



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

**TOPIC:**

**“PROMPTS TO IMPROVE THE WRITING SKILLS TO STUDENTS OF  
EIGHTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA  
“DIECIOCHO DE AGOSTO”, SANTA ELENA, SANTA ELENA  
PROVINCE, 2015 - 2016”**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

**AUTHOR: SANDRA YADIRA RAMÍREZ GONZÁLEZ**

**ADVISOR: ING. SANDRA CAAMAÑO LOPEZ MSc.**

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

**TEMA:**

**“PROMPTS TO IMPROVE THE WRITING SKILLS TO STUDENTS OF  
EIGHTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA  
“DIECIOCHO DE AGOSTO”, SANTA ELENA, SANTA ELENA  
PROVINCE, 2015 - 2016”**

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2016

**La Libertad, August 8<sup>th</sup> 2016**

**ADVISOR'S APPROVAL**

In my role as advisor of the research paper under the title **“PROMPTS TO IMPROVE THE WRITING SKILLS TO STUDENTS OF EIGHTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”, SANTA ELENA, SANTA ELENA PROVINCE, 2015- 2016”**, prepared by Sandra Ramírez González undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that I have revised the project and approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the Board of Examiners.

**Sincerely,**

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**Ing. Sandra Caamaño López MSc.**

**Advisor**

**La Libertad, August 8<sup>th</sup> 2016**

**STATEMENT OF AUTHORSHIP**

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## **DEDICATION**

This work is dedicated with infinite love to God; He has given me the pledge and the fortress to go on every day. I also dedicate this work to my parents; for the unconditional support they gave during each academic period.

To the three most important men in my life: my husband Miguel, my son Guille and my baby Maxi. This is dedicated to them because they have known how to understand that the time I could not be with them was because I was preparing for providing them a better future.

Finally, my work is dedicated to my sisters, friends, and other people who have been an invaluable support to me in the achievement of this goal successfully.

**Sandra**

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Finally, I thank the principal of Escuela de Educación Básica “Dieciocho de Agosto” and the English teacher because they provided me the opportunity to implement this investigation in that institution.

**Sandra**



## **DECLARATION**

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

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**Sandra Ramírez González**

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**Author: Sandra Yadira Ramírez González  
Advisor: Ing. Sandra Caamaño López, MSc.**

**ABSTRACT**

Writing is distinguished as a way of communication that represents the language through the inscription of words. People write e-mails, lists of words, notes, reports, journals, essays, etc. they often do it on blogs, forums or web pages. All these writing activities have the objective of communicating something. Most people have the innate necessity to express their ideas, thoughts, feelings and emotions. However, in most cases, writing is a complex task for beginning students due to the different aspects that a good, clear and comprehensible writing requires.

Teaching writing may be one of the hardest jobs a teacher faces. Teachers who are teaching in middle schools, high schools know the depth of challenges they have to face for teaching this English skill due to its importance. The application of dynamic activities that engage students to write is necessary and, therefore, this investigation makes emphasis on the relevance of applying a booklet with prompts to improve such an important skill as writing. This research paper demonstrates that using prompts promotes the motivation of students during the writing process because the topics were taken according to the real necessities and interest of students. Eighth basic year students from Escuela de Educación Básica “Dieciocho de Agosto” in Santa Elena, Santa Elena Province.

This investigation applied the qualitative method because it allowed the implementation of surveys to students and then this information was presented in charts and statistical graphics. Furthermore, the qualitative method allowed the implementation of interviews, and observation session in order to collect important information from students, English teacher and English language teaching experts; this information was analyzed and included in this research.

**Keywords:** Booklet, prompts, writing skill, English language teaching and learning

## **INTRODUCTION**

Around the world people need to establish different types of relationships with others in order to achieve certain purposes, but most of them have a serious problem; they do not speak the same language. Therefore, it has increased the necessity to have a global language and English is considered the primary global language of communication. Communication involves a process where people exchange beliefs, thoughts, feelings, and others. This communication can be done through two different ways; oral and written.

The main objective of this research paper is to determine the importance of developing writing skills in order to apply it in situations where people need to transmit and express their positions about various situations in a written form. Writing is a complex process that permits writers to explore thoughts, and ideas and make them visible and concrete. Writing motivates thinking and learning about diverse topics; it motivates communication and makes thought available for reflection because when something is written down, ideas can be examined, reconsidered, rearranged, changed and/or added.

Given the importance of writing skill, it is essential to mention that a good way to enhance this skill is through the application of a booklet with prompts. Prompts provide students with the opportunities of writing in a relaxed and engaged way. This booklet is a didactic way and it can be used as a support for both teacher (during the writing instruction) and students (during the writing lessons).

For the elaboration of this investigation, it was divided into five chapters which are mentioned and described below:

**Chapter I-The Problem:** this chapter gives details about the statement of the problem, the critical analysis, the significance of the problem, general and specific objectives of the investigation.

**Chapter II-Theoretical Framework:** It provides details about all the theories of important authors and previous researches that support the investigation topic. It also gives details about the philosophical, psychological and legal basis of this work, and the research hypothesis.

**Chapter III-Methodology:** It explains methodological strategies in order to get a successful work. This chapter also contains the level of the research, population, sample, strategies and instruments to collect significant information, data collection with the respective analysis and interpretation, conclusions and recommendations.

**Chapter IV-The Proposal:** This chapter describes the solution for the problem and it analyses the outcomes of this investigative work. It describes the background, significance and objectives of the proposal application. Moreover, it has the booklet with fifteen prompts to improve the writing skill.

**Chapter V-Administrative Framework:** This chapter establishes the budget, timetable and bibliographical resources for this research.

## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

#### **1.1 TITLE**

**“PROMPTS TO IMPROVE THE WRITING SKILLS TO STUDENTS OF EIGHTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”, SANTA ELENA, SANTA ELENA PROVINCE, 2015- 2016”.**

#### **1.2 STATEMENT OF THE PROBLEM**

##### **1.2.1 Context**

Escuela de Educación Básica “Dieciocho de Agosto” shows a deficiency in English language especially in grammar, coherence, vocabulary which is relevant for developing the writing skill. Therefore, it is becoming a major problem for the teaching process to make the scholars structure more complex compositions due to the poor training they receive from their teachers, and in order to help students with the ability to write compositions and develop critical thinking skills with the comprehension of the content, it is significant to develop a proposal for enhancing the writing instruction.

The consequence of a poor writing proficiency of students is that receptors are not able to understand the written message because of the innumerable grammar or spelling mistakes. As a result, poor writing skill creates problems of communication with others, misunderstandings can provoke that the answer is not appropriate.

Therefore, it is relevant for high school students from Escuela de Educación Básica “Dieciocho de Agosto” to develop writing skill because it plays an important role for communication. Many factors have to be taken into account in order to reflect messages correctly. Learners have to have a vast knowledge in grammar and other rules in order to produce a comprehensible written message. The correct use of mechanics is also important; learners have to know where to use certain punctuation marks.

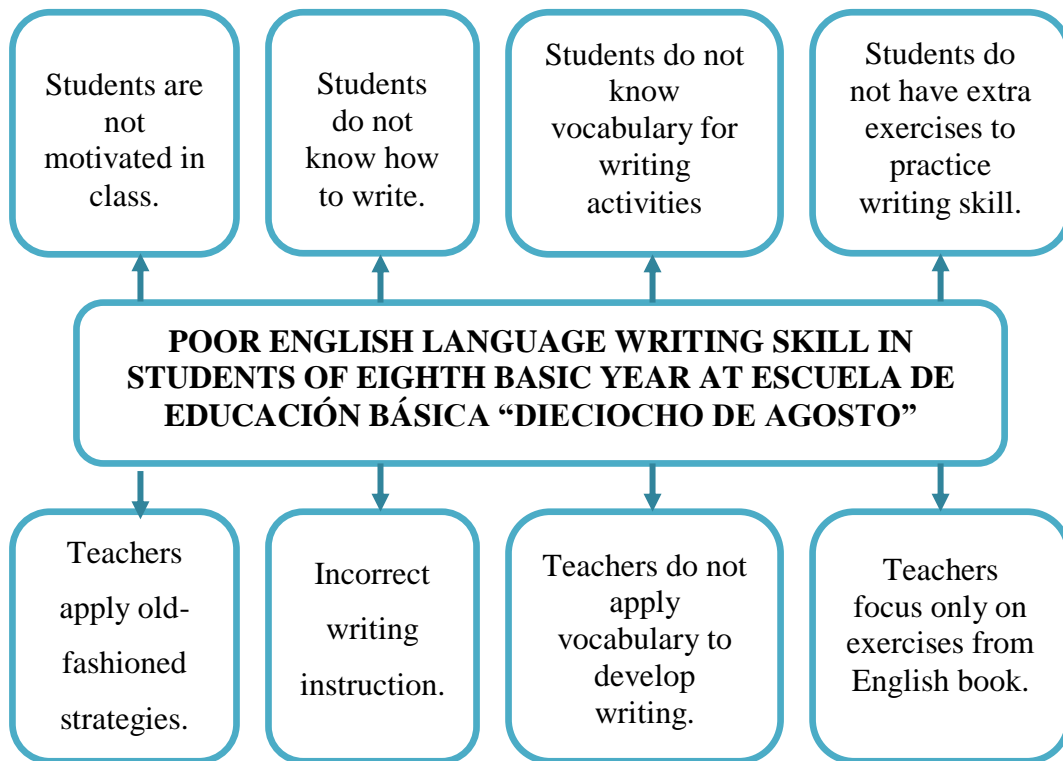
A guideline is a norm or a set of instructions that are taken into account for something, the guideline provides the basis for the development when planning an action or to perform activities. It can be said that prompts will be beneficial for students, because they are an important strategy for English teachers to improve writing skill in their scholars by having new ideas for teaching with new techniques. Prompts will also motivate students to learn and achieve their academic goals: students will understand easily written exercises; create compositions in order to improve the capacity of handwriting and developing new knowledge and new ways of writing that may be taken to improve their skills.

### **1.2.2 Critical analysis**

Many students have problems when they want to learn English; they make mistakes in English writing, pronunciation, orthography and vocabulary usage. The problems arise in the moment they put in practice their writing skill. In schools, there are students that face problems for learning a new language and that needs to be figured out by teachers because they have to look for the best strategies to teach students any topic. In the case of the written production of the language, it is important to have knowledge in grammar rules, spelling, mechanics, and others. These factors provoke that students do not want to write and they are analyzed in the following problem tree:



**Illustration N° 1: Problem Tree Analysis**



**Author:** Sandra Ramírez González

It is important to point out that students of eighth basic year at Escuela de Educación Básica "Dieciocho de Agosto" have serious problems at the moment of producing the written language. Some causes of the poor writing proficiency of students were illustrated previously in a problem tree analysis. The first cause is the application of traditional methodologies and strategies; old-fashioned strategies turn into boring classes and therefore, students are not motivated at all in the learning process. Moreover, teachers do not instruct the writing skill in a correct way; it is important to explain different aspects that students need to know in order to produce adequate writing pieces.

Unfortunately, teachers do not teach vocabulary correctly using different strategies in order to affiance students' new vocabulary knowledge. Teachers have to take into account that students need to have a good knowledge of vocabulary because without enough vocabulary, students will not be able to produce the target

language in its written form. Knowing sufficient words are the basis for the development and mastering of the English language.

