when necessary.

4. In task 2, SS' are asked to match the words and definitions. T' asks questions in order to check comprehension.

5. In task 3, Ss' have to change the verbs into nouns by using the suffix **–ment**. T' guides studens through the development of this activity.

6. In task 4, Ss' work on an independent activity and they need to read the text and complete it with nouns ending in **-ment**.

6. In task 5, Ss' have to change the verbs into nouns by choosing the correct choice to complete the sentences. In this activty, Ss' need to use the suffies – or, -er, -ment. T'has to make sure studens understand the meaning of the words.

7. In task 6, Ss' are asked to complete the sentences by choosing either a noun or a verb. Make sure students comprehend the whole sentences and reflect on how suffixes can give a meaning to ideas.

8. In task 7, Ss' read the text and complete it with the correct form of the noun. Ask Ss' to do this task individually.

9. In task 8, Ss' have to write about jobs' demands in Ecuador. Remind students to use some of the words learned in this lesson. Moreover, guide students though the development of the writing stages (planning, drafting, editing). The writing production has to be assessed with the writing rubric promoted in this booklet.

Source: The researcher, 2018

JOBS

Focus: NOUNS (-ant, -ent, ist, -ian)

artist

https://www.vectorstock.com/royalty-free-vector/cartoon-artist-painting-vector-2595679

https://mx.depositphotos.com/6360047 7/stock-illustration-musician-playing-

musician

	Suffix:	Meaning:
To make **nouns** into **nouns** to talk about occupations, add the suffix *–ian / -ist*.	**-ian / -ist**	A person or thing that does something
To make **verbs** into **nouns** to talk about occupations, add the suffix *–ian / -ist*.	**-ist / -ian**	
To make **verbs** into **nouns** add the suffix *–ance / -ince*.	**-ence / -ance**	Process of

Task 1: Change the nouns into nouns using the suffixes in each chart below.

NOUN	NOUN - ian / -ist

1. music   _____
1. special   special**ist**
2. science   _____
4. tour   _____
4. art   _____
5. magic   _____

Task 2: Change the *verbs* into *nouns* using the suffixes in the box below.

VERB	NOUN - ent / -ant	NOUN - ence / -ance

1. study   _____
2. serve   _____
3. assist   _____   _____
4. observe   _____   _____
5. attend   _____   _____

Task 3: Change the adjectives into nouns using the suffixes in the box below.

ADJECTIVE - ent / -ant	NOUN - ence / -ance

1. absent   _____
2. inocent   _____

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ADJECTIVE - ent / -ant	**NOUN** - ence / -ance
3. patient	_____
4. confident	_____
5. important	_____
6. significant	_____
7. fragrant	_____
8. distant	_____
9. magnificient	_____
10. different	_____

TASK 4: **Read the text and complete it with the correct form of the noun.**

Nowadays, every high school **student** around the world looks for different career options which would increase their job and professional opportunities. Most of them face different issues concerning what is and is not appropriate to study. For instance, becoming a **1.**_____ has been seen as poor college or university option. Parents think that this profession won't meet future economic and financial stability. They don't want their children being somebody´s else **2.** _____ or a one instrument **3.**_____. The same story applies to someone who is interested in becoming a **4.**_____. Some **5.**_____ disagree with these beliefs. They consider that pursuing these college degrees develop the **6.**_____ which lays in every human being. Also, believe it or not students´ **7.**_____ increases significantly. Furthermore, the **8.**_____ of a college degree is absolutely 9._____ in today´s world since education is a key to development in every nation. Finally, the **10.**_____ between becoming a successful professional or not depends on how much each student enjoy and find pleasure.

study

music

assist

especial

magic - science

art

confident

important

determine

different

TASK 5: **What are the most common under graduate study options students take in your country? Why do students want to study them?**

_____
_____
_____
_____
_____
_____
_____

	INSTRUCTIONAL GUIDELINES	
UNT 2:	Derivational Suffixes
LESSON 2.2:	Jobs
LANGUAGE FOCUS:	*Nouns (-ant, -ent, -ist, -ian)*
CLASS OBJECTIVE:	Students will be able to identify the suffixes *(-ant, -ent, -ist, -ian)* to make nouns and verbrs into nouns and eventually use them to talk about jobs.
MATERIALS:	**Worksheets, highlighters, markers, pens, board**
SUGESTONS:	✓ Always present suffixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	45 minutes

DEVELOPMENT

1. T' reads the table about noun-formation and asks students to internalize the rules.

- T' makes sure ss' comprehend the function of the suffixes and meaning (-ant, -ent, -ist, -ian). T' mentions that nouns and verbs can be formed into nouns. (give examples)
- To make nouns into nouns, add the suffix **–ian, -est.** (A person or thing that does something)
- To make verbs into nouns, add the suffix **–ian, -ist.** (A person or thing that does something)
- To make verbs into nouns, add the suffix **–ance, -ince.** (process of)
- Once students read the table, they read the words presented in the lesion and analyze their meaning. T' provides feedback.

 2. In task 1, Ss' change the nouns into nouns using the suffixes in each chart (-ian, -ist)

 3. In task 2, Ss' have to manipulate suffixes in order to change verbs into nouns, Moreover, they have to write the meaning of the new word ending in (-ent, -ant, -ence, -ance). T' provides feedback when necessary.

4. In task 3, SS' are asked to change the adjectives into nouns using the suffixes in the box (ent, -ant, -ence, -ance). T' guides students through the development of the activity, make sure you often remind Ss' that adjectives can become nouns by adding the suffixes –ence, -ance at the end of the word.

5. In task 4, Ss' have to read the text and complete it with the correct form of the noun ending in any of the following suffixes (-ent, -ant, -ence, -ance).

6. In task 5, Ss' work on an independent writing. They have to describe the most common undergraduate study options in Ecuador. Remind students that they have to use some of the words presented in the lesson. The writing production has to be assessed with the writing rubric promoted in this booklet.

Source: The researcher, 2018

MONEY OR HAPPINESS

Focus: Adjectives (-ful, -less)
Nouns (-ness)

thankful

hopelessnes

https://www.123rf.com/photo_9781944_illustration-of-kids-praying.html

https://www.canstockphoto.com.mx/mendigo-13953991.html

homeless

sadness

	Suffix:	Meaning:
To make **adjectives** from some **nouns** and **verbs**, add the suffix – *less / -ness / -ful* at the end of the word	**-ful**	Full of
	-less	Lack of , without
	-ness	State of, condition of

TASK 1: Change the nouns or verbs into adjectives, using the suffix –full. Write the meaning.

noun - verb	**+**	SUFFIX FUL	**=**	ADJECTIVE	MEANING

1. power - power	**ful**	**powerful**	**full of power**
2. care - care	_____	_____	_____
3. color - color	_____	_____	_____
4. fear - fear	_____	_____	_____
5. plenty -------	_____	_____	_____
6. skill -------	_____	_____	_____
7. harm - harm	_____	_____	_____
8. joy --------	_____	_____	_____
9. stress - stress	_____	_____	_____
10. pain - pain	_____	_____	_____
11. respect - respect	_____	_____	_____
12. truth ---------	_____	_____	_____
13. use - use	_____	_____	_____
14. taste - taste	_____	_____	_____
15. beauty -------	_____	_____	_____
16. -------- - forget	_____	_____	_____

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noun	+	SUFFIX FUL	=	ADJECTIVE		MEANING

18. cheer   -   cheer   _____   _____   _____

19. help   -   help   _____   _____   _____

20. hope   -   hope   _____   _____   _____

21. pity   ---------   _____   _____   _____

22. success - success   _____   _____   _____

TASK 2: Complete the sentences with the adjective form. Add the suffix **-ful** at the end of the word.

> fear - thank - success - joy - forget - hope - beauty - color

0. Be ***thankful*** to every new day.

1. Famous people tend be _____ about their initial stages in their careers.

2. After having worked in international business, she finally achieved a _____ career.

3. I prefer having a _____ life rather than a _____ life full of problems. It scares me.

4. I am _____ that my dream of becoming a pop star finally comes true.

5. Those _____ pictures have _____ rainbows.

TASK 3: Change the nouns - verbs into adjectives, using the suffix **–less.** Write the meaning.

noun - verb	+	SUFFIX LESS	=	ADJECTIVE		MEANING

1. power   -   power   less   power**less**   without power

2. care   -   care   _____   _____   _____

3. color   -   color   _____   _____   _____

4. fear   -   fear   _____   _____   _____

5. harm   -   harm   _____   _____   _____

6. joy   ---------   _____   _____   _____

7. pain   -   pain   _____   _____   _____

8. taste   -   taste   _____   _____   _____

9. use   -   use   _____   _____   _____

10. cheer	-	cheer	_____	_____	_____
11. help	-	help	_____	_____	_____
12. hope	-	hope	_____	_____	_____
13. shame	-	shame	_____	_____	_____
14. worth	-------		_____	_____	_____
15. home	------		_____	_____	_____
16. end	-	end	_____	_____	_____
17. count	-	count	_____	_____	_____
18. price	-	price	_____	_____	_____
19. flavor	-------		_____	_____	_____
20. heart	--------		_____	_____	_____
21. sleep	-	sleep	_____	_____	_____
22. rest	-	rest	_____	_____	_____

TASK 4: **Complete the sentences with the adjective form. Make sure you add the suffix -less at the end of the word.**

---

heartless - harmless - useless - helpless - endless - hopeless

- fearless - colorless countless - priceless -

---

0. I have a **_sleepless_** night and now I feel so tired.

1. Happiness is._____. Nobody can buy it.

2. In _____ moments stay in calm. There is always a solution and a way to get through.

3. I find it _____to keep this _____blanket. It looks all white, Let's throw it in the bin.

4. I feel _____in front of the political situation of Venezuela.

5. Not worrying about people's suffering is _____.

6. Despite the fact that my dog barks all the time, he is still a lovely _____dog.

7. When are we going to arrive to the campsite? It seems like an _____ way.

8. I have heard Madonna's songs _____times. '*Material Girl'* is my favorite one.

TASK 5: Make the adjectives into nouns using the suffix **–ness**. Write the meaning.

adjective	+	SUFFIX NESS	=	NOUN	MEANING

1. bald	ness	**baldness**	**the state of being** bald
2. cool	_____	_____	**the state of being cool**
3. dark	_____	_____	_____
4. dry	_____	_____	_____
5. fit	_____	_____	_____
6. kind	_____	_____	_____
7. lazy	_____	_____	_____
8. lonely	_____	_____	_____
9. ugly	_____	_____	_____
10. kind	_____	_____	_____
11. happy	_____	_____	_____
12. soft	_____	_____	_____
13. tidy	_____	_____	_____
14. weak	_____	_____	_____
15. tired	_____	_____	_____
16. open	_____	_____	_____
17. nervous	_____	_____	_____
18. mild	_____	_____	_____
19. bitter	_____	_____	_____
20. polite	_____	_____	_____
21. good	_____	_____	_____

TASK 6: Complete the sentences with the adjective form. Make sure you add the suffix -less at the end of the word.

> softness - kindness - coldness   - nervousness - illness - darkness - loneliness.

0. It's so relaxing feeling the ___**coldness**___ of the nigh .

1. _____is one of the best values in life.

2. I love the _____of my pillow; it helps me to have a tight sleep

3. The garden is plunged into _____ and it causes _____ among the children.

4. Saul is an introvert guy and it was caused by the _____he had in his life.

5. Stress_____ and tiredness is causing serious effects on employees' health.

TASK 7: Write the correct adjective or noun. Use any of these suffixes: *-less, -ful, -ness*

What do you prefer money or **0.happiness**? Well, in fact, it is a very interesting and **1.** _____ question that many people prefer not to answer. In today's society many people believe that having **2.** _____ money and properties bring them a **3.** _____ life full of happiness and **4.** _____. They claim that having a luxury lifestyle makes them feel more **5.** _____ in front of the world and at the same time they say that money makes them feel **6.** _____ in front on any **7.** _____ situation. In my view, I honestly believe that the most important in life is health; actually, it is **8.** _____. To give an example, think this; money is **9.** _____ in front of serious diseases such as cancer. I believe that one can easily have a **10** _____ life without high amounts of money in the pocket.

happy

thought

count

joy - good

power

fear

harm

price

help

color

Developing countries face difficult poverty issues due to **0. powerless** financial status. In these countries it is common seeing **1.** _____ people asking for money on streets. **2.** _____ children don't go to school and the most **3.** _____ food they eat is tomato soup. Besides, poor people's houses are full of **4.** _____ and they are drifted in remote areas. **5.** _____ is what you see and feel when you go to these **6.** _____ places. I am **7.** _____ that this will change some day. These situations make me feel **8.** _____ for the comfortable and **9.** _____ lifestyle I have got. Now, I notice that the **10.** _____ life I have is nothing compared with the **11.** _____ life people face out there.

power

home

plenty - flavor

dark

Lonely

care - hope

thank

joy - stress

pain

0. Beautifulness of people can be explicitly expressed with **1. kindness** and a lot of **2.** _____. These values are extremely important when interacting with people. It is also important to be **3.** _____ with everybody. Helpful people will give support in a **4.** _____ manner. On the other hand, **5.** _____ people will be **6.** _____ towards other's needs. We should promote a culture of **7.** _____ to help people; there are **8.** _____ ways to help every day. I am sure that our contribution on people's lives will be extremely **9.** _____. Overall, remember that **10.** _____ of people can make this world better.

Beautiful - kind

polite

respect

fear

heart -open

end

use

good

TASK 8: Change the adjectives into nouns, adding the suffix less + ness. Write the meaning

ADJECTIVE	**+**	LESS	**+**	NESS	**=**	NOUN MEANING

1. sleep	sleepless	sleeplessness	the state of being sleepless
2._____	_____	homelessness	the state of being _____
3._____	_____	helplessness	the state of being _____
4._____	_____	fearlessness	the state of being _____
5._____	_____	carelessness	the state of being _____
6. power	powerless	_____	the state of being _____
7. hope	hopeless	_____	the state of being _____
8._____	_____	_____	the state of being joyless
9._____	_____	_____	the state of being harmless

ADJECTIVE	**+**	FUL	**+**	NESS	**=**	NOUN MEANING

10.help	helpful	helpfulness	the state of being helpful
11._____	_____	fearfulness	the state of being _____
12. _____	_____	hopefulness	the state of being _____
13._____	_____	thankfulness	the state of being _____
14. forget	forgetful	_____	the state of being _____
15. peace	peaceful	_____	the state of being _____
16._____	_____	_____	the state of being joyful
17._____	_____	_____	the state of being useful

TASK 9: Complete the sentences with noun forms. Use the suffix **–ness.**

forgetful - powerful - helplessness - thankful - **illness** - hopeless - joyless

0. I had a feeling of **helplessness** because I couldn't help Susan find her lost wallet.

1. A sense of _____ is what I felt when I saw those beautiful stars.

2. With a degree of _____she heard the new about the accident.

3. _____ in dangerous situations instead try to o keep the calm.