A final reason that causes the low level of students' writing skill is the faithful application of exercises from English books that the Ecuadorian government provides to public educational institutions. The practice of English language writing skill is just based on the activities from books. As a consequence, students do not have the possibility to practice this important skill using extra, different and interesting exercises. This also causes that students do not feel engaged in the writing instruction because sometimes exercises from books do not keep a relationship with students' reality; writing exercises need to be adapted to the students' necessities and interests.

The reasons mentioned before affect the development of the writing skill of students. Therefore, it is relevant to demonstrate that a booklet with prompts are an efficient resource that will be a provider of activities and exercises for learning and improving the English language writing skill of students of eighth basic year at Escuela de Educación Básica "Dieciocho de Agosto".

### **1.2.3 Formulation of the problem**

What will the impact of the application of prompts be in the writing skills of students from eighth basic year at Escuela de Educación Básica "Dieciocho de Agosto" Santa Elena, province of Santa Elena 2015 -2016"?

### **1.2.4 Guideline questions**

- What are prompts?
- What is writing skills?

- What is the importance of writing?
- What are the activities for improving writing skills?
- Why is it necessary to write in English
- What are the methods for teaching writing?

### 1.2.5 Delimitation of the research object

- **FIELD:** Education.
- **AREA:** English.
- **ASPECT:** Writing prompts.
- **TITLE:** “PROMPTS TO IMPROVE ENGLISH WRITING SKILLS TO STUDENTS OF EIGHTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”, SANTA ELENA, SANTA ELENA PROVINCE, 2015- 2016”.
- **PROBLEM:** What will the impact of the application of prompts be in the writing skills of students from eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto” Santa Elena, province of Santa Elena 2015 - 2016”?
- **TIME LIMITATION:** The research will be held during the academic year 2015-2016.
- **POPULATION LIMITATION:** Eighth year students

- **SPACE LIMITATION:** Escuela de Educación Básica “Dieciocho de Agosto”
- **CONTEXT LIMITATION:** This research will be focused on the influence of the prompts as activities to improve the writing skill of the eighth basic year students from Escuela de Educación Básica “Dieciocho de Agosto”.

### 1.3 SIGNIFICANCE

In some methods of teaching writing has appeared written language as a sign system used to transcribe spoken language, as a means to convey letters by spoken language. However, it is not a simple transcription system. It is a complete and independent language, a true means of communication.

Prompts are a positive teaching tool with different characteristics that play an important role at the moment of teaching writing because pupils enjoy working with this material and, thus, promote enjoyable and easy classes. The importance of writing has increased the necessity to improve the writing proficiency of students; it is a hard work for English teachers. One benefit of using prompts is that through their application teachers can get students to write without difficulties certain sentences, paragraphs, stories, short dialogues while differentiating the correct way of writing, it is a positive aspect in the implementation of prompts.

If students do not have an appropriate instruction in their work, they can misunderstand the meanings or the content of different information; this discourages students in the acquisition of this new language. The design and application of prompts is advantageous since it enriches elementary writing skills in students, and improve their intellectual development in daily practice with new vocabulary, funny and interesting exercises that include clear instructions for developing this ability.

Finally, the implementation of this study will benefit students of eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto” since they will have the opportunity to write in a relaxing environment and in a didactic way. Second or foreign language learners need to be motivated during the language instruction and prompts are a good resource for increasing the standard and understanding of the written production of students, so it is important to create prompts with engaging and interesting exercises for students in order to learn new vocabulary, to make a habit of writing for students that facilitate the learning process.

## **1.4 OBJECTIVES OF THE RESEARCH**

### **1.4.1 General objective**

To evaluate the importance and benefits of using prompts through the analysis of different investigations and theories applied in the English language teaching field in order to improve English writing skill

### **1.4.2 Specific objectives**

- To collect important theoretical foundations from books or journals in order to develop the theoretical framework of the investigation
- To gather specific and significant information by applying surveys and interviews
- To design a proposal with prompts in order to improve English writing skill

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 PREVIOUS RESEARCH**

A great number of students are learning English in primary and secondary classrooms all around the world. English has becoming a part of the curriculum of several schools, high schools and universities that want their pupils to become better at the different skills of the English language. The development of the main four English skills is complex; teachers have to integrate different activities that promote the acquisition of a language.

Teaching to students who live in a country where English is used as a foreign language is a problem because teachers and students have to deal with various obstacles during this learning process. According to Hang Khong and Saito (2014), teaching language-minority students can be challenging. The cognitive demand on these learners is greater than non native English-speaking students, because they are learning both languages and the content knowledge simultaneously. This means that teachers need to devote more time to ELLs.

Most people have the innate necessity to express their ideas, thoughts, feelings and emotions. Therefore, the communication with each other is usually carried out written or orally as a necessity. Kubošová (2010) determines that the development of written and oral communication is a hard aim to be achieved because it involves several aspects that learners have to domain. These ways of communication are developed similarly because both are used to transmit information to others.

According to Serra (2014), writing is distinguished as a manner of communication that represents language through the inscription of words. People write e-mails, lists of words, notes, reports, journals, essays, etc. they often do it on blogs, forums or web pages. These writing activities all have a communicative objective. In most languages, writing is a complex task for students who are starting to learn a language due to the different aspects that good writing requires. Students need to know that no matter what they write, the main objective is to produce clear writing pieces with clear and comprehensible messages.

### **2.1.1 Teaching English writing**

For many people, even with English knowledge, writing does not come easily and writing effectively becomes still more difficult. Good writing conveys a purposeful message and uses of English language correctly. However, the message is more relevant than the correct presentation. It means that if the message is understandable or even a part of it, students have achieved communicative competences in the written way. In order to write clearly and masterly, students need to have an instruction in basic language system. The English language system involves knowledge of grammar, punctuation and sentence structure.

**Grammar:** It is essential to have grammar knowledge because correct writings are easier to understand, and easier to get published. A writer can be a professional writer without totally mastering grammar. Proper grammar is absolutely fundamental to students' learning to produce sentences which can be understood and sound natural. Writers need to create sentences which take place in the present, past, future, present perfect, and others.

**Punctuation:** It is the system of signs or symbols given to a reader to demonstrate how a sentence is constructed and how it should be read. Sentences are the

building blocks employed to construct pieces of written. For a good writing, the writer has to know the correct use of comma (,), full stop (.), exclamation mark (!), question mark (?), semi-colon (;), colon (:), apostrophe (’), quotation marks (“...”), hyphen (-), brackets ([ ]), parenthesis (()), slash (/), etc.

**Sentence Structure:** it refers to syntax. Writer needs to know how a sentence is built (subject, verb, and predicate). All sentences are about something or someone: this is subject. The predicate contains information about someone or something that is the subject. However, there are more aspects that can be part of a sentence, such as, direct and indirect object, and the different modifiers. Moreover, there can be various kinds of sentences; simple sentences, compound sentences, and complex sentences.

However, another important aspect to develop writing skill is vocabulary; Brynildssen (2000) determines that in some ways, the ability to write effectively hinges upon having an adequate vocabulary even more than does the ability to read.

During the writing process, however, a student does not have the luxury of examining the context in which a word is used; he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use correctly. The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing (Brynildssen, 2000).

Teaching writing may be one of the toughest jobs a teacher could face. Teachers who are teaching in middle schools, high schools know the depth of challenges they have to face for teaching this English skill due to its importance. Effective writing teaching takes time: time for practicing, time for sharing writing, time for completing pieces of writing, and time to respond and assess students’ writings.



Several teachers avoid teaching instruction precisely because it takes so much time to fulfill all this process. However, all learners benefit from being motivated to write, to bring the language in their heads onto a piece of paper or a computer screen.

### **2.1.2 The relevance of English writing skill**

Gallagher (2006) claims that in order to become an expert at swimming, one must do a tremendous amount of swimming. One cannot just wish to be an expert swimmer; becoming an expert swimmer takes a lot of work and a lot of practice. Writing is a skill, and as such, only improves with much (guided) practice.

For Steve Peha (President of Teaching That Makes Sense Inc) is important to be clear why teachers want students to write before deciding what students should write about. People, as a society, value the written word and a world where the information is permanent it is relevant to develop writing skills because most of the information is written (Peha, 2003). Therefore, writing is an essential skill. Sometimes, most people need to write due to the advent of e-mail, instant messaging, and other texts based on written communication.

Furthermore, there is also an academic application of writing; in higher levels of instruction students need to have acquired writing and developed critical thinking. In this case, students need to write longer and more advanced pieces of writing.

According to Peha (2003), teachers have at least two main purposes for having their students to write: students need to be prepared for life in real world outside of school and teachers can assess students' advances because "there is nothing like a written statement to help an instructor discover what students have learned and what they might need to learn next".

### 2.1.3 Kinds of writing skill

It is helpful to identify between two very different writing purposes. Jeremy Harmer in his (2007) work identifies two types of writing:

**Writing for learning:** It occurs when students are asked to write sentences in preparation for some other activity. It is an enabling activity. Writing for learning tasks are short (limited to less than five or six minutes of the class time) which main purpose is to help students to think through key ideas or concepts presented in a lesson.

**Writing for writing:** Its main objective is the development of students' skills as writers. The activities used in writing for writing should become students better at writing, whatever type of writing might be because in this case, the whole text is important. Writing for writing includes appropriate language, construction, style and effectiveness.

### 2.1.4 Another classification of writing

Writers can choose any of the below categories to achieve the purpose of their writing:

**Descriptive:** In this case, the writer describes how someone or something looks or feels, or reporting on an event. It is important to recall, the more details the write uses the better his/her descriptive writing becomes. The descriptive writing utilizes lots of visual words to help you visualize the person, place or object it is being described.

**Expository:** This writing tries to inform, explain or define a topic or subject. The writer is mostly intending to tell all about the topic avoiding the use of personal opinions and emphasizing on real facts.

**Comparison and contrast:** This kind of writing allows the writer to point out similarities and differences about people, places, things, and other topics. Compare means to distinguish how people, places, things are similar. Contrast means to identify the differences about the topic.

**Opinion:** Writer uses this writing type to express his/her ideas or beliefs about a particular subject. Writers utilize facts to support their opinions and to demonstrate why they hold their beliefs.

**Narrative:** The narrative writing is employed to tell a story. Everyone likes to hear different stories even if they are real or not. In this kind of writing, the writer can use a plot, a theme, characters, settings, etc. The purpose of this writing is to tell a sequence of events and experiences.

**Persuasive:** The writer uses persuasive writing to try to change the mind or point of view of someone. The writer can use facts and opinions in order to explain something from his/her way. The writer can use quote statistics and use them to mean what he/she what the reader thinks about.

**Argumentative:** The argumentative writing provides students the opportunity to write about a determined issue supporting their opinions with strong logic and evidence. Fahim and Mirzaii (2013) establish that the ability to write argumentatively crucially depends on EFL/ESL learners being equipped with an intellectual capacity for thinking in a critical manner.

Therefore, the most significant prerequisite for the proper teaching of argumentative writing is that of fostering critical thinking by means of thought-provoking pedagogy. In order to write argumentatively, it is fundamental that students develop critical and thinking skills because they have to express their ideas in an adequate way; using correct expressions in order to defend their positions

### **2.1.5 Teachers tips for encouraging students to write**

For teaching writing is relevant to encourage students to do it without pressure; the development of an enjoyable and friendly environment is the key for students to start writing and also to improve this skill. Teachers need to know important tips to put them in practice into the writing lessons.