4. I will always feel a deep feeling of love and _____ to my mom, she helps me a lot.

5. _____ kills true love among good friends.

TASK 10: Describe people in your country. Do they prefer money or happiness? Use some of the adjectives and nouns ending in **(-ful. -less, -ness)** to make your text more interesting.

PLANNING: Answer these questions and brainstorm.

Do you prefer money or happiness? Why?	
Do you think people in your country are happy or not? Why?	
-Do people in your country suffer from stress? Mention the main causes?	
How are poor people in your country? Use adjectives to describe them	
- How are rich people in your country? Use adjectives to describe them	
- How is your life similar or different to rich and poor people?	
- What are important values people should practice?	

DRAFTING: Write about people in your country? Use the previous answers as clues.

_____
_____
_____
_____
_____
_____
_____
_____

EDITING: Give your text to your classmate and let him / her read it to detect any mistake.

Then, make changes if necessary. Don't forget use these prefixes (-ful. -less, -ness).

_____
_____
_____
_____
_____
_____
_____

INSTRUCTIONAL GUIDELINES	
UNT 2:	Derivational Suffixes
LESSON 2.3:	Money or Happiness
LANGUAGE FOCUS:	*Adjctives (-full, -less)* *Nouns (-ness)*
CLASS OBJECTIVE:	Students will be able to identify the suffixes *(-full, -less,-ness)* to form adjectives from nouns and verbs.
MATERIALS:	**Worksheets, highlighters, markers, pens, board**
SUGESTONS:	✓ Always present suffixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	60 minutes
DEVELOPMENT	

1. T' reads the table about nouns and verbs formation and asks students to analyze the rules. T' makes sure Ss' comprehend the function of these suffixes and their meaning (-ful, -less, -ness). T' mentions that nouns and verbs can be formed into nouns by mang enphass on he followng:

- To make nouns and verbs into adjectives, add the suffixes (-ful, -less, -ness).

- The suffix **–ful** means: ful of, the suffix **–les** means: lack of, the suffix **–ness** means: state of.

2. In task 1, Ss' have to change either nouns or verbs into adjectives using the suffix **–ful.** During the development of the task, the teacher provides feedback and guides students to understand the meaning of the words.

3. In task 2, Ss' have to complete sentences with adjectives ending in **–ful**. Ss; first have to read the sentences and after choose the constructed adjective that best matches the sentence.

4. In task 3, Ss' are asked to change nouns and verbs into adjectives they also have to write the meaning of the new words. T' guides Ss' through the development of this activity.

5. In task 4, Ss' have to complete the sentences with the adjectives forms in the word-bank. In this section, T' has to make sure Ss' understand the complete meaning of the sentences.

6. In task 5, Ss' form adjectives into nouns using the suffix **–ness**. Again Ss' have to notice the importance of the suffix **–ness** due to the fact that in the following task they will have to create words from more than one suffix.

7. In task 6, Ss' complete the sentences choosing one adjective from the box.

8. In task 7, Ss' have to work individually, T' has to clearly explain the aim of the activity. Therefore, Ss' write the correct adjective or noun form.

9. In task 8, Ss' have to change the adjectives into nouns, adding the suffix **–less** and **– ness**. As you can see, this task is more complete task in which students manipulate adjectives to make nouns meaning: lack of and additionally they need to add the suffix – **ness** to form nouns meaning state of. T' guides Ss; while thet work.

10. In task 9, Ss' have to complete the sentences with noun forms by using the suffix **–ness**. Once Ss' finished this task, they have to check answers with the teacher.

11. In task 10, Ss' have to describe what do people prefer in their context: money or happiness? They have to write a complete paragraph about their beliefs. It is the role of the teacher to guide Ss' through the development of the task. Make sure Ss' follow the writing stages. Once Ss' finish their texts, asses them by using the writing rubric.

Source: The researcher, 2018

LIFE FACTS

Focus: **Adjectives (-able,-ible,-y)**
Adverbs (-ly,)

readable

https://mx.depositphotos.com/83651660/stock-illustration-vector-cartoon-little-cute-girl.html

https://www.alamy.es/foto-la-mujer-se-desliza-en-el-suelo-mojado-de-vector-mujer-de-negocios-moderno-en-la-oficina-situacion-de-peligro-en-accion-limpiar-piso-mojado-plano-aislado-personaje-de-caricatura-ilustracion-173738514.html

carefully

fashionable

	Suffix:	Meaning:
To make **adjectives** from **verbs**, add the suffix –*able*/- *ible* at the end of the word.	**-ible, -able**	- Capable of being…
To make **adjectives** from **nouns**, add the suffix –*y* at the end of the word	**-y**	-Result of……
To make **adverbs** from **adjectives**, add the suffix –*ly*.	**-ly**	In a ….manner

TASK 1: Change the verbs into nouns, using the suffix **–able**. Write the meaning.

RULE: When the word is a full word, add **-able.**

When the word ends in **–e** change the **–e** by **–able.**

Verb **+** **SUFFIX able** **=** **NOUN** **MEANING**

1. read   reada**ble**   able to be read
2. predict   _____   able to be predicted
3. depend   _____   able to be _____
4. understand   _____   able to be _____
5. like   _____   able to be _____
6. believe   _____   able to be _____
7. recognize   _____   able to be _____
8. enjoy   _____   able to be _____
9. notice   _____   able to be _____
10. change   _____   able to be _____
11. comfort   _____   able to be _____
12. advise   _____   able to be _____

TASK 2: Make nouns from the base words, using the suffix –ible.

Exception: - When the word is not a full word, add **–ible.**

- English has irregular words in which the previous rules do not apply. You just have to
  and practice the spelling.

Incomplete word	+	SUFFIX -ible/ able	=	NOUN
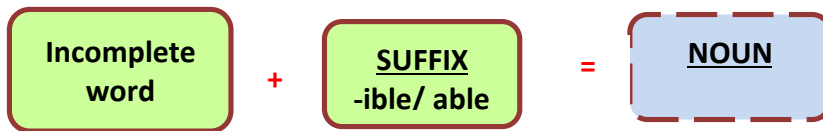
1. ador   read**able**

2. responsi   _____

3. invisi   _____

4. compati   _____

5. terri   _____

6. tangi   _____

7. incred   _____

8. conver   _____

TASK 3: Complete the sentences choosing a word from the word bank. Add the suffix –ible, -able to the words.

> comfort, advice, notice, recognize, enjoy, read, understand, predict, believe, change

1. The novel had only 50 pages it was very short and **r**_____.

2. I knew the couple loved each other. The ending of the movie was very **p**_____.

3. It's **u**_____ that she left her job because she didn't like her boss.

4. The student's excuse for not having her homework was **b**_____

5. He has a very **r**_____ face similar to a famous movie star's.

6. Football is a very **e**_____ sport. It is so much fun.

7. He had **n**_____ scars on his face after his car accident.

8. The weather is **c**_____ in the mountains. In the morning it is cold and at noon it is hot.

9. The bed at the hotel was very **c**_____.

10. It is always **a**_____ to carry a cell phone and some money on you when you go out.

TASK 4: Change the nouns into adjectives, using the suffix **–y.**

Rule: When the noun ends in**–e, change it by –y.**

NOUN	+	SUFFIX -y	=	ADJECTIVE

1. wealth	wealthy
2. wind	_____
3. ice	_____
4. fog	_____
5. health	_____
6._____	snowy
7._____	rainy
8._____	stormy
9._____	cloudy
10. mist	_____
11. chill	_____
12. breez	_____
13. smell	_____
14. rock	_____
15. ease	_____
16. noise	_____
17. sleep	_____
18. sun	_____

TASK 5: Change the adjectives into adverbs, using the suffix **–ly, -ily**. Write the meaning.

Rule: When the adjective ends in**–y, change it by –ily.**

Adjective	+	SUFFIX -ly, -ily	=	ADVERB	MEANING

1.easy	ly	easily	in an _easy_ manner
2.angy	____	_____	in an _____ manner
3.noisy	____	_____	in an _____ manner
4.lazy	____	_____	in an _____ manner
5.sleepy	____	_____	in an _____ manner
6.loud	____	_____	in an _____ manner
7.quiet	____	_____	in an _____ manner
8.smooth	____	_____	in an _____ manner

9.strong	____	_____	in an _____ manner
10.sad	____	_____	in an _____ manner
11.skillful	____	_____	in an _____ manner
12.respectful	____	_____	in an _____ manner
13.successful	____	_____	in an _____ manner
14.special	____	_____	in an _____ manner
15.beautiful	____	_____	in an _____ manner
16.surprising	____	_____	in an _____ manner
17.loud	____	_____	in an _____ manner
18.happy	____	_____	in an _____ manner

TASK 6: Categorize the adjectives and adverbs into their suffix form (**-y, ly, -ily**).

Clearly	quckly	smoothly	Easily
Angrily	rainy	smelly	Foggy
Snowy	noisily	icy	Lazily
Loudly	quietly	healthy	Dimly
Stormy	misty	beautifully	Windy
Chilly	cloudy	angrily	roughly

-y	-ly	-ily
snowy	beautifully	

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TASK 7: Read each sentence, choose a word from the box that best completes the sentence and add the suffix (**-y, ly,-ily**) to the word

> wind, happy , rain, ice, quick , surprising

1. If the weather keeps _____ ,we should stay indoors.

2. The ambulance went _____to the hospital

3. I like skiing in _____ locations.

4. My teacher _____ told us her weeding engagement, she looked amazed.

5. It is cool to fly a kite on _____ weather, the kite goes really high in the sky.

6. After the car accident, they were in in _____ good health.

TASK 8: Read the text and complete it by adding a suffix (**-y, ly,-ily**) to the word.

Survivors from the sea

This is an **1.incredible** true story about two brave and courageous guys who struggle under **2.**_____ weather. Tom and Peter decided to go climbing through the Andes. They didn't know it was going to be an incredibly **3.**_____ adventure. Despite the fact that Tom and Peter guys **4.**_____ it and **5.**_____, on the first day, Peter had a **6.**_____ accident and he broke his leg, he slipped on the **7.**_____ floor. Now, Tom was **8.**_____ for helping his friend. That night they made a tent next to the mountain to sleep. **9.** _____, the **10.**_____ climate aggravated Peter's health and the next day this experience was not **11.**_____ anymore. Tom had to leave his fiend in the tent so he could go for help. The **12.**_____ weather worried Tom. He just wanted to the find a rescue-team. After having walked for two hours, Tom **13.**_____ found a recue camp, he happily walked in the room and asked for help. **14.**_____, that day, two rescuers had been cleaning the area and they **15.**_____ brought Peter down the mountain. They were badly injured and dehydrated but doctors said they were in surprisingly good health. The men were **16.**_____ taken back home. Now, the sun is **17.**_____ shining and they are **18.**_____ having some delicious and **19**_____ food with the company of their **20.**_____ family. It is **21.**_____ that they don't want to go climbing anymore.

incred
chill
unforget
physical - health
terrib - ice
respons
Sad-wind
enjoy
change
final
fortunat
careful
safe
bright-comfort
taste - love
understand

TASK 9: Write an unusual story about your own life (adventure, vacation, or trip). Use the suffixes (**-y, ly,-ily**) to make your text more interesting.

1. **PLANNING: Answer the following questions about your trip.**
   - Where did you go? …………………………………………………………………
   - Who did you go with? ……………………………………………………………
   - How was the weather like? ………………………………………………………..
   - What unusual activity did you do there? …………………………………………
   - What did you like most? …………………………………………………………...
   - How were people there? …………………………………………………………..
   - How did you feel before, during and after the trip? ………………………………

2. **DRAFTING: Write a paragraph describing your trip. Use the answers from the previous task.**

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

3. **EDITING AND PUBLISHING: Let a partner read your text and make possible corrections. Pay attention to the mistakes you made and correct them. If necessary, ask your teacher to give you some support. Rewrite the text and make sure you use some of these suffixes (-y, ly,-ily)**

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

	INSTRUCTIONAL GUIDELINES	
UNT 2:	Derivational Suffixes	
LESSON 2.4:	Life Facts	
LANGUAGE FOCUS:	*Adjctives (-ablel, -ible, -y)* *Nouns (-ly)*	
CLASS OBJECTIVE:	Students will be able to identify the suffixes *(-ablel, -ible,-y, - ly)* to form adjectives and adverbs.	
MATERIALS:	**Worksheets, highlighters, markers, pens, board**	
SUGESTONS:	✓ Always present suffixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.	
TIME:	60 minutes	
	DEVELOPMENT	

1. T' reads the table about adjectives and adverbs formation and asks students to analyze the rules. T' makes sure Ss' comprehend the function of these suffixes and along with their meaning (able, -ible, -y, -ly).

- To make adjectives from verbs, add the suffixes **(-able, -ible)** at the end of the word.

- The make adjectives from nouns, add the suffix **–y** at the end of the word.

- To make adverbs from adjectives, add the suffix **–ly**.

- Once students have read the rules, they can read the words presented at the beginning of the lesson and discuss about their formation and their meaning,

2. In task 1, Ss' are asked to manipulate morphemes in order to form nouns from verbs, Ss' have to use the suffix **–able, -ible.** During the development of the task, the teacher provides feedback and guides students to understand the meaning of the words.

3. In task 2, Ss' have to make nouns from the base words. Ss' can use a dictionary to complete this task.

4. In task 3, Ss' are asked to complete the sentences choosing a word from the word bank. They have to use the suffix –ible, -able to make the new word. During the development of this task, T' guides and makes sure Ss' understand the real meaning of the words.

5. In task 4, Ss' have to change the nouns into adjectives by using the suffix *-y*. In this section, T' has to make sure Ss' understand the complete meaning of the words.

6. In task 5, Ss' form adverbs from adjectives by using the suffix **–y**. It is important to write the meaning of the new word. T' has to check comprehension, L1 can be used.

7. In task 6, Ss' have to categorize the adjectives and adverbs into their suffix for: –y,-ly,-ily T' needs to check answers along with students.

8. In task 7, Ss' have to read each sentence and choose ta word from the box in order to complete them. It is vital for Ss' to use the suffix: **-y, -ly, -ily**. Once Ss' have completed this task, they need to check answers along with the teacher. If feedback is necessary, the teachers has to provide.

9. In task 8, Ss' have to work individually. They need to read the text and complete it by adding a suffix (**-y, -ly, -ily**.). The instructor has to guide Ss' through the development of this task. It is essential for teachers to check comprehension.