#### **Before the writing task:**

- Ask students to brainstorm.
- Help students to write about their own experiences.
- Help students by clarifying the writing assignment.
- Support students to identify the content they will write.

#### **During the writing task:**

- Help students in the organization of their writing.
- Help students highlighting their main idea of their writing.

- Provide students ideas they can use to follow writing.

**After the writing skill:**

- Point out students' writing strengths.
- Help students to understand the process of writing.
- Make a positive feedback about the writing assignment.
- Encourage students to proof their pieces of writing.

**2.1.6 Teaching English to teenagers**

Today's teenager students are a varied and fascinating individual group. They are changing emotional and physically, they are often worried about their appearance. They are also coping with new and rare emotions and at the same time, they are learning to think in a more abstract form, discussing issues and ideas. Through this transition, adolescents are intending to determine their identity and learn who they are.

Teachers of adolescents complain about their students' behavior, about their lack of motivation in learning about different topics, and about why many of them are not enthusiastic to participate in the classroom. There are various variables that can produce this problem: the lack of productive experiences or the absence of self-confidence during the class activities. Therefore, it is vital to emphasize that the incorporation of affective factors in the language classroom can help to change an unwilling group and uncooperative students into a community of learners.

Teenager students bring to the classroom and learning experience an incredible combination of social, emotional and cognitive factors. These experiences cannot always have been successful or enjoyable. As a result of that, students can develop preconceived ideas about whether or not learning English is a playful process, and whether they are good at languages or not. If students' English learning experiences have not been positive, their level of motivation can be low. On the contrary, their previous experiences of English learning can be positive according to the level of interest when they join an English class. Therefore, it is important to include in the English lessons topics that are engaging and interesting for students and activities intellectually challenging.

Adolescents, generally, have equal characteristics with any other language learner, mentioned above:

- They attend to different ways of motivation.
- They usually have problems at pronunciation and vocabulary.
- They receive language and immediately intend to decode meaning.

### **2.1.7 Adolescents' motivation for learning a language**

The motivation comes from the satisfaction that someone gets from the task itself or from the pleasure of finishing or even working on an assignment. Motivation usually depends on the different students' beliefs about their potential to learn a new language. Motivation is a key concept in learning a foreign language for any age group, but teaching to an adolescent group can, in some cases be, extra challenging when students have lack of interest for learning.

Teachers have to convince their students of the value of using English in a constructive form and create an enjoyable and supportive classroom environment where they can actively participate in the learning process and improve in different learning areas that a language is involved.

Students need to feel they can succeed in a specific subject because taking that into account students invest much effort at learning. The beliefs of learners about their capacity to learn a language can be attributed to personal internal causes, which can be a result of external factors. Intrinsic and extrinsic motivation is present in all students no matter the age or sex.

For teenagers, intrinsic motivation is described as the inner process: an adolescent can learn a language and use it in the classroom in playful tasks with his/her classmates. On the other hand, Hang Khong and Saito (2014) make the point that extrinsic motivation (it comes from outside of the individual) of teenagers is linked with their desire of succeeding in exams or tests, and getting better school scores. The work of educating ELLs therefore requires great effort on the part of teachers, in responding to them academically, culturally, and linguistically.

### **2.1.8 Teaching writing to adolescents**

Rothstein and Lyons (2001) mention that teachers have to face different challenges in the classroom, but teaching writing to adolescents can be a formidable challenge. Many content-area teachers have not been prepared in their course work to teach writing in their discipline. In addition, many adolescent students arrive to high school without having sufficient instruction in writing about history, mathematics, or science.

Students do not usually want to write, because they have never been motivated to do it. In order to teach writing to adolescents, it is significant to attend their inner

language, their individual sensations, emotions, perceptions, observations, incipient understanding, and perspectives. Writing, as all other creation acts, is developed from the inside out.

Writing is an act of creation, which makes writing teaching uniquely from the other issues for teaching. Adolescents' experiences hold a relevant place in writing instruction. Personal experiences give students a basis for making sense of the world, for comprehending the human conditions, for linking to new ideas, and experimenting with the potential of new text forms to support them to convey meaning.

All students, children, teenagers, adults, have a variety of thoughts and ideas in their heads, and in the writing instruction is significant to have personal experiences, stories, and worth ideas to share. Greenstein (2013) mentions that if students know you will be reading their compositions, they will devote a good deal of effort to making them well-written. Therefore, it is really important to activate the interest of students to express themselves by writing.

### **2.1.9 Why do students write?**

**Write to argue:** An argument is a connected series of statements intended to establish a preposition. Students can use phrases for argument writings

**Write to persuade:** Grenville (2001) determines that writing to persuade tries to convince the reader of something. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings. Students write to attempt to convince their audience to believe or act in a certain way.



**Write to advise:** A type of advisory writing with which most students will be familiar is the personal problems pages of newspapers and magazines. For example, students can write an advisory letter.

**Write to inform:** Students write to inform uncovering facts; they can write about them as objectively as possible. For Grenville (2001) writing to inform is one of the most common of the writing purposes; it tells the reader about something.

**Write to explain:** The purpose of expository writer is to collect information and facts, combine them with students' own knowledge and experiences. Students clarify the reader who or what something is, how happened, or why something happened.

**Write to describe:** Students write to portray people, places, things, moments and theories with enough specific details to help the reader to create a mental picture of what is written about.

**Write to entertain:** Grenville (2001) establishes that "it doesn't necessarily make the readers laugh, but it at least engages their feelings in some way". Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Entertaining is often used with some other goals. Entertaining others with humor is the main goal to write in this way.