10. In task 9, Ss' have to write a true story about their own life (adventure, vacation, or trip). Use some of the suffixes presented throughout this lesson. It is the role of the teacher to guide Ss' through the development of the task. Make sure Ss' follow the writing stages which are: planning, drafting and editing. Once Ss' have written their texts, it is important to asses them by using the writing rubric,

Source: The researcher, 2018

ANSWER KEY

2.1 DERIVATIONAL SUFIXES

Task 1:
1. investigator
2. actor
3. protector
4. inventor
5. administrator
6. decorator
7. legislator
8. director
9. narrate
10. collect
11. inspect
12. edit
13. educate
14. supervise
15. translate
16. employ
17. invest
18. govern
19. developer
20. oppressor
21. survivor
22. survivor
23. manager
24. councilor
25. debtor
26. foreigner
27. prisioner

Task 2:
1. or / e
2. er / f
3. or / a
4. or / b
5. or / c
6. answer may vary
7. answer may vary

Task 3:
1. investment
2. agreement
3. payment
4. engagement
5. achievement
6. advertisement
7. entertainment
8. managment
9. development
10. improvement
11. commitment
12. employment

Task 4:
1. entertainment
2. development
3. employment
4. advertisement
5. payment
6. engagement
7. development
8. investment
9. agreeement
10. improvement

Task 5:
actor / action
protector / protection
inventor / invention
administrator / administration
decorator / decoration
legislator / legislation
director / direction
narrator / narration
collector / collection
inspector / inspection
editor / edition
educator / education
supervisor / supervision
translator / translation
inspector / inspection
demonstrator / demonstration
employer / employment
investor / investment
governor / government
developer / development
oppressor / oppression
conspirator / conspiration
constructor / construction
manager / managment

Task 6:
1. translators
2. decorations
3. action
4. managers / manage
5. inspection / inspector

.

Task 7:
1. demostrate
2. direction
3. development
4. managed
5. employers
6. supervisors
7. inspection
8. governments
9. employment
10. legislation
11. conspirators
12. oppressors
13. investment
14. protection

Task 8:
Answers may vary.

2.2 DERIVATIONAL SUFIXES

Task 1:
1. musician
2. specialist
3. scientist
4. tourist
5. artist
6. magician

Task 2:
1. student
2. servant
3. assistant / assistance
4. observan / observance
5. attendant / attendance

Task 3:
1. absence
2. innocence
3. patience
4. confidence
5. importance
6. significance
7. fragance
8. distance
9. magnificience
10. difference

Task 4:
1. student   6. scientists
2. musician   7. artist
3. assistant   8. confidence
4. specialist   9. importance
5. magician   10. determinant
                      11. difference

Task 5: Answer may vary

2.3 DERIVATIONAL SUFIXES					
Task 1:	**Task 2:**	**Task 3:**	**Task 4:**	**Task 5:**	**Task 6:**
1. powerful / full of power	1. forgetful	1. powerless / without power	1. priceless	1. baldness	1. kindness
2. careful / full of care	2.successful	2. careless / without care	2. hopeless	2. coolness	2. softness
3. colorful / full of color	3. joyful / fearful	3. colorless / without color	3. useless / colorless	3. darkness	3. coldness / darkness
4. fearful / full of fear	4. hopeful	4. fearless / without fear	4. helpless	4. dryness	4. loneliness
5.plentful / full of options	5. thankful	5.harmless / without harm	5.heartless	5.fitness	5.nervosuness
6. skillful / full of skill	6.beautiful / colorful	6. joyless / without joy	6. harmless	6. kindness	
7. harmful / full of harm		7. painless / without pain	7. endless	7. laziness	
8. joyful / full of joy		8. tasteless / without taste	8. countless	8. loneliness	
9. stressful / full of stress		9. useless / without use		9.uglyness	
10.painful / full of pain		10.cheerlessl / without cheer		10.kindness	
11.respectful/full of respect		11.helpless / without help		11.happiness	
12.truthful / full of truth		12.hopless / without hope		12.softness	
13.useful / full of use		13.shamless / without shame		13.tidiness	
14.tasteful / full of taste		14.wortheless / without worth		14.weakness	
15.beautiful / full of beauty		15.homeless / without home		15.tiredness	
16. forgetful / full of forget		16. endless / without end		16.openess	
17.thankful / full of thank		17.countlessl / without count		17.nervousness	
18.cheerful / full of cheer		18.pirceless / without f price		18.mildness	
19.helpful / full of help		19.flavorless / without flavor		19.bitterness	
20.hopeful / full of hope		20.heartless / without heart		20.politness	
21.pitiful / full of pity		21.sleepless / without sleep		21.goodness	
22.sucessful / full of success		22. restless / without rest			

Task 7:

1. thoughtful	1.homeless	1. kindness
2. countless	2.plentiful	2. politeness
3. joyful	3.flavorful	3.respectful
4. goodness	4.darkness	4.ferarless
5. powerful	5.loneliness	5.heartless
6. ferarless	6.careless	6. careless
7. harmful	7.hopeful	7. openness
8. priceless	8.thankful	8. endless
9. helpless	9.joyful	9. useful
10. colorful	10.stressful	10.goodness
	11 painful.	

Task 8:
1. sleep / sleepless / sleepless
2. home / homeless / homeless
3. help / helpless/ helpless
4. fear / fearless/ fearless
5. care / careless/ careless
6. powerlessness/ powerless
7. hopelessness/helpless
8. joy / joyless
9. harm / harmless
10.help/ helpful / helpfulness
11.fear/ fearful/ fearful
12.hope/hopeful/hopeful
13.thank/thankful/ thankful
14.forgetfulness/ forgetful
15.peacefulness/peaceful
16.joy/joyful /joyfulness
17.use/ useful/usefulness

Task 9:
1. peacefulness
2. joylessness
3. hopelessness
4. thankfulness
5. Forgetfulness
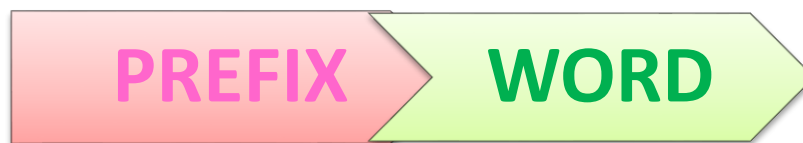
Task 10: Answer may vary

2.4 DERIVATIONAL SUFIXES				
Task 1: 1. able / readable / read 2. able / predictable / predicted 3. able / dependable / dependable 4. able /understandable/understandable 5. able / likeable / liked 6. able / believable / believed 7. able / recognizable / recognized 8. able / enjoyable / enjoyed 9. able / noticeable / noticed 10. able / changeable / changed 11. able / comfortable /comforted 12. able / advisable / advised	**Task 2:** 1. adorable 2. responsable 3. invisible 4. compatible 5. terrible 6.tangible 7.incredible 8.convertible	**Task 3:** 1. readable 2.predictable 3. understandable 4.believable 5. Recognizable 6. enjoyable 7. Noticeable 8. changeable 9. comfortable 10. advisable	**Task 4:** 1. wealthy 10.misty 2. windy 11.chilly 3. icy 12 breezy 4. foggy 13.smell 5. healthy 14.rocky 6.snow 15.easy 7.rain 16,.noisy 8.storm 17.sleep 9.cloud 18.sunny .	**Task 5:** 1.easily 2.angrily 3. noisily 4.lazily 5. sleepily 6. loudly 7. quietly 8. smoothly 9. strongly 10. Sadly 11.skillfuly 12.respectfully 13.successfully 14.speacially 15.beautifully 16.suprisingly 17.loudly 18.happily

Task 6:			**Task 7:**	**Task 8:**		**Task9 :**
-y snowy foggy icy smelly cloudy rainy healthy stormy misty windy chilly	**-ly** clearly quickly smoothly roughly loudly quietly dimly beautifully	**-ily** noisily lazily angrily easily angrily	1. rainy 2. quickly 3. icy 4. happily 5. windy 6.surprising	1. incredibly 2.chilly 3. unforgettable 4.phisically 5. healthy 6. terrible 7. icy 8. sadly 9. windy	10. enjoyable 11. changeable 12.finally 13.fortunatelly 14.carefully 15.safelly 16.brightly 17.comfortably 18.tasty 19.lovely	Answers may vary

Source: The researcher, 2018

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UNIT 3

DERIVATIONAL PREFIXES

PREFIX > WORD

- ✓ **Prefixes are added at the beginning of words.**

  Example: immpolite - unhappy- misunderstand

- ✓ **Prefixes change the meaning of the word.**

  Examples: polite – impolite

- ✓ **In Spanish a few examples of derivational prefixes are:**

  imposible, irregular, illegal, subdesarrollo, etc.

- ✓ **In English,some examples of derivational prefixes are:**

  misbehave, impossible, overestimate, undercook, etc.

Nouns, Adjectives (bi-)
Verbs (re-,mis-)

misspell

reappear

https://www.hollywoodreporter.com/live-feed/stephen-colbert-mock-trump-weekly-showtime-cartoon-1024809

bipolar

	Prefix	Meaning
To make adjectives and nouns meaning **double**, add the prefix **–bi** at the beginning of the word.	bi-	twice / double
To make verbs meaning **again**, add the prefix **–re** at the beginning of the word.	re-	again
To make verbs meaning **wrong**, add the prefix **mis** at the beginning of the word.	mis-	wrong

Task 1: Analyze the internal structure of the following words.

Prefix (bi-)	+	Noun /Adj.	=	Noun / Adj.	meaning
1. bi		color		bicolor	two colors
2._____		_____		bicultural	two cultures
3._____		_____		bipolar	_____
4._____		_____		bimonthly	_____
5._____		_____		bicycle	_____
6._____		_____		bilingual	_____
7._____		_____		bicentennial	_____
8._____		_____		biannual	two times a year

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Task 2: **Read the definitions and write the word that describes each meaning.**

1. Happening two times in a year: *biannual*

2. Knowing two languages in a fluent way _____

3 Happening once every two years _____

4. Having two hundred year anniversary _____

5. Having two wheels: _____

6. Having two cultures _____

7. Having constant changes in mood: _____

8. Having two colors: _____

Task 3: Write the internal structure of the verbs.

re-	+	verb	=	verb	meaning
1. re		write		rewrite	to write again
2._____		_____		reappear	_____
3._____		_____		remove	_____
4._____		_____		reread	_____
5._____		_____		repaint	_____
6._____		_____		redraw	_____
7_____		_____		retell	_____
8._____		_____		redo	_____
9._____		_____		replay	_____
10._____		_____		reuse	_____

Task 4: Write the internal structure of the verbs

mis-	+	verb	=	verb	meaning
1.mis		spell		misspell	to spell wrong
1._____		_____		mistreat	_____
2._____		_____		misunderstand	_____
3._____		_____		misjudge	_____
4._____		_____		misinform	_____
5._____		_____		misplace	_____
6._____		_____		misaddress	_____
7._____		_____		misbehave	_____
8._____		_____		misuse	_____

Task 5: **Complete the text. Write the prefixes (bi-, re-, mis-) to the words.**

When I went to New York for the first time, I officially became a tourist. As soon as I arrived, I noticed this city was more than **1.bicultural**. While I walked around the airport, I saw Hispanics, Japanese and Chinese people and I got impressed seeing many different nationalities and cultures in one place. In there, I got the popular free **2._____** tourist brochure from the airport store, in this way I wouldn't get **3. _____** about anything. I went to NY for the Fourth of July since I really wanted to watch the Macy´s Fireworks. Some people said that fireworks used to happen **4. _____,** on the Fourth of July and St. Patrick´s day; nevertheless, they decided to **5._____** since it wasn't a hundred percent part of the American Culture. While, I walked in the great jungle; I had to **6. _____** the directions many times in order to understand them very well. In fact, there are big **7. _____** signs so you don't get lost. Actually many tourists don`t know where west and east are. And I had to **8. _____** my first map of the places I wanted to go to and I found I had **9. _____** most of these names. I think that's the reason why tourists sometimes **10. _____** directions.

Finally, after my trip to NYC, I realized that being bilingual has been greatly useful since I was able to communicate in English with everyone I met at the Capital of the World.

cultural

monthly

informed

annual

move

read

color

draw

spelled

understand
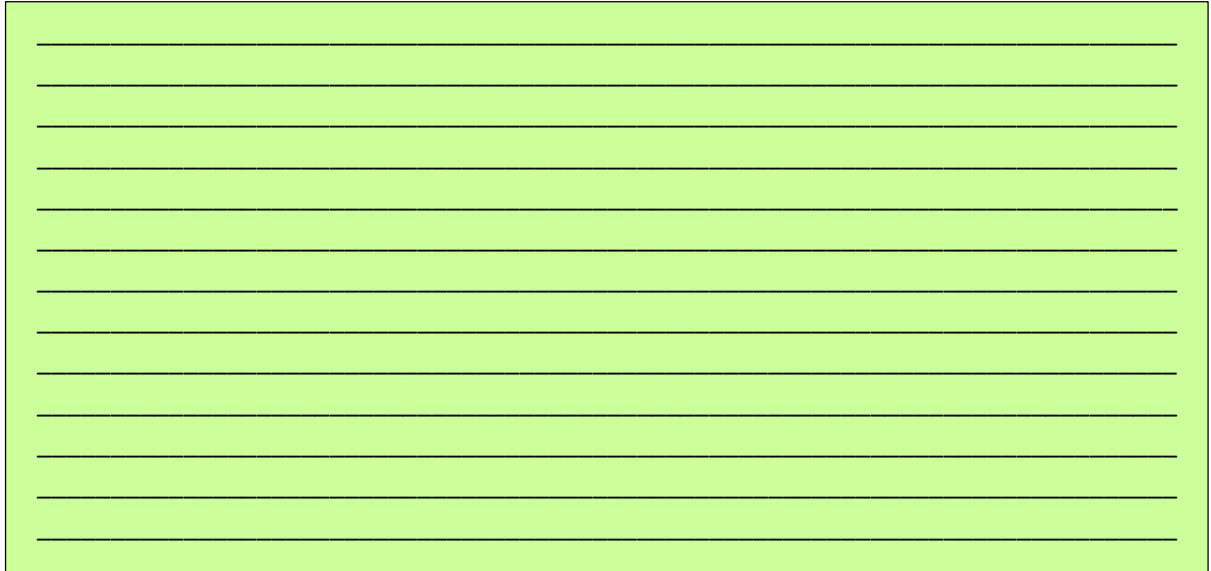
Task 6: **Write a paragraph about signaling and city information in your country. Is it easy for tourists to get to their destinations? Make sure you use some of these prefixes (bi-, re-, mis-)**