**Write to comment:** Students write to express their thoughts and feelings on the paper. It is a personal writing.

### **2.1.10 Why students do not want to write?**

Writing, like all other English skills, is a complex process where students have to transmit their thoughts and ideas about a defined issue on a piece of paper. Writing is becoming a fundamental skill in today's world. Second/foreign language students use written language to communicate each other and need to develop good writing skills, but most of students do not like writing because they were never trained to do writing tasks for pleasure. Greenstein (2013) makes the point that many students and many professors find the task of writing very hard, and they simply freeze up when asked to do it.

Most students find writing activities difficult because it is often an isolated task, given as homework. Another reason they do not write is the titles or topics of writing; students find titles boring and without a purpose. Students also reject writing because they feel uncomfortable when they receive their writing pieces covered in red ink; teachers need to be aware the way they provide writing feedback in order to not demotivate students to write. When students are asked to write they perceive it as a stressing, linking to fail and non-motivating activity because most teachers take the papers to assess students' writing progress.

Finally, in order to avoid these problems in the writing exercises, it is essential to encourage students to write every day, at least in short periods, allowing them to express themselves without being extremely critics; this is the key to promote the writing at classrooms and outdoors.

### **2.1.11 Strategies for teaching writing**

The recognition of strategies for teaching means to look for strategies that will be helpful for achieving the goals of a lesson. For students the application of good strategies is the way to overcome their writing difficulties. There are several

strategies for improving writing skill, but two strategies teachers can use in their writing lessons are free writing and revised writing.

**Free writing:** When students free write they write whatever comes into their head about any topic, without stopping and without worrying about grammatical rules. Most free writing activities are short-just five or ten minutes. Free writing helps students to practice fluency; it means quickly and easily.

As it was mentioned above, with the application of this strategy, students do not need to worry about accuracy (correct grammar and spelling). At the end of the free writing task, students read carefully their writing and can check their mistakes.

**Revised writing:** It is also called extended or process writing. It is a more formal strategy in which students must write a first draft, then review and edit it to write a final version of their writing. Revised or extended writing can be used for teachers in order to assess students' writing advances.

### **2.1.12 Activities for teaching writing**

Teachers can use several ways to teach and improve writing skill of his/her students. A variety of techniques applied into the lessons can achieve this goal. There are lots of activities that provide students the opportunity to practice their writing skill. Here it is a list of them:

**Autobiography:** This is personal; each student can write about personal facts or memoirs.

**Book reviews:** This is a good way to practice writing and reading skills. Students can be asked to read a book and then to write a review about that book.

**Comic strips:** This is a playful activity that students enjoy a lot. Comic strips are drawings that follow in a sequence to describe a story. In this case comic skills and writing skills are involved each other.

**Descriptions:** With this activity, students describe a person, event, or object. It could be spoken or written; in written, this exercise can be helpful for fiction and non-fiction writing.

**Diaries:** Even though people do not have a diary anymore because of the technological advances, diaries are excellent ways for writing. Diaries are considered the newspaper of life where people describe events or facts that happen every day. Teacher can ask students to have one in order to practice writing skill by reporting their ideas, feelings or simply describing what they do daily.

**Essays:** This activity can be difficult for some students because it is a complex process. An essay must follow a structure and it is used at higher levels. Essays are used in order to produce writing pieces of different areas; they can be, descriptive, expository, narrative or persuasive.

**Fables:** Students can write short stories with moral values. It is an interesting activity because students have to use their creativity to write fables.

**Letters:** They are considered the old art of handwritten. Unfortunately, they have been fading out with the increased use of e-mails and text messages. However, it is a good option to practice writing for some teachers.

**Monologues:** This activity is also related with the students' creativity and students' love art. Monologues are long speeches done by a character in a play or

movie. Students can write a monologue and then present it in front of their classmates and teacher.

**Plays:** This exercise also includes creativity and art. Plays are pieces of drama, comedy, thriller, etc. students use their imagination to create a story with different characters and settings.

**Poems:** Poems are useful for promoting the writing skill of students because they can write a verbal composition transmitting their ideas, feelings or emotions. For this activity students need to have certain knowledge of using prose and other techniques applied at writing poems.

**Journals:** Thomas and Geursen (2013) made an investigation about the influence of public journals on the development and improvement of writing, reading and thinking skills and they conclude that keeping a public journal proved to be a valuable experience for both ourselves and our students. Thus, we want to continue writing the journal and to continue to explore the potential of writing reflectively and sharing this with students. We do see need to further investigate how it can focus more as a catalyst for our students' own reflections.

### **2.1.13 The process of writing**

Good writing is essential to become successful at school. When people write, they do more than just put words together in order to make sentences. The writer must not only follow rules and conventions of punctuation and grammar, but also manage ideas coherently, organize thoughts, etc. Therefore, it is necessary to focus students to go through several steps to produce a good piece of writing:

**Pre-writing:** Johnson (1994) determines that the generation of ideas before you start the actual task of writing can therefore remove this layer of difficulty.

Likewise, Urquhart and McIver (2005) establish that the importance of prewriting is often underestimated, but its function in the writing process is vital. By making a note of your ideas and arranging them into some order, you are splitting up the writing task into more easily manageable components. With a page of rough notes, you will not need to wonder what to say next. The notes act as a prompt; reminding you what topics you need to cover. You can also add to the list of notes if any new ideas emerge while you are writing.

In this phase, students start by choosing a topic; they can select it or it can be assigned by the teacher. Then, they gather ideas, and some excellent ways to collect information is by brainstorming, making a list, using diagrams, mapping out thoughts, and others. To finish this phase, students organize their ideas; they choose what idea will go first, second, and so on. Finally, it is important to establish a working thesis statement and then develop the main idea in the following sentences or paragraphs.

**Drafting:** Students start writing their initial composition. They can use the notes they wrote down in the previous phase creating a well-organized text to convey a particular topic or present an argument.

**Revising:** Here, students review, modify, and reorganize the structure and content of what they wrote; they can rearrange, add or delete some content. Reading the piece of writing silently or aloud or making peer-editing are some techniques for checking the text. The main purpose of this stage is to improve the draft.

**Rewriting:** Using the information from the previous phase, students rewrite their texts; they can take into consideration the recommendations of the classmate who had checked the text. Then, they read their papers again with the corrected spelling and grammatical errors.

**Publishing:** In the last step, students can share their papers with the rest of the class or maybe published online.

#### **2.1.14 Scales and rubrics to judge the good quality of writing**

Students become better writers by reading and assessing the others' writings. Rabin (2002) points out that students need to comprehend and recognize the qualities that make a good piece of writing and the use of rubrics or checklist are very helpful for achieving this goal.

According to Rabin (2002), a rubric is an excellent way to illustrate the elements of good writing, and it serves as a reference point for both students and teachers as they evaluate a piece of writing. She designed a master rubric that divides the features of good writing into four broad categories:

- **Score 1:** the writer lacks control of written expression.
- **Score 2:** the paper reveals limited skill in written expression.
- **Score 3:** the writer has a good command of written language.
- **Score 4:** the writer has a strong control of written language.

The scores mentioned above are the categories that Rabin described in her 2002 work. Furthermore, she described how students can obtain the higher level in their written pieces, students need to take into consideration the below features for becoming good writers and getting score 4:

**Content and Organization:** In this case, the content creates an effective and well-developed response to the prompt. The writing must contain related ideas, supported with mature reasoning (examples, details, facts). These ideas must have a logical sequence using linking words and phrases.

**Sentence construction:** Students need to write a strong command of sentence structure and do not write in fragments or run-on sentences. Students know the use of compound and complex sentences, demonstrating their ability to combine related ideas. The correct use of punctuation is also important because it makes clear students' writing.

**Usage:** The use of appropriate language according to the situation and the audience is relevant. Students understand the basis of grammar and make few mistakes: subject-verb agreement, pronoun reference, verb form, correct use of idioms, correct use of adjectives and adverbs, etc.

**Mechanics:** The writer follows spelling conventions and understands the capitalization rules.

### **2.1.15 Prompts for writing**

One of the best arguments in favor of prompted writing is the real life argument. In real life, especially at workplaces, adults have to write for different purposes. They have to write to an audience that is defined by the person or people they hope will be reading what they have written. People have to write to their audiences for very specific purposes like a conference report. When teachers think about the development of writing skill for the benefit of students' future life, they carefully think of writing activities they use in their lessons.



Writing prompts benefit to prepare students for real situations. For most students it is hard to write and reject writing activities. Therefore, the most significant aspect to keep in mind when teachers trains students' writing skill and uses prompts is this: The prompt itself, and the process of responding to it, has a huge influence on what students write.

#### **2.1.16 How to select prompts**

A fundamental factor to consider at the moment of selecting prompts for writing is the narrower the prompt, the more specific a response it requires. There are great probabilities to not get mediocre pieces of writing with narrow prompts. They produce a narrow range of results and help students to encourage writing specific information and details. On the other hand, the more broad a prompt is, the more difficult is to focus on what information to describe. Another important aspect is how motivating and engaging prompts are for students. Prompts have to appeal the students' interest and curiosity. This aspect keeps a relation with current topics: if the topic of the prompt is current and interesting, students can be more engaged to write about the issue.

#### **2.1.17 Benefits of using prompts for writing**

- In some cases, it is complicated to start writing without a cue. Having a cue or prompt helps students' words and ideas to flow deliberately.
- Writing prompts promotes the creative writing of students.
- Writing prompts are useful to get students into the writing habit. This practice can become a sort of exercise regime, helping to build the writing skill.

- The constant practice of prompts is excellent for students because they will find easier and easier to write for longer and longer.

### 2.1.18 Kinds of writing prompts

There are various kinds of prompts teachers can use for assignments and assessments and some of them are more arguably better than others in terms of being fair to all students and collecting more accurate information. Writing prompts can be divided into the same way of writing; descriptive, expository, persuasive and narrative, but Peha (2003) classifies them into other categories:

**Open prompts:** Peha (2003) also points out that this first prompt is not really a prompt at all. It is a merely invitation to the writer to write something good. In many ways, this is the fairest prompt that could be used because each writer has the same opportunity to pick something they know they can write about effectively.

**Topic prompts:** “These prompts are just a bit narrower than the previous set. Because of this, topic prompts attend to produce more similar writing even across highly diverse groups of students” (Peha, 2003). This kind of prompt usually happens on writing assessment and it produces a narrative writing.

**Topic and mode prompts:** This is another kind of prompt. Several teachers like it because they have the possibility to exert a lot of control over the writing their students produce, and the mode of response is clearly indicated. In this case, all of these prompts are either expository or persuasive (Peha, 2003).

**Conceptual prompts:** Some of the prompts typically used for writing are highly abstract or conceptual. The writing in this kind of prompt is general because most

writers respond to prompts about general concepts with equivalent general response (Peha, 2003).

## **2.2 PHILOSOPHICAL BASIS**

Whiteman (2013) states that “literacy would appear to be one few elements of education that everyone agrees to be a necessity of modernity” (p. 13). The capacity to read and write is casually associated with earning a living, achieving expanding horizons of personal enlightenment and enjoyment, maintaining a stable and democratic society, and historically, with the rise the civilization itself.