PLANNING: **Answer the following questions about your trip.**
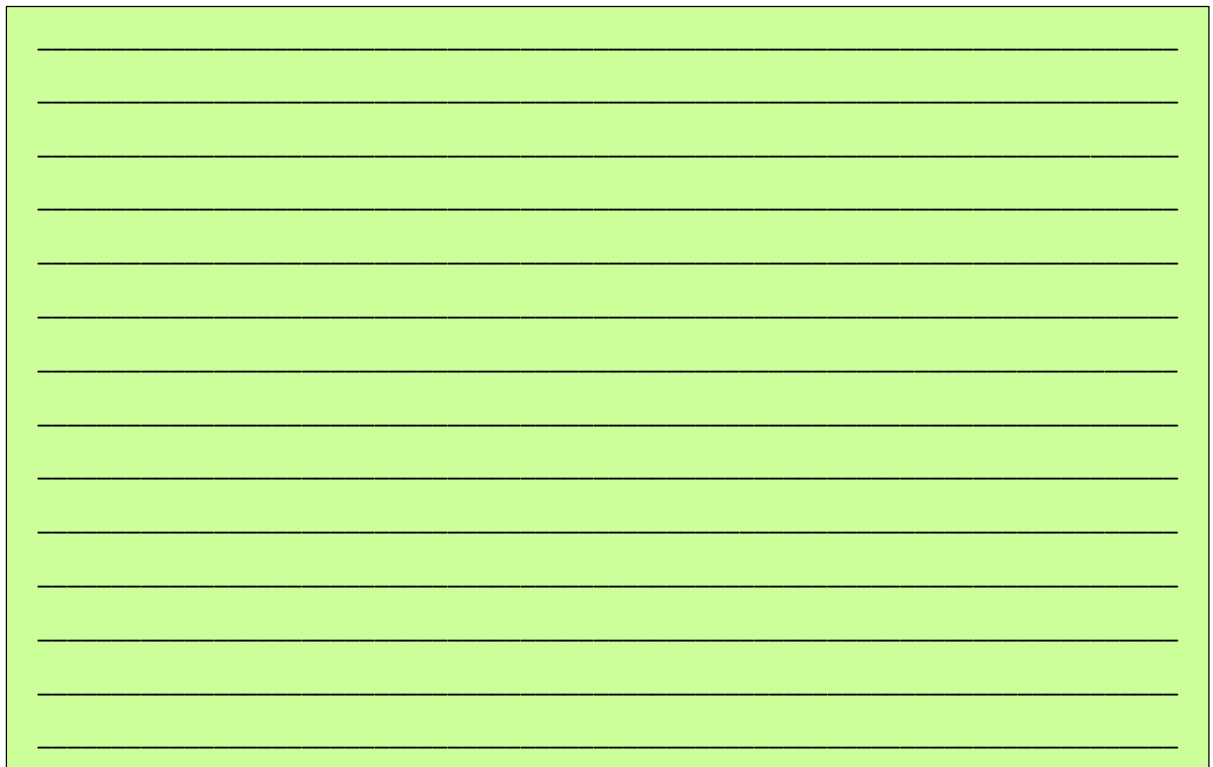
- Which touristic places are the most visited in your country? Why?

……………………………………………………………………………….………….

……………………………………………………………………………….………….

- Are there tourist information centers? Are they helpful?

……………………………………………………………………………….………….

- Where can tourist go in case they got lost?

……………………………………………………………………………….………….

- What is the official language in your country? Are there other languages?

……………………………………………………………………………….………….

- Write some suggestions you can give to tourists.

Should ………………… ……………… ………………… …………………

Shouldn't ……………… ………………… ………………… …………………

DRAFTING: Write a paragraph describing the **signaling and city information system in your country**. Is it helpful? Use the answers from the previous task. (Minimum 80 words)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

EDITING AND PUBLISHING: Let two partners read your drafting. If they make suggestions to improve your text, make the corrections and rewrite it. Make sure you use some of these suffixes **(bi-, re-, mis-)**

_____
_____
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INSTRUCTIONAL GUIDELINES	
UNT 3:	Derivational Prefixes
LESSON 3.1: **LANGUAGE FOCUS:**	*Nouns- Adjectves (-b*i*)* *Verbs (-re, -m*is*)*
CLASS OBJECTIVE:	Students will be able to identify the prefixes *(-b*i*, -re,-m*iss*)* to form nouns, adjectives and adverbs.
MATERIALS:	Worksheets, highlighters, markers, pens, board.
SUGESTONS:	✓ Always present prefixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	60 minutes
DEVELOPMENT	

1. T' reads the table about the formation of nouns, adjectives and verbs. To check the previous knowledge, asks students what they already know about prefixes. If they don't have a clear idea of what prefixes are, explain in L1 and give examples. Then, you can also give examples to promote comprehension. Consequently, present and analyze the rules in the chart. T' makes sure Ss' comprehend the function and meaning.

- To make adjectives and nouns meaning double, add the prefix –bi at the beginning of the word.
- To make verbs meaning again, add the prefix –re at the beginning of the word.
- To make verbs meaning wrong, add the prefix **–mis** at the beginning of the word. Once Ss' have analyzed the rules, ask them to read the words presented at the beginning of the section and analyze their spelling by paying especial attention to the prefixes used in this words.

2. In task 1, Ss' are asked to manipulate morphemes in order to form either nouns and adjectives by using the prefix **bi–.** During the development of the task, the teacher provides feedback and guides students to understand the meaning of the words.

3. In task 2, Ss' are asked to read the definitions presented in the right and write the words that describe each one. Remind students this task with the words from the previous ask. T' guides and makes sure Ss' understand the real meaning of the words.

4. In task 3, Ss' have to analyze the internal structure of verbs by using the prefix –re. Make sure students comprehend the correct meaning of each word.

5. In task 4, Ss' have to write the internal structure of the verbs. Students need to use the prefix -mis before the verb. The role of the teacher is to check comprehension of the words.

6. In task 5, Ss' have to work in pairs. T' gives clear instructions before Ss 'do this activity. They need to read the text and complete it by adding any of these prefixes (**bi-, re-, -mis**.) at the begging of the words. The T' guides Ss' through the development of this task. It is essential for teachers to check comprehension.

7. In task 6, Ss' create their own text about "Signaling and city information in Ecuador". Remind Ss' to use some of the words learnt in this Lesson. Make sure Ss' follow the writing stages which are: planning, drafting and editing-publishing. Once Ss' have written their texts, it is important to asses them by using the writing rubric,

Source: The researcher, 2018

Verbs, Adjectives, Nouns

(dis-, ex-, en-, em-)

dislike

https://es.freeimages.com/premium/child-dislikes-food-400737/

http://empower.zone/empowering-her-more/

empower

http://bubblepop.com.mx/2013/10/26/diarios-de-oficina-mi-ex-jefe-podria-hablar-mal-de-mi/

exboss

	Prefix	Meaning
To make adjectives and verbs meaning **not**, add the prefix **dis–** at the beginning of some words.	dis-	**not / opposite of**
To make adjectives and nouns into verbs, add the prefix **en–, em–** at the beginning of some words.	en- em-	**To cause to** **To provide**
To make nouns meaning **previous,** add the prefix **ex-** at the beginning of some words.	ex-	**Previous**

Task 1: Analyze the internal structure of the following verbs. .

dis-	+	verb	=	verb	meaning

1. dis		like		dislike	not like
2._____		_____		disobey	_____
3._____		_____		disappear	_____
4._____		_____		disregard	_____
5._____		_____		disorganize	_____
6._____		_____		disagree	_____
7._____		_____		discard	_____
8._____		_____		disrespect	_____
9._____		_____		disbelieve	_____
11._____		_____		disqualify	_____
12._____		_____		disconnect	_____

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Task 2: Analyze the internal structure of the following adjectives.

dis-	+	adjective	=	adjective	meaning

1.dis		honest		dishonest	not honest
2._____		_____		disable	_____
3._____		_____		disability	_____
4._____		_____		disloyal	_____
5._____		_____		discouraged	_____
6._____		_____		dissatisfied	_____

Task 3: Analyze the internal structure of the following verbs.

en-, em-	+	Adj. / noun	=	verbs	meaning

1.en	large		enlarge	to cause to be large
2._____	_____		encourage	to cause to have courage
3._____	_____		empower	to provide power
4._____	_____		encode	_____
5._____	_____		endarge	_____
6._____	_____		encase	to cause to be covered
7._____	_____		enclose	_____
8._____	_____		enable	_____
9._____	_____		enrich	_____

Task 4: Analyze the internal structure of these nouns and add your own examples.

ex-	+	noun	=	noun	meaning

1. ex	wife		ex-wife	previous wife
2._____	_____		ex-student	_____
3._____	_____		ex-president	_____
4._____	_____		_____	_____
5._____	_____		_____	_____
6._____	_____		_____	_____

Task 5: Read the meanings below and find a word that best defines each one. You will have to use a word with the prefixes (en, em, dis, ex) from the previous task to complete the paragraph.

1. To cause to be large
2. To cause to be covered
3. not qualified
4. not obey
5. not regard
6. previous student
7. to cause to have power
8. to cause to be rich
9. to cause to be able
10. not respect

The addition of dimension was required to **0. enlarge** the cube. This cube had a very important use and that was that it had to **1.** _____ the code for the rules. The larger cube would make the rules easy to encode. They would also **2.** _____ those who intended to **3.** _____ them. This was especially important for the **4.** _____ who liked to disorganize and **5.** _____ the required rules Along with the **6.** _____ this would benefit those people who tend to disagree with the rules. Instead, this would benefit those who liked to **7.** _____, **8.** _____ and most importantly **9.** _____ the rules that were previously encoded. Most people hoped that the larger cube would hinder **10.** _____ towards rules.

Task 6: Write about objects (computer, lamp, oven, etc) and describe their qualities. Make sure you use any of the prefixes studied in this lesson (en-, em-, dis-, ex-).

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

INSTRUCTIONAL GUIDELINES	
UNT 3:	Derivational Prefixes
LESSON 3.2: **LANGUAGE FOCUS:**	*Verbs, Nouns, Adjectves (dis-,ex-,en-,em-)*
CLASS OBJECTIVE:	Students will be able to differentiate the prefixes *(dis-,ex-,en-,em-)* to form *Verbs, Nouns and Adjectves*
MATERIALS:	**Worksheets, highlighters, markers, pens, board**
SUGESTONS:	✓ Always present prefixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	60 minutes
DEVELOPMENT	

1. T' reads the table about the formation of adjectives, verbs and nouns. Then, you can also give examples to promote comprehension. Consequently, present and analyze the rules in the chart. T' makes sure Ss' comprehend the function of these prefixes along with their meaning.

- To make adjectives and verbs meaning <u>not</u>, add the prefix –dis at the beginning of some words.
- To make adjectives and nouns into verbs, add the prefix –en and -em at the beginning of the words.
- To make nouns meaning previous, add the prefix –ex at the beginning of some words.
- Once Ss' have analyzed the above rules, ask them to read the words presented at the beginning of the section and analyze their spelling by paying especial attention to the prefixes used in this words. Explain about the specific meaning these words have with the prefixes.

2. In task 1, Ss' are asked to manipulate the prefix: **-dis** in order to opposite words. During the development of the task, the teacher provides feedback and guides students to understand the meaning of the words.

3. In task 2, Ss' are asked to analyze the internal structure of the adjectives. Remind students this task with the words from the previous ask. T' guides and makes sure Ss' understand the real meaning of the words.

4. In task 3, Ss' have to analyze the internal structure of verbs by adding the prefix **en–, em**- at the beginning of the verbs. Make sure students comprehend the correct meaning of each word. The main meaning of the prefix: **-en,-em** is: "*To cause to*"

5. In task 4, Ss' have to write the internal structure of the nouns by adding the prefix **–ex** at the beginning of the word. This activity demands students to create their own words. Additionally, hey have to write the meanings.

6. In task 5, Ss' work in pains, they have to read the meanings and write the words that best describe each one, Afterwards, they have to complete the paragraph with the words. It is essential for the teacher to guide Ss' during the development of the task and check comprehension.

7. In task 6, Ss' have work on a free writing task. They have to write about three objects and describe their qualities. Make sure Ss' use any of the prefixes promoted in this lesson. If necessary, guide Ss' through the development of the task. Once Ss' have written their texts, it is important to asses them by using the writing rubric.

Source: The researcher, 2018

Adjectives

(un-, im-, ir-, il,in-)

insecure

illegal

https://es.123rf.com/photo_90515429_ladr%C3%B3n-pirata-inform%C3%A1tico-que-roba-datos-confidenciales-como-contrase%C3%B1as-de-una-computadora-personal-%C3%BAtil-para-a.html

uncomfortable

https://es.123rf.com/photo_57493255_stock-vector-simple-cartoon-of-passenger-sitting-uncomfortable-against-a-sleeping-old-man-s-chair-on-an-airplane.html

Antonyms	**Prefix:**	**Rules**	**Meaning:**
To make adjectives meaning **opposite of,** add the prefix (***un-, im- ir-, il-, in-)*** at the beginning of the word.	**un-** **im-** **ir-** **il-** **in-** **dis-**	Use im- before words staring with m, p, b Use ir- before words staring with r Use il- before words staring with l	**Not / opposite of**
- All these prefixes are easy to confuse because they all have a negative meaning. -Some rules help us to know which prefix to add to which word but like all rules there are there are exceptions.			

Task 1: Add prefixes needed to make adjectives meaning <u>not</u> or <u>opposite of.</u> Use a dictionary if necessary.

un- . im-. ir-. il-. in-	**+**	adjective	**=**	ADJECTIVE

1. <u>im</u>	pure	<u>impure</u>
2._____	**healthy**	_____
3._____	**possible**	_____
4._____	**formal**	_____
5._____	**polite**	_____
6._____	**profitable**	_____
7._____	**competitive**	_____
8._____	**legal**	_____

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| un-, im-, ir-, il-, in- | + | adjective | = | ADJECTIVE |

	efficient	_____
9._____	efficient	_____
10._____	regular	_____
11._____	respectful	_____
12._____	possible	_____
13._____	aware	_____
14._____	patient	_____
15._____	cover	_____
16._____	friendly	_____
17._____	fair	_____
18._____	kind	_____
19._____	sensitive	_____
20._____	logical	_____
21._____	mature	_____
22._____	resistible	_____
23._____	tidy	_____
24._____	reparable	_____
25._____	secure	_____
26._____	accurate	_____

Task 2: Choose the correct option I the following sentences.