Gallagher (2006) determines that it is one thing to assign writing to student; it’s another to teach them how to write. Students are being asked to write to elevated standards without the proper level of instructional support. Likewise, Gallagher, (2006) mentions that “students in classrooms where writing is assigned often show improved fluency, but it has been in my experience that without explicit writing instruction their skills stagnate” (p. 9). As a result, students may be writing frequently but not really showing the level of progression we expect. Improved fluency is a good start, but this fluency will not translate to better writing unless targeted instruction is involved.

Rothstein (2001) mentions that by teaching students at all levels to write, we can make a significant change in their lives, giving them the ability to communicate at high levels, share ideas and knowledge, develop pride in what they have to say and how they say it, and have confidence in their own creativity. Therefore, Bright (2007) determines that “there is, then, a clear need for teachers in all disciplines to teach writing in their classrooms” (p. 8). That is why, teachers need to help their students increase their writing fluency and learn the skills necessary for producing effective writing, including content, vocabulary, sentence structure, organization, and mechanics.

Graham, MaCarthur, and Fitzgerald (2007) state that “writing can be a satisfying and mind-expanding activity for the student who has acquired the necessary skills but a frustrating and even aversive experience when these skills are lacking” (p. 242). By the middle and high school years, it is necessary for students to possess a level of writing skill that will allow them to express increasingly complex thoughts and take a critical stance toward information.

### **2.3 PEDAGOGICAL BASIS**

Chomsky (2006) believes that the person who has acquired knowledge of a language has internalized a system of rules that relate sound and meaning in a particular way. The linguistic constructing a grammar of a language is in effect proposing a hypothesis concerning this internalized system. Almost all children learn to speak without the necessity of formal instruction. Some investigators, like Noam Chomsky, suggest that we are hardwired for language. Learning to read and write, which means learning to be literate, requires training beyond what comes naturally.

Chomsky proposed that the acquisition of a language is an innate ability of children and explains that “innate” is something that is already in minds since children’s birth. Another point in the language acquisition theory of Chomsky is the selection of the best grammar that matches with the available information. For him, children have the opportunity to use grammar to construct well-structured sentences and determine what the best ways of use are.

### **2.4 PSYCHOLOGICAL BASIS**

Skinner (2014) points out that an essential part in the behavior of people is the environment that is around them. Furthermore, Skinner (2014) determines that people act upon the world, and change it, and are changed in turn by the

consequences of their actions. In other words, the environment where someone habits plays a fundamental role in the way a person acts and also affects their psychology. However, behavior is effective only through others' mediation and the use of language has part of it.

Jean Piaget (1977) revolutionized the field of educative psychology with his cognitive theory which explains the way in which children think and solve problems. Piaget showed with his theory that young children think in strikingly different ways compared to adults.

According to Piaget, children are born with a very basic and inherent mental structure on which all subsequent learning and knowledge is based. Furthermore, Piaget (1977) establishes that cognitive development is a progressive reorganization of mental processes as a result of biological factors and environmental experiences.

## **2.5 SOCIOLOGICAL BASIS**

Vygotsky extended the concept of mediation of human-environment interaction to the use of signs as well as tools and he maintains that “like tools, sign systems (language, writing, number systems) are created by societies over the course of human history and change with the form of society and the level of its cultural development” (Vygotsky, 1980, p. 7).

Moreover, Vygotsky believed that “the internalization of culturally produced sign systems brings about behavioral transformations and forms the bridge between early and later forms of individual development” (Vygotsky, 1980, p. 7) He claims that language is developed from the interaction with the society, for communication goals. Vygotsky recognizes language as the greatest tool of man, a way for communicating with the outside world.

The Zone of Proximal Development is the explorative area for which students are trained in a cognitive way. Vygotsky considers that interaction with others is an excellent form of developing and improving skills and strategies. However, this requires the contribution and social interaction for being completely dominated. In the social context, the ZPD is the knowledge development with the support of the environment, the interaction with society, students with their teacher, then students with their classmates, finally in their working environment. He also suggests that instructors apply activities or exercises of cooperative learning where students who do not usually participate in class have more opportunities to work actively.

## 2.6 FUNDAMENTAL CATEGORIES

**English Language learners:** ELLs (English language learners) are students who are acquiring English as a second/foreign language. These students are from non-English-speaking countries and require specialized instruction. “ELLs are a special student population with unique characteristics... and their numbers have grown rapidly. They bring a wide range of cultures, languages, and family and educational backgrounds to the classroom” (Hang Khong & Saito, 2014).

**Productive Skills:** The English language skills are divided into two categories; receptive and productive. The productive skills are speaking and writing, because learners have the necessity to use the knowledge they have acquired in order to produce language. They are also known as active skills.

**Prompts:** According to the online American Heritage® Dictionary of the English Language, a prompt is “a cue given to a performer (usually the beginning of the next line to be spoken or written)”.

**Skill:** Skill is an ability and capacity acquired through deliberate, systematic, and sustained effort to smooth by a person and it adaptively carries out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

**Receptive Skill:** The receptive skills of the English language are listening and reading, because learners do not have the necessity to produce language during the reading or listening activities, they receive and understand it. These skills are sometimes known as passive skills.

**Writing:** The online American Heritage dictionary defines writing as “the process of producing and recording words in a format that can be read and understood”. Troia and Graham(as cited in Fahim & Mirzaii, 2013) state that writing is one of the most complex literate activities in which children and adults engage. Through writing, people can share ideas, thoughts and feelings to others; it is a way for communicating in a more polite way because writing involves the use of several rules (grammatical, syntax, and others) in order to be understood.

**Writing prompts:** Writing prompts are simply a topic or cue which students can use to start writing and adding ideas. The prompt can be a word, a short phrase, a