1. I wanted to speak to the teacher, but she was_____

    a. unavailable   b. ilavailable   c. imavailable   d. disavailable

2. Jorge is so _____. His room is always a mess.

    a. irtidy   b. intidy   c. untidy   d. distidy

3. The student is _____ to study, he has financial problems.

    a. imable   b. inable   c. ulable   d. unable

4. It is _____ to take anumals out of the Galapos Islands.

    a. inlegal   b. imligal   c. unligal   d. illegal

Task 3: Write the opposites of these words and write sentences with the clues

a. irmature   b. ilmature   c. immature   d. inmature

0.	relevant	**irrelevant**	documents	These documents are irrelevant to present
1.	regular	_____	teeth	
2.	kind	_____	students	
3.	possible	_____	sleep	
4.	comfortable	_____	bed	
5.	correct	_____	answers	
6.	sure	_____	decision	

Task 4: Complete the paragraph with the correct form of the given word. Use the prefixes (un-, im-, ir-, il-, in-)

In today´s world people are **0. unaware** about the principles and obligations at their work-place and they wonder whether life would be better if they leave their **1.** _____ jobs. Most of these citizens get caught into their **2.** _____ and messy worlds. Some of the reasons why people get **3.** _____ is because they tend to leave their jobs and migrate are due to the **4.** _____ and **5.** _____ life making conditions they find themselves involved. Also, people get treated in an **6.** _____ and **7.** _____ manner by the people they spend most of their time in order to help. This situation makes things even more **8.** _____ and **9.** _____. As a result, people leave their jobs and start **10.** _____ jobs to make their lives better. Some professional go **11.** _____ and **12.** _____ to what reality is supposed to be. The results show that they end up living **13.** _____ and **14.** _____ lives for the rest of the time on earth. Moreover, people tend to accept more **15.** _____ job.- conditions which make their work become inefficient and **16.** _____ by others.

ware

regular

sensitiv

secur

healthy -profitable

fair

respectful

posible-logical

formal

legal -sensitive

Happy- friendly

accurate

respected

INSTRUCTIONAL GUIDELINES	
UNT 3:	Derivational Prefixes
LESSON 3.3: **LANGUAGE FOCUS:**	*Adjectves (un-,im-,*in-,i*l-, -*il*)*
CLASS OBJECTIVE:	Students will be able to differentiate opposite adjectives with prefixes *(un-,im-,*in-,i*l-, -*il *-)*
MATERIALS:	**Worksheets, highlighters, markers, pens, board**
SUGESTONS:	✓ Always present prefixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	60 minutes

DEVELOPMENT

1. T' and Ss' read the table about the formation of opposite adjectives in order to let Ss' comprehend and distinguish prefixes to form antonyms. T' makes sure Ss' understand the meaning of the prefixes by analyzing the words presented in the first part of the lesson.

- To make adjectives meaning ***opposite of*** add the prefix *(**un-, i*m-, in-,i*l-, -*il*-)* at the beginning of the word.

2. In task 1, Ss' are asked to add the prefixes needed to make adjectives meaning not or opposite of. In this activity Ss' can use the dictionary to guide themselves. During the development of the task, the teacher provides feedback and guides students to understand the meaning of the words. Once, Ss' have finished, they socialize the answers with other classmates.

3. In task 2, Ss' have to choose the correct option to complete the sentences. In this task, it is essential to give coherence to the sentences, therefore, Ss' have t are asked to analyze the internal structure of the adjectives in order to succeed in the development of this activity. T' guides and makes sure Ss' understand the real meaning of the words.

4. In task 3, Ss' have work on a free activity, they have to write opposite words from the given words. Then, they need to write sentences using the chunks. There is an example so students so they can understand better. Make sure students comprehend the correct meaning of each word.

5. In task 4, Ss' have to complete the paragraph with the correct form of the given words. They are asked to create words with the prefixes (***un-, i*m-,in-,i*l-, -*il**-). Afterwards, they have to check answers with their classmates. It is essential for the teacher to guide Ss' during the development of the task and check comprehension.
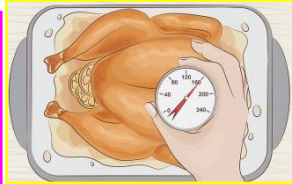
Source: The researcher, 2018

Verbs, Adjectives, Nouns
(under-, over-,sub-)

oversleep

undercooked

https://www.shutterstock.com/es/imageillustration/boy-oversleep-98384927   https://www.wikihow.com/Know-if-Food-is-Undercooked

submarine

https://www.dreamstime.com/stock-photos-yellow-submarine-image19890963

	Prefix:	**Meaning:**
To make adjectives, nouns and verbs meaning l**ow**, add the prefix **under–** at the beginning of the word.	**under-**	**not enough**
To make adjectives and verbs meaning **excessive** add the prefix **over–** at the beginning of the word.	**over-**	**too much**
To make adjectives and verbs meaning **lowly**, add the prefix **sub–** at the beginning of the word.	**sub-**	**not enough, below**

Task 1: **Analyze the internal structure of the following verbs.**

under-	**+**	**verb/ adj.**	**=**	**verb/ adj.**	**meaning**

1.under	estimate	underestimate	not estimate enough
2._____	_____	undervalue	*not value enough*
3._____	_____	undercook	_____
4._____	_____	undercharge	_____
5._____	_____	underpaid	_____
6._____	_____	underpriced	_____
7._____	_____	underrated	_____
8._____	_____	underused	_____
9._____	_____	undervalued	_____
10._____	_____	underground	*under the ground*
11._____	_____	underwater	_____
12._____	_____	underweight	_____

Task 2: Analyze the internal structure of the following verbs.

over-	+	verb/ adj.	=	verb/ adj.	meaning

1. over		estimate		overestimate	estimate too much
2._____		_____		overburned	*burn too much*
3._____		_____		overstay	_____
4._____		_____		oversleep	_____
5._____		_____		overpopulated	_____
6_____		_____		overdo	_____
7.____		_____		overeat	_____
8._____		_____		overpaid	_____
9._____		_____		overpriced	_____
10._____		_____		overload	_____
11._____		_____		overjoyed	_____
12._____		_____		overwork	_____
13._____		_____		overreact	_____
14._____		_____		overcook	_____
15._____		_____		overcharged	_____

Task 3: Write the number of the prefix next to the meaning.

over- / under-

1. **Overheat**_____   a. To eat much more food than your body needs
2. **Underline** ___   b. An excessive load
3. **Oversell** _____   c. To give too much food
4. **Overfed** _____   d. To draw a line under
5. **Overload**_____   e. To heat too much
6. **Underground** _____ f. To not cook something enough
7. **Overfill**_____   g. To sell more that can be delivered
8. **Underestimate** _____ h. Below the ground
9. **Overeat** _____   i. To fill beyond capacity
10. **Undercook** _____ j. Estimate something to be smaller

Task 4: Analyze the internal structure of the following verbs.

sub-	+	verb/ noun	=	verb/ noun	meaning

1.sub		standard		substandard	below standard
2._____		_____		subspecies	_not enough species_
3._____		_____		subdivide	_____
4._____		_____		subconscious	_____
5._____		_____		subtotal	_____
6._____		_____		subway	_____
7._____		_____		subtitle	_____
8._____		_____		subordinate	_____
9._____		_____		subdivision	_____

Task 5: Write eight sentences using the words analyzed in this section. Mae sure your sentences have any of this prefixes (**sub-, under-, over-**) .

1...

2...

3...

4...

5...

6...

7...

8...

INSTRUCTIONAL GUIDELINES

UNT 3:	Derivational Prefixes
LESSON 3.4: **LANGUAGE FOCUS:**	*Verbs, Adjectves, Nouns (under-,* over-, sub-*)*
CLASS OBJECTIVE:	Students will be able to identify verbs, adjectives and nouns with prefixes *(under-,* over-, sub-*) in context.*
MATERIALS:	**Worksheets, highlighters, markers, pens, board**
SUGESTONS:	✓ Always present prefixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	60 minutes

DEVELOPMENT

1. T' and Ss' read the table about the formation of adjectives, nouns and verbs in order to let Ss' comprehend and distinguish prefixes to form new words. T' makes sure Ss' understand the meaning of the prefixes by analyzing the words presented in the first part of the lesson.

- To make adjectives, nouns and verbs meaning *low* add the prefix *(under-)* at the beginning of the word.

- To make adjectives and verbs meaning *excessive* add the prefix *(over-)* at the beginning of the word.

- To make adjectives and verbs meaning *lowly* add the prefix *(sub-)* at the beginning of the word.

2. In task 1, Ss' have to analyze the internal structure of the verbs. In this activity, students are asked to use the prefix –under and most importantly write the meaning of the constructed word. In this activity Ss' can use the dictionary to guide themselves. During the development of the task, the teacher provides feedback and guides students to understand the meaning of the words. Once, Ss' have finished, they socialize the answers with other classmates. It is allowed to work in groups.

3. In task 2, Ss' have to analyze the internal structure of verbs and adjectives. In this task, students have to use the prefix **–over**; additionally, the T' has to make check comprehension of the new formed words. T' guides and makes sure Ss' understand the real meaning of the words.

4. In task 3, Ss' have to differentiate the prefixes *over-* and **under-**.by matching words and their meanings. This task can be done tin groups. Make sure students comprehend the correct meaning of each word.

5. In task 4, Ss' have manipulated the prefix **–sub** to create verbs and nouns meaning '**below'**. Afterwards, they have to check answers with their classmates. It is essential for the teacher to guide Ss' during the development of the task and check comprehension.

6. In task 5, Ss' work alone and complete the paragraph using words with the prefixes *(under-,* **over-, sub-)**. Once, Ss; have completed the task, they need to check answers with their classmates and eventually with the teacher. It is essential for the teacher to guide Ss' during the development of the task and check comprehension.

Source: The researcher, 2018

3.1 DERIVATIONAL PREFFIXES

Task 1:

1. bi / color / two colors
2. bi / cultural / two cultures
3. bi / polar / two characters
4. bi / monthly / two months
5. bi / cycle/ two cycles
6. bi / lingual / two languages
7. bi / centennial / happening two hundred year anniversary
8. bi / annual / two times a year

Task 2:

1. biannual
2. bilingual
3. biannual
4. bicentennial
5. bicycle
6. bicultural
7. bipolar
8. bicolor

Task 3:

1. re/ write / to write again
2. re / appear/ to appear again
3. re /move/ to move again
4. re / read / to read again
5. re / paint / to paint again
6. re / draw / to draw again
7. re/ tell / to tell again
8. re / do / to do again
9. re/ play/ to play again
10. re / use / to use again

Task 4:

1. mis/spell/ to spell wrong
2. mis/treat/ to spell wrong
3. mis/judge/ to judge wrong
4. mis/inform/ to inform wrong
5. mis/ place / to place wrong
6. mis/ address/ to address wrong
7. mis/ behave/ to behave wrong
8. mis/use/to use wrong

Task 5:

1. bicultural
2. bimonthly
3. misinformed
4. biannual
5. remove
6. reread
7. bicolor
8. redraw
9. misspelled
10. misunderstand

.

Task 6:

Answers may vary

3.2 DERIVATIONAL PREFIXES

Task 1:

1. dis / like / not like
2. dis / obey / not obey
3. dis / appear / not appear
4. dis / regard / not regard
6. dis / agree / not agree
7. dis / card /
8. dis / respect / not respect
9. dis / believe/ not believe
10. dis / qualify / not qualify
11. dis / connect / not connect

Task 2:

1. dis/ honest /not honest
2. dis/able/ disable
3. dis / ability/ not ability
4. dis/loyal/ not loyal
5. dis/ courage/ not courage
6. dis /satisfied/ not satisfied

Task 3:

1. en / large / to cause to be large
2. en / courage / to cause to have courage
3. em / power / to provide power
4. en / code / to cause to have code
5. en / darge / to cause danger
6. en / case / to provide case
7. en/ close / to cause to have cause
8. en / able / to cause to be able
9. en / rich / to cause to be rich

Task 4:

1. ex/wife/ previous wife
2. ex/student/ previous student
3. ex /president/ previous president
4. answers may vary
5. answers may vary
6. answers may vary

Task 5:

1. encase
2. disqualify
3. dis obey
4. ex-student
5. disregard
6. ex-student
7. empower
8. enrich
9. enable
10. disrespect

Task 6:

Answers may vary

3.3 DERIVATIONAL PREFIXES

Task 1:

1. impure	10.irregular	19. insensitive
2. unhealth	11.disrespectful	20. illogical
3. impossible	12.impossible	21.immature
4. informal	13.unaware	22.irresistible
5. impolite	14.impatient	23.untidy
6. unprofitable	15.uncover	24. irreparable
7. uncompetitive	16.unfriendly	25. insecure
8. illegal	17.unfair	26. inaccurate
9. inefficient	18.unkind	

Task 2:

1. a
2. c
3. d
4. d
5. c

Task 3:

Possible answers/ answers may vary

1. irregular: I have irregular teeth
2. unkind: These students are unkind
3. impossible: It is impossible to sleep with that noise
4. uncomfortable: This bed is so uncomfortable
4. incorrect: These answers are incorrect
5. unsure: I am unsure about this decision

Task 4:

1. irregular	6.unfair	11. illegal
2. insensitive	7.disrespectful	12. insensitive
3. insecure	8.impossible	13.unhappy
4. unhealthy	9.illogical	14.unfriendly
5. unprofitable	10.informal	15. Inaccurate 16. disrespected

3.4 DERIVATIONAL SUFIXES

Task 1:	Task 2:	Task 3:	Task 4:
1. under / estimate/ not estimate enough	1. over / estimate/ estimate too much	1. e	1. sub / standard / below standard
2. under / value / not value enough	2. over / burned / burned too much	2.d	2.sub / species / not enough species
3. under / cook / not cook enough	3. over / stay / stay too much	3. g	3. sub / divide / not enough divide
4. under /charge/ not charge enough	4. over /sleep/ sleep too much	4.c	
5. under / paid / not paid enough	5. over / populated/ too much populated	5. b	4 sub /conscious /not enough conscious
6. under / priced / not priced enough	6. over / do / do too much	6. h	5. sub/total / not enough the total
7. under / rated / not rated enough	7. over / eat/ eat too much	7. i	6.sub/ way / below the way
8. under / used / not used enough	8. over / paid / too much paid	8. j	7.sub/ tittle/ low tittle
9. under / valued / not valued enough	9. over / priced / too much priced	9 b	8.sub/ordinate/ low position
10. under / ground / under the ground	10. over / load / load too much	10. f	9.sub / division / low division
11. under / water / under the water	11. over / joyed / too much joyed		
12. under / weight / under the weight	12. over / work / work too much		
	12. over / react / react too much		
	12. over / cook / cook too much		
	12. over / charged / too much charged		

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UNIT 4
GENERAL REVIEW

PREFIXES

-COME AT THE BEGINNING OF A WORD

- CHANGE THE MEANING

SUFFIXES

- COME AT THE END OF A WORD

- CHANGE THE MEANING

SUFFIX	MEANING	EXAMPLE
-ing	- gerunds - progressive verb - adjective for people	walking taking relaxed
-ing	- adjective for things	Challenging
-er	- comparative adjective	Bigger
-est	- superlative adjective	cheapes.
-s, .es	- plural nouns -sigular verbs	Pianos loves
-or -er	a person or thing that does something	Actor teacher
-ment -ion	process of / result state of action	Development creation
-ant -ent -ist -ian	a person or thing that does something	Specialist musician student artist
-ance -ence	state of, condition of	Performance
-ful	full of	Powerful
-less	lack of , without	Powerless
-ness	state, condition of	baldness
-ible, -able	capable of being	Readable
-y	result of	Healthy
-ly	in a ….manner	Easily

PREFIX	MEANING	EXAMPLE
un- im- ir- il- in-	Not / opposite of	Unhappy imposible irregular ilegal insecury
re-	again	Reappear
mis-	wrong	Misbehave
dis-	opposite of	Dislike
em-	to cause	Empower
ex-	previous	ex-wife
bi-	twice / double	Bicolor
under-	not enough	Undercooked
over-	too much	Oversleep
sub-	not enough, below	Submarine

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ADJECTIVES

Task 1: Adjectives can be formed from nous and verbs by adding these suffixes: *-ly, -able, -y, -ed, -ing, -ful, -less.* Use the word given at the end of the sentences to form an adjective.

0.	Mark Haddon writes in a simple and **_understandable_** way.	**UNDERSTAND**
1.	The party was much more ……………… than I had expected.	**ENJOY**
2.	That girl has a ……………… voice.	**LOVE**
3.	Peter has a ……………… relationship with his customers.	**FRIEND**
4.	The project has been brought to a ……………conclusion.	**SUCCESS**
5.	Colin Firth is a ……………… actor.	**WONDER**
6.	The war was ……………… .	**END**
7.	They are now ……………… and deeply in debt.	**PENNY**
8.	I was ……………… about the rumors.	**ANGER**
9.	The bottoms of his trousers were. ………..…	**MUD**
10.	The bus journey was ………………	**EXHAUST**
11.	Richard has a terrific sense of humor and can be very ………………	**AMUSE**
12.	Lucy is very ……………… about the wedding.	**EXCITE**
13.	John is ……………… about his health.	**WORRY**

NOUNS

Task 2: Complete the sentences. Add the suffixes (-ment, -ness) to the base words.

0. ''Your **illness** is a direct result of smoking,'' the doctor told his patient.

1. There is far too much …………(**sad**) in the world today.

2. There was a full page…………… (**advertise**) in today's newspaper for the new Jaguar car.

3. He has a ………………… (**weak**) for cream cakes. He just can't resist eating them.

4. I don't think there will ever be true …………………… (**equal**) between men and women.

5. She made an …………………… (**arrange**) to see her bank manager at 11:30 on Friday morning.

6. Do you get free dental ……………………… (**treat**) in your country, or do you have to pay for it?

7. We tried to get home before ……………… (**dark**) fell, as I really hate driving at night.

8. His ……………… (**popular**) with television viewers went down enormously the accident he had.

9. The more unemployment rises, the less popular the ………..……… (**govern**) gets.

ADJECTIVES

0.   I was *terrified* when a bomb exploded in a department store. It was one of the most *frightening* experiences of my life.

1.   She was a very …..… (**care)** driver and had never had an accident

2.   My father was really ……… **(anger)** when I told him that I had smashed the car.

3.   I feel really ………… **(health)** since I gave up smoking and started jogging.

4.   This knife is …………… **(use),** it won't cut**.** We should get it sharpened.

5.   It was such a ……… **(bore)** TV program that she fell asleep half-way through it.

6.   What a ………….……… **(beauty)** dress you are wearing! It's really gorgeous

7.   Don't try to put your umbrella up, the weather is far too ………… **(wind).** It will only get blown cut

8. There are still thousands of …………… **(home)** people in big cities who sleep rough every night .

9. If you want to lose weight, try not to eat …………… **(fat)** food.

10. Having more than two exams a day is very ……….…….. **(stress)** for students.

ADJECTIVES / ADVERBS

0.   He drives really *carlessly* -one day he's going to have an accident **(care)**

1.   He's told me ………….…… times about how good he is at football **(count)**

2.   Because of his bad interview, he was ……………… in his job application **(succeed)**

3.   "I didn't eat your chocolate", she said …………, hiding the empty wrapper. **(true)**

4.   It's ……………… England will never win the World Cup football again. **(hope)**

5.   My best friend is a rich ……………… lawyer. **(power)**

6.   You must remember to recharge your phone. Without its batteries, it's _____ **(use)**

7.   Cigarettes are ……………… to your health. **(harm)**

8.   The sales assistant was really ………… and efficient. **(help)**

9.   Thieves broke into the museum and stole a ………… painting by Van Gogh. **(price)**

10. She's really rich and her clothes are always very …….. and elegant. **(taste)**

11. I bought shares in the company, but unfortunately now they are………... **(worth)**

12. His speech went on …………..- I thought he'd never stop talking. **(end)**

Task 5: Adjective-Forming Suffixes

I. Choose the correct suffix in the box to make these adjectives.

-able -ing -ful - less - y

1 amaz____   2 help____   3 thought____   4 understand____   5 master____   6manage____   7 rainy_____

II Fill in the blanks with a suitable word from those above.

1. It was very _____ of Adam to send Ann some flowers on her birthday.

2. The debt has been reduced to a _____ level.

3. Their reaction is perfectly _____ in the circumstances.

4. I think that my sister is doing an _____ job with those children.

5. According to the weather forecast, the _____ season will come late this year.

6. Many newly-born animals are _____ and cannot move at all.

7. He was a man of a _____ character and won great influence.

III Make adjectives, using right suffixes. Choose A, B or C

1.**MANAGE** ____ A-able B-ful C-ous	4. **BEAUTY** _____ A - ent B - ful C – less
2. **THRILL** _____ A -ful B -able C -ing	5. **MARKET** ____ A –able B-ful C-ous
3. **FROST** _____ A- ful B - y C -able	6. **HELP** _____ A-able B-less C-y

Adapted by: Daniela Bonilla
Source: https://en.islcollective.com/resources/printables/worksheets_doc_docx/adjective-forming_siffixes_revision_test/adjectives-to-

Task 6: **Write about the personal qualities professionals should have. (doctors, teachers, chefs, etc.). Use of the words learnt in this lesson.**

_____
_____
_____
_____
_____
_____
_____
_____
_____

ADJECTIVES / VERBS

Task 1: Make the following words opposite, use the prefixes (un-, dis-,il-,im-, mis-)

1. **happy:** _____
2. **like:** _____
3. **legal:** _____
4. **kind:** _____
5. **patient:** _____
6. **mature:** _____
7. **understanding:** _____
8. **practical:** _____

Task 2: Now add a prefix to these words: (un-, dis-,il-,im-, mis-)

For example: not comfortable: _uncomfortable_

1. **nor regular:** _____
2. **not correct:** _____
3. **not personal:** _____
4. **not mobile:** _____
5. **not patient:** _____
6. **not logical:** _____
7. **not possible:** _____
8. **not responsible:** _____
9. **not proper:** _____

Task 3: Write your own sentences using the words you created in the previous exercise.

1. _____
2. _____
3. _____
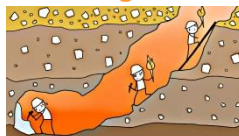4. _____
5. _____
6. _____
7. _____
8. _____

Adapted by: Daniela Bonilla
Source: https://en.islcollective.com/resources/printables/worksheets_doc_docx/prefixessuffixes/prefixes-upperintermediate-b2/12195

Task 4: **To complete the sentences, add a prefix to these words (-un, dis-, in-, im-)**

1. I keep thinking of our holidays in Jamaica. They were really _____**FORGETTABLE**.

2. He relieves he isn't going to die. He thinks he is __ ____**MORTAL.**

3. I was surprised by my mother's call. It was very _____**EXPECTED**.

4. Please find another chair. You look _____**COMFORTABLE**.

5. People don't really like her. She's very _____**POPULAR.**

6. His parents have punished her due to her _____**OBEDIENCE**.

7. He was very tired, so he _____**DRESSED** and went to bed.

8. The army's behaviour during the war was very cruel. It was truly ____**HUMAN.**

9. John and I don't get on well. We always ____**AGREE** about everything.

10. I didn't like his Lasagna. It was _____**COOKED.**

Task 5: **Complete the table below adding examples.**

Prefix	Meaning	Example	Other examples
1. bi-	(two)	bycicle	
2. dis-	(………….)	dislike	
3. mis-	(………….)	misbehave	
4. over-	(………….)	overcook	
5. under-	(………….)	underground	
7. re-	(………….)	rewrite	

Adapted by: Daniela Bonilla
Source: https://www.teacherspayteachers.com/Product/Prefixes-and-Suffixes-Cheat-Sheet-366558upperintermediate-b2/12195

Task 6: **To complete the sentences, add a prefix to these words**
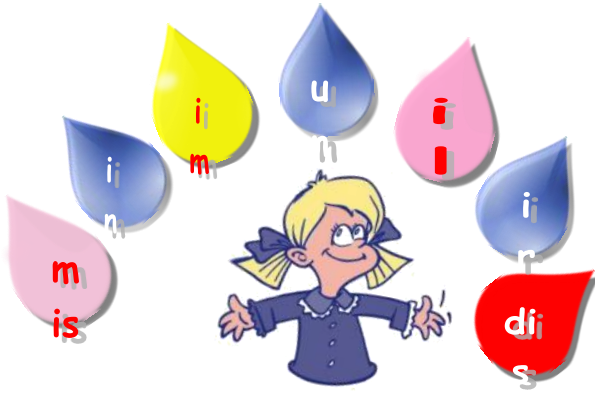
I. Form the words using the correct prefix:

1. possible……………   10. rational…………...

2. polite………………   11. regular……………..

3. agree……………   12. place………………..

4. popular………………   13. formal……………….

5. lead…………….   14. logical………………..

6. obey………………   15. proper……………….

7. moral………………..   16. able…………………..

8. equal……………   17. appear……….………..

9.patient…………   18. like………..……...

II. Underline the correct word:

1. My friend is very impatient / inpatiant.

2. It is inpossible / impossible to be late for the meeting.

3. Tom disagreed / misagreed with his friend to go home.

4. Paul dislikes / unlikes to wash the plates.

5. This book is very inpopular / unpopular among the girls.

6. You behavior is inmoral / immoral.

7. Pam was unpolite / impolite to her sister.

8. This decision is unrational / irrational.

9. We must know all irregular / unregular verbs.

10. Bill is too inaccurate / unaccurate.

III. Fill in the correct words with prefixes:

1. Your answer is _____ (correct).

2. This story is _____ (logical).

3. The cat _____ (appeared) quickly.

4. We _____ (like) horror films.

5. Try to _____ (connect) these wires.

6. You _____ (used) this verb.

7. You are _____ (patient), just wait.

8. I was _____ (happy), I've come late.

9. The party was _____ (formal).

10. He will be _____ (able) to do it.

11. The facts were _____ (believable).

Task 7: Read the informative table and complete sentences below.

Prefix	Meaning	Examples
under	less than, insufficiently	Undernourished
over	more than, excessively	Over-populated
sub	under	substandard

human - heated - cooked - marine - paid

There is too much heat in this room; it is **_overheated_**.

1. Many workers are paid less money for the work they do; they are _____workers.

2. That food has been cooked for too long; it is an _____Food

3. A country that has a small population is an _____ Country

4. A story that is beyond what is ordinary is an _____ Story.

5- A ship that can travel under water is a _____ship.

Task 8: Write a paragraph describing how technology improves your life. Use some of the words from this lesson.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

INSTRUCTIONAL GUIDELINES

UNT 4:	General Review
LESSON 4.1: **LANGUAGE FOCUS:**	Adjectives, Verbs
CLASS OBJECTIVE:	Students will be able to identify a wide range of prefixes and suffixes to form adjectives, *nouns,* and adverbs.
MATERIALS:	**Worksheets, highlighters, markers, pens, board, dictionary**
SUGESTONS:	✓ Always present suffixes and prefixes with examples in L1 ✓ Check students' writing and comprehension of vocabulary ✓ Use correct punctuation.
TIME:	60 minutes

DEVELOPMENT

1. In task 1, Ss' have to make the opposite of the given words. Ss' are allowed to use dictionaries if necessary. It is also important to have the support from the booklet as it has the complete summary of the prefixes. Ask Ss' to work in pairs or in groups of three people. Once, Ss' have completed task 1, T' has to check answers and provide feedback about the prefixes. Remind learners what the meaning of the words are.

2. In task 2, Ss' have to read the phrases and add a prefix (-un, -dis, -il,-im-, mis-) to make opposite words. This task has to be done in groups so Ss' can get support from each other. Once, Ss' have completed task 2, T' has to check answers and provide feedback. Remind learners what the meaning of the words are and how they can influence in sentences.

3. In task 3, Ss' have to write sentences using the words from the words from the previous exercise. This is a free and independent task. T' has to asses and make corrections if necessary.

4. In task 4, Ss' have to complete the sentences by adding any of these prefixes (-un, dis-, in-, im-) to the given words. This task has to be done in groups of three students so they can share ideas. As this task promotes a variety of morphemes, Ss' can use the booklet so they can get feedback from it. Once, Ss' have completed this task, T' has to check answers and provide feedback about the prefixes. Remind learners what the meaning of the words are and how they influence the meaning of sentences

5. In task 5, Ss' are asked to complete the table about prefixes by adding examples to each prefix. In this activity, it is essential the support from the teacher as the task involves the mixing of various prefixes. The role of the teacher is to provide feedback when necessary.

6. In task 6, Ss' work on a complete practice about prefixes, T' has to give clear instructions about the task. Keep in mind that prefixes in this task are used to create opposite words. In this activity, it is essential the support from the teacher as the task involves the mixing of various prefixes. The role of the teacher is to provide feedback when necessary.

6. In task 7, Ss' have to read the informative table and complete the sentences given in the second part of the exercise. Ss' have to manipulate the prefixes: under-. over-, sub- in order to complete the sentences. It is suggestable to remind students the meaning of the prefixes presented in this activity. The role of the teacher is to provide feedback and support when necessary.

6. In task 8, Ss' have to create an independent writing about "Technology". Bear in mind that this writing task is presented in the academic English book Ss' have. (Life3, Unit8, Lesson E)

Source: The researcher, 2018

ANSWER KEY

SUFFIXES

Task 1:	Task 2:	Task 3:	Task 4:	Task 5:	
1. enjoyable	1. sadness	1. careful	1. countless	**I**	**II**
2. lovely	2. advertisement	2. angry	2. angry	1. amazing	1.thoughtful
3. friendly	3. weakness	3. healthy	3.successless	2. helpful	2. manageable
4. successful	4. equality	4. useless	4. hopeless	3. thoughtful	3. understandable
5. woderful	5. arrangement	5. boring	5. powerful	4.understandable	4.amazing
6. endless	6. treatment	6. beautiful	6. useless	5. masterful	5.rainy
7. penniles	7. darkness	7. windy	7. harmful	6. management	6.helpless/ful
8. angy	8. popularity	8. homeless	8. helpful	7. rainy	7.masterful
9.muddy	9. government	9. fatty	9. priceless	8. helpful	**III**
10.exhausting	10. disappointment	10. stressful	10. tasteful	9. priceless	1. manageable
11.amusing			11.worthless	10. tasteful	2. thrilling
12.excited			12. endless	11.worthless	3.frosty
13.worried				12. endless	4.beautiful
				IV	5. marketable
				Answers may vary	6. helpless

PREFFIXES

Task 1:	Task 2:	Task 3:	Task 4:	Task 5:
1. unhappy	1. irregular	Answer may vary.	1. unforgettable	1. two -twice
2. dislike	2. incorrect		2. immortal	2. not -opposite of
3. illegal	3. impersonal		3. unexpected	3. wrong
4. unkind	4. immobile		4. uncomfortable	4.too much
5. impatient	5. impatient		5. unpopular	5. not enough
6. immature	6. illogical		6. disobedience	6. to do again
7. misunderstanding	7. impossible		7. undresses	7. not -opposite of
8. impractical	8. irresponsible		8. inhuman	
	9. improper		9. disagree	
			10. uncooked	

Task 6

I		II		III
1. impossible	10. irrational	1. impatient	6. Immoral	1. incorrect
2. impolite	11.irregular	2. Impossible	7. impolite	2. illogical
3. disagree	12. misplace	3. Disagreed	8. irrational	3. disappeared
4.unpopular	13.informal	4. Dislikes	9. irregular	4. dislike
5. mislead	14. illogical	5. Unpopular	10. inaccurate	5. disconnect
6. disobey	15. improper			6. Misused
7. immoral	16. disable-unable			7. impatient
8. unequal	17.disappear			8. unhappy
9. impatient	18.dislike			

Task 7 | Task

| 1. underpaid | 2. overcooked | 3. underpopulate | 4. subhuman | 5. Submarine | Answers may vary |

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UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADOS

MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE LOS TERCEROS NIVELES DEL CENTRO DE IDIOMAS "CTT DE LOS ANDES" EN LA CIUDAD DE AMBATO, PROVINCIA DE TUNGURAHUA EN EL PERÍODO ACADÉMICO MAYO – AGOSTO 2018

OBJETIVO:

Determinar la influencia que posee el proceso de Afijación Morfológica en la escritura del idioma Inglés, en los alumnos de los terceros niveles del Centro de Idiomas "CTT de los Andes Language Center"

INSTRUCCIONES:

Estimado alumno (a),

Se solicita cordialmente dar respuesta al presente cuestionario, el mismo que pretende obtener información acerca del proceso de afijación morfológico en el desarrollo de la escritura del idioma Inglés. Marque con una equis (X) el casillero que corresponda a la columna del número que refleje mejor su criterio, tomando en cuenta los siguientes parámetros:

S (Siempre)	CS (Casi Siempre)	O (Ocasionalmente)	RV (Rara Vez)	N (Nunca)
5	4	3	2	1

N	ASPECT	S 5	CS 4	O 3	RV 2	N 1
1	Considero que el desarrollo de la destreza de la escritura juega un rol muy importante en el aprendizaje del idioma Inglés.					
2	Tengo conocimiento acerca de la influencia que poseen prefijos y sufijos en la formación de palabras en mi idioma nativo (Español).					
3	En clase, mi profesor (a) me ha explicado sobre la importancia que poseen prefijos y sufijos en la formación de palabras en el idioma Inglés.					
4	He recibido instrucción explícita de mi profesor (a) sobre el significado que poseen ciertos prefijos y sufijos cuando trato de formar palabras nuevas. Ejemplo (**un**: opposite of, **ful**: full of)					
5	Mi profesor (a) presenta actividades en clase que me permiten identificar prefijos para crear adjetivos opuestos. Ejemplo: (real- **un**real / legal -**il**legal)					
6	Puedo identificar sufijos que forman sustantivos provenientes de verbos. Ejermplo: (train – train**er** / perform**-** perform**ance**)					
7	Mi profesor (a) me ha explicado a sobre la formación de adverbios provenientes de adjetivos. Ejemplo: (quick-quick**ly**)					
8	Puedo identificar los sufijos para crear adjetivos provenientes de sustantivos. Ejemplo: (stress- stress**ful**/ home**-** home**less**)					
9	En clase, mi profesor presenta actividades que me permiten reconocer sufijos gramaticales para formar gerundios, sustantivos plurales, adjetivos comparativos y superlativos. Ejemplo: (smile-smi**ling**/ house-hous**es**/ bigg**er**-the bigg**est**)					
10	Mi profesor (a) da instrucciones claras, suficiente tiempo y guía cuando realizo textos escritos.					
11	Mi profesor (a) utiliza una rúbrica de escritura para retroalimentar y evaluar mis trabajos de escritura.					
12	Utilizo variedad de vocabulario para que mis textos sean relevantes a un propósito, audiencia y estilo de texto.					
13	Puedo distinguir la formación correcta de sustantivos, verbos y adverbios cuando realizo textos escritos.					
14	Me gustaría utilizar prefijos y sufijos de manera efectiva para producir textos escritos coherentes y cohesivos.					

Elaborated by: Daniela Bonilla, 2018   **Source:** Direct Research

GRACIAS POR SU AYUDA!

THIS SURVEY IS DIRECTED TO THIRD LEVEL STUDENTS AT "CTT DE LOS ANDES LANGUAGE CENTER" IN AMBATO CITY, DURING THE ACADEMIC PERIOD MAY-AUGUST 2018.

OBJECTIVE:
Determine the influence that Morphological affixation process has on English writing skills in third level students at "CTT de los Andes Language Center".

INSTRUCTIONS:

Dear Student,

Below there are series of questions about your apprenticeship experience on affixation process and writing skills. Please, read the statements and cross out (X) the box corresponding to the number of your judgement. Consider the following parameters.

A (Always)	O (Often)	S (Sometimes)	R (Rarely)	N (Never)
5	4	3	2	1

N	ASPECT	Quantitative Scale =>	A 5	O 4	S 3	R 2	N 1
1	I consider that the development of writing skills plays an important role on the English learning process.						
2	I know about the influence that prefixes and suffixes have on the formation of words in my mother tongue (Spanish).						
3	I have been explicitly taught about the influence that prefixes and suffixes have on the formation of English words.						
4	I have been instructed about the meaning of prefixes and suffixes when I attempt to build up new words. Example: (**un**: opposite of, **ful**: full of)						
5	My teacher presents activities which allow me to identify prefixes to create opposite adjectives. Example: (real- **un**real / legal -**il**legal)						
6	I can identify suffixes to create nouns from verbs. Example: (train – train**er** / perform- perform**ance**)						
7	My teacher has explained about the formation of adverbs originated from adjectives. Example: (quick- quick**ly**)						
8	I can identify suffixes which allow me to create adjectives from nouns. Example: (stress- stress**ful**/ home- home**less**)						
9	In class, I work on activities which allow me to recognize and reinforce grammatical suffixes to form gerunds, plural nouns, comparative and superlative adjectives. Example: (smile-smi**ling**/ house-hous**es**/ bigg**er**-the bigg**est**)						
10	My teacher gives clear instructions, enough time and guidance when I produce written texts.						
11	My teacher uses a writing rubric when she gives me feedback about the texts I write.						
12	I use a wide range of vocabulary choices to write ideas relevant to purpose, audience and text style.						
13	I can distinguish the internal form and patterns of nouns, verbs and adverbs within a paragraph.						
14	I would like to write coherent and cohesive texts making use of prefixes and suffixes to meaningfully communicate my ideas.						

Elaborated by: Daniela Bonilla, 2018   **Source:** Direct Research

Thanks for your collaboration!

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA.

THIS SURVEY IS DIRECTED TO THIRD LEVEL TEACHERS AT "CTT DE LOS ANDES LANGUAGE CENTER" IN AMBAO CIT, DURING THE ACADEMIC PERIOD MAY-AUGUST 2018.

OBJECTIVE:
- Determine the influence that Morphological affixation process has on English writing skills in third level students at "CTT de los Andes Language Center".

INSTRUCTIONS:

Dear Teacher,

Below there are series of questions about your apprenticeship experience on affixation process and writing skills. Please, read the statements and cross out (X) the box corresponding to the number of your judgement. Consider the following parameters.

A (Always)	O (Often)	S (Sometimes)	R (Rarely)	N (Never)
5	4	3	2	1

N	ASPECT	Quantitative Scale =>	A 5	O 4	S 3	R 2	N 1
1	I consider that the development of writing skills play an important role on the English learning process.						
2	I have checked my students' previous knowledge about prefix and suffix in their own mother tongue (Spanish).						
3	I have explicitly taught about the influence that prefixes and suffixes have on the formation of English words.						
4	I have explicitly explained about the meaning of prefixes and suffixes when my students attempt to build up new words. For example: (**un**: opposite of, **ful**: full of, **ance** : process of)						
5	I present tasks to create opposite adjectives by using prefixes. Example: (real- **un**real legal -**il**legal)						
6	I present activities in which my students identify suffixes to create nouns from verbs. Example: (train-train**er**, perform- perform**ance**)						
7	I have explained about the formation of adverbs originated from adjectives. Example: (quick-quick**ly**)						
8	I do activities in which my students can easily identify suffixes to create adjectives from nouns. Example: (stress- stress**ful** , home- home**less**)						
9	In class, I give my students opportunities to work on activities which allow them to recognize and reinforce grammatical suffixes to form gerunds, plural nouns, comparative and superlative adjectives. Example: (smile-smi**ling**, house-hous**es**, bigg**er**-the bigg**est**)						
10	I give clear instructions, enough time and guidance when my students create written texts.						
11	I use a writing rubric when I give feedback about the texts my students write						
12	My students use a wide range of vocabulary choices to write ideas relevant to purpose, audience and text style.						
13	My students can distinguish the internal form and patterns of nouns, verbs and adverbs within a paragraph.						
14	I would like my students to write coherent and cohesive texts making use of prefixes and suffixes to meaningfully communicate ideas						

Elaborated by: Daniela Bonilla, 2018   **Source:** Direct Research

THANKS FOR YOUR COLLABORATION!

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA
INSTRUMENTO DE VALIDACIÓN (Encuesta a estudiantes)

Items	CRITERIOS								
	Claridad en la redacción		Coherencia Interna		Inducción a la respuesta		Lenguaje Adecuado		Observaciones
	Si	No	Si	No	Si	No	Si	No	
1	X		X		X		X		
2	X		X		X		X		
3	X		X		X		X		
4	X		X		X		X		
5	X		X		X		X		
6	X		X		X		X		
7	X		X		X		X		
8	X		X		X		X		
9	X		X		X		X		
10	X		X		X		X		
11	X		X		X		X		
12	X		X		X		X		
13	X		X		X		X		
14	X		X		X		X		

Aspectos Generales	Aceptable	Bueno	Excelente	Observaciones
Congruencia de Items		X		
Redacción de Items			X	
Escala clara y pertinente.			X	
Claridad, precisión			X	

VALIDACION (Marque con una X)					
Valido, aplicable	X	Valido, mejorar		No Valido, No aplicable	

VALIDADO POR	
Nombres y Apellidos:	**Olivier Meric**
Grado Académico:	**Dr. PhD en Ciencia Letra Moderna**
Cargo:	**Docente- investigador**
Fecha:	**26/04/2018**
Email:	**olvier.meric.a@gmail.com**

FIRMA

Adapted by: (Bonilla, 2018)
Fuente: (Corral, 2009)

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Items	CRITERIOS								
	Claridad en la redacción		Coherencia Interna		Inducción a la respuesta		Lenguaje Adecuado		Observaciones
	Si	No	Si	No	Si	No	Si	No	
1	X		X		X		X		
2	X		X		X		X		
3	X		X		X		X		
4	X		X		X		X		
5	X		X		X		X		
6	X		X		X		X		
7	X		X		X		X		
8	X		X		X		X		
9	X		X		X		X		
10	X		X		X		X		
11	X		X		X		X		
12	X		X		X		X		
13	X		X		X		X		
14	X		X		X		X		

Aspectos Generales	Aceptable	Bueno	Excelente	Observaciones
Congruencia de Items		X		
Redacción de Items			X	
Escala clara y pertinente.			X	
Claridad, precisión			X	

VALIDACION (Marque con una X)					
Valido, aplicable	X	**Valido, mejorar**		**No Valido, No aplicable**	

VALIDADO POR		
Nombres y Apellidos:	**Olivier Meric**	
Grado Académico:	**Dr. PhD en Ciencia Letra Moderna**	
Cargo:	**Docente- investigador**	
Fecha:	**26/04/2018**	**FIRMA**
Email:	**olvier.meric.a@gmail.com**	

Adapted by: (Bonilla, 2018)
Source: (Corral, 2009)

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA
INSTRUMENTO DE VALIDACIÓN (Encuesta a estudiantes/ Docenteces)

Items	CRITERIOS								
	Claridad en la redacción		**Coherencia Interna**		**Inducción a la respuesta**		**Lenguaje Adecuado**		**Observaciones**
	Si	**No**	**Si**	**No**	**Si**	**No**	**Si**	**No**	
1	X		X		X		X		Change affixation for sufixation
2	X		X		X		X		
3	X		X		X		X		
4	X		X		X		X		
5	X		X		X		X		
6	X		X		X		X		
7	X		X		X		X		
8	X		X		X		X		
9	X		X		X		X		
10	X		X		X		X		
11	X		X		X		X		
12	X		X		X		X		
13	X		X		X		X		
14	X		X		X		X		

Aspectos Generales	Aceptable	Bueno	Excelente	Observaciones
Congruencia de Items			X	
Redacción de Items			X	
Escala clara y pertinente.			X	
Claridad, precisión			X	

VALIDACION (Marque con una X)

Valido, aplicable X		Valido, mejorar		No Valido, No aplicable	

VALIDADO POR

Nombres y Apellidos:	**Mónica Torres Cajas**	
Grado Académico:	**Doctora PhD en Educación**	
Cargo:	**Docente**	**FIRMA**
Fecha:	**24/04/2018**	
Email:	**mtorres@unach.edu.ec**	

Adapted by: (Bonilla, 2018)
Source: (Corral, 2009)

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DIRECCIÓN DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA
INSTRUMENTO DE VALIDACIÓN (Encuesta a docentes)

Items	CRITERIOS								
	Claridad en la redacción		Coherencia Interna		Inducción a la respuesta		Lenguaje Adecuado		Observ aciones
	Si	No	Si	No	Si	No	Si	No	
1	X		X		X		X		
2	X		X		X		X		
3	X		X		X		X		
4	X		X		X		X		
5	X		X		X		X		
6	X		X		X		X		
7	X		X		X		X		
8	X		X		X		X		
9	X		X		X		X		
10	X		X		X		X		
11	X		X		X		X		
12	X		X		X		X		
13	X		X		X		X		
14	X		X		X		X		

Aspectos Generales	Aceptable	Bueno	Excelente	Observaciones
Congruencia de Items			X	
Redacción de Items			X	
Escala clara y pertinente.			X	
Claridad, precisión			X	

VALIDACION (Marque con una X)					
Valido, aplicable			**Valido, mejorar**		**No Valido, No aplicable**

VALIDADO POR		
Nombres y Apellidos:	**Mónica Torres Cajas**	
Grado Académico:	**Doctora PhD en Educación**	
Cargo:	**Docente**	
Fecha:	**24/04/2018**	
Email:	**mtorres@unach.edu.ec**	**FIRMA**

Adapted by: (Bonilla, 2018)

Source: (Corral, 2009)

INSTRUMENTO DE VALIDACIÓN (Encuesta a estudiantes)

Items	Claridad en la redacción		Coherencia Interna		Inducción a la respuesta		Lenguaje Adecuado		Observaciones
	Si	No	Si	No	Si	No	Si	No	
1	✓		✓		✓		✓		Esta pregunta puede no ser clara para
2	✓		✓		✓		✓		el estudiante (1 y 2)
3	✓		✓		✓		✓		
4	✓		✓		✓		✓		
5	✓		✓		✓		✓		
6	✓		✓		✓		✓		
7	✓		✓		✓		✓		
8	✓		✓		✓		✓		
9	✓		✓		✓		✓		
10	✓		✓		✓		✓		
11	✓		✓		✓		✓		
12	✓		✓		✓		✓		
13	✓		✓		✓		✓		
14	✓		✓		✓		✓		

Aspectos Generales	Aceptable	Bueno	Excelente	Observaciones
Congruencia de ítems			✓	
Redacción de ítems		✓		
Escala clara y pertinente.			✓	
Claridad, precisión			✓	

VALIDACION (Marque con una X)

Valido, aplicable	Valido, mejorar	No Valido, No aplicable
X		

VALIDADO POR

Nombres y Apellidos:	Stalyn Alejandro Ávila Herrera
Grado Académico:	MA in Educational Technology and TESOL
Cargo:	Docente Universidad Tecnológica Indoamérica
Fecha:	07/03/2018
Email:	stalynavila@uti.edu.ec

FIRMA

Adapted by: (Bonilla, 2018)

Source: (Corral, 2009)

INSTRUMENTO DE VALIDACIÓN (Encuesta a docentes)

Ítems	Claridad en la redacción		Coherencia Interna		Inducción a la respuesta		Lenguaje Adecuado		Observaciones
	Si	No	Si	No	Si	No	Si	No	
1	✓		✓		✓		✓		
2	✓		✓		✓		✓		
3	✓		✓		✓		✓		
4	✓		✓		✓		✓		
5	✓		✓		✓		✓		
6	✓		✓		✓		✓		
7	✓		✓		✓		✓		
8	✓		✓		✓		✓		
9	✓		✓		✓		✓		
10	✓		✓		✓		✓		
11	✓		✓		✓		✓		
12	✓		✓		✓		✓		
13	✓		✓		✓		✓		
14	✓		✓		✓				

Aspectos Generales	Aceptable	Bueno	Excelente	Observaciones
Congruencia de Ítems			✓	
Redacción de Ítems			✓	
Escala clara y pertinente			✓	
Claridad, precisión			✓	

VALIDACIÓN (Marque con una X)

Válido, aplicable		Válido, mejorar		No Válido, No aplicable	
	X				

VALIDADO POR

Nombres y Apellidos:	Stalyn Alejandro Ávila Herrera	
Grado Académico:	M. Educational Technology and TESOL	
Cargo:	Docente Universidad Tecnológica Indoamérica	
Fecha:	07/03/2018	
Email:	stalynavilo@uti.edu.ec	FIRMA

Adapted by: (Bonilla, 2018)

Source: (Corral, 2009)
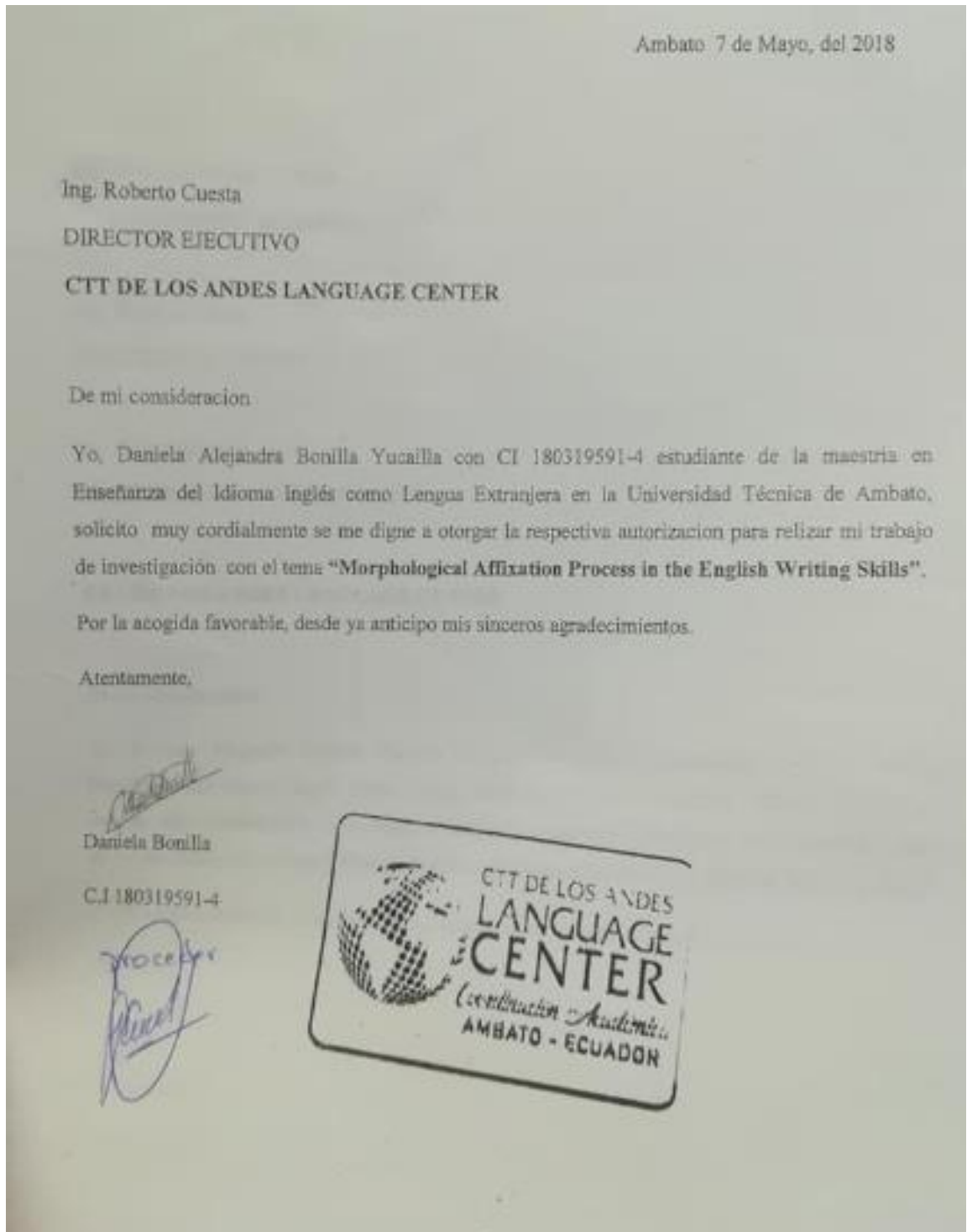
Budget   **ANNEX 03**

This research project is fully covered by the graduate. The total value is US $ **300,00**

EXPENSES	Quantity	Unit Value $	Total $
Office Supplies	1	50,00	50, 00
Bibliographic – Documentary Material	1	30, 00	30,00
Photocopies	200	0,03	6, 00
Printing paper	500	0.05	25, 00
Internet	3	25,00	75, 00
Pen drives (USDs)	2	10, 00	20, 00
External hard drive	1	150, 00	40, 00
Printer Cartridges	2	25, 00	40, 00
Subtotal=			**286, 00**
5% Unexpected situations			14,00
Total=			**300,00**

Elaborated by: (Bonilla, 2018)

ANNEX 04

Letter of permission to do the research at CTT de los Andes Language Center.

Ambato 7 de Mayo, del 2018

Ing. Roberto Cuesta

DIRECTOR EJECUTIVO

CTT DE LOS ANDES LANGUAGE CENTER

De mi consideracion

Yo, Daniela Alejandra Bonilla Yucailla con CI 180319591-4 estudiante de la maestria en Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Ambato, solicito muy cordialmente se me digne a otorgar la respectiva autorizacion para relizar mi trabajo de investigación con el tema **"Morphological Affixation Process in the English Writing Skills"**.

Por la acogida favorable, desde ya anticipo mis sinceros agradecimientos.

Atentamente,

Daniela Bonilla

C.I 180319591-4

Validated Writing Rubric.

Writing Assessment Measure (WAM)

TIME GUIDELINE: *Prompt 1:* 15 minutes   *Prompt 2:* 15 minutes
DISCONTINUE RULE: Stop the child after 15 minutes of writing

Elements and Criteria	Circle Score
Handwriting	
• Writing is consistent, fluent and cursive.	4
• Clear, neat and legible and may show evidence of joining handwriting	3
• Handwriting may vary in shape and size and is beginning to develop consistency.	2
• Handwriting is indecipherable or difficult to read.	1
Spelling	
• Evidence of correct spelling of complex words containing prefixes/suffixes or irregular words e.g. souvenir, destruction, and conscious.	4
Attempts to spell some complex or polysyllabic words using visual or phonetic strategies, e.g 'safariye' for safari, 'adventerous' for adventurous.	3
• Spells the majority of high frequency common words correctly e.g. inside, because, while.	2
• Spells some common monosyllabic words correctly (e.g. mum, cat, bird). Uses phonic strategies to attempt to spell high frequency common words e.g. 'grat' for great, 'fhun' for fun.	1
Punctuation	
• Uses a range of punctuation to clarify structure and create effect (e.g. speech marks, dashes, brackets, apostrophes, commas to demarcate sentences).	4
• Secure use of full stops and capital letters. Uses punctuation in addition to capital letters and full stops, the majority are used correctly (e.g. question marks, exclamations marks, commas in lists).	3
• Evidence of accurate use of capital letters and full stops, however few there are. (e.g. Sentence finishes with a full stop and next sentence begins with a capital letter)	2
• Shows awareness of how full stops are used in writing.	1
Sentence Structure and Grammar	
• Secure control of complex sentences. Understands how clauses can be manipulated for effect. Able to use conditional and passive voice (e.g. having watched him eat a dog biscuit, she felt sick)	4
• Beginning to write extended sentences including subordinators (e.g. if, so, while, when, after). The basic grammatical structure of sentences usually correct (e.g. usually consistent and correct use of tenses and nouns and verbs agree).	3
• Beginning to use other conjunctions to create compound sentences (e.g. because, but, so, then) and may be using multiple clauses (still mixing up tenses).	2
• Writes simple sentences which include the conjunction 'and'.	1
Vocabulary	
• Demonstrates use of well-chosen vivid & powerful vocabulary to create effect (e.g. verbs, adjectives, adverbs)	4
• Varied use of adjectives, verbs and specific nouns (e.g. delicious for nice/sauntered for went/poodle for dog)	3
• Some selection of interesting and varied verbs e.g. jumped, compare, guess	2
• Uses simple vocabulary, appropriate to content. Writing is composed of simple nouns and verbs e.g. look, went, go, play, see	1
Organisation and Overall Structure	
• Paragraphs are well organised, based on themes and provides a cohesive text for the reader (e.g. paragraphs, subheadings, logically organised events).	4
• Uses paragraphs to organise writing, showing an identifiable structure. May be short sections.	3
• Themes are expanded upon and linked together in a series of sentences.	2
• Communicates meaning but may 'flit' from idea to idea and any themes that are expanded are done so in one sentence.	1
Ideas	
• Ideas are creative and interesting in a way that engages the reader. Uses a range of strategies and techniques such as asides, comment, observation, anticipation, suspense, tension.	4
• Ideas are imaginative and varied evidence of descriptive detail about characters, settings, feelings, emotions & actions.	3
• Ideas are developed to by adding detail (e.g. is beginning to provide additional information or description beyond a simple list).	2
• Produces short sections of ideas which may be repetitive and limited in nature.	1
Total score	

Source: (Dunsmuir, et al., 2014)

Validated Morphological Test

Total English

Intermediate

Suffix or prefix?

1 Read the sentences 1-8 below and decide on the correct prefix or suffix for the words in *italics*.

   1   There was a lot of cheating. The match was *fair*.

   2   We decided to *visit* the house, because we hadn't looked at everything the first time.

   3   My new washing machine is completely *use*. It doesn't work properly!

   4   Please be *care*. The steps down to the cellar are very steep.

   5   He couldn't take his eyes off her. She was incredibly *attract*.

   6   It was a wonderfully quiet part of the world. Everything felt so *peace*.

   7   I must have *heard* you, because I thought you called out my name!

   8   She really *liked* him, because he was too full of himself.

2 Using the prefixes and suffixes in the box below form two new words per prefix/suffix.

Prefixes:	*un, re, ex, mis, dis*
Suffixes:	*ive, (l)y, ful, less, able/ible*

_____   _____   _____   _____
_____   _____   _____   _____
_____   _____   _____   _____
_____   _____   _____   _____
_____   _____   _____   _____

3 In pairs work together to write sentences for each of the words you have chosen. Can you create sentences that are all linked to the theme of lifestyle in unit 3?

4 Exchange your sentences with the pair next to you, read each other's and underline any mistakes. Make the corrections if necessary.

Total English

Suffix or prefix?

TEACHER'S NOTES:

Aim: to provide further practice of prefixes and suffixes. This worksheet is designed to be used in conjunction with the vocabulary page in unit 3.
Time: 40 minutes
Materials: copies of the worksheets for students

1   Students read the sentences noting the words in italics. Students then decide on the correct prefix or suffix to make the sentence correct. Monitor students whilst they work and answer any questions. Elicit answers from the class.

> **Answers:** 1 unfair 2 revisit 3 useless 4 careful 5 attractive
> 6 peaceful 7 misheard 8 disliked

2   This activity gives student freer use of language. First of all they make a list of words with the prefixes and suffixes listed. Allow students to either use their Students' Book page 43/45 or a monolingual dictionary to check that all their words are correct. Go around the class giving assistance/corrections where necessary.

3   Working in pairs, students create sentences using each of the words. They are getting good practice of the word by deciding on a context for it, and emphasise that the fun part is fitting the sentences into the lifestyle theme. Tell students they can be very imaginative and of course fictitious. Monitor to check they are all working along the right lines.

4   Students finally swap sentences and read each others. Encourage peer correction where students underline mistakes they spot. Collect the work at the end if you haven't managed to help all students with their corrections.

Source: (Pearson, 2017)

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ANNEX 07

Urkund Analysis Report

URKUND

Urkund Analysis Result

Analysed Document:	TESIS DANIELA BONILLA.docx (D46943376)
Submitted:	1/18/2019 3:26:00 AM
Submitted By:	danabys_66@hotmail.com
Significance:	2 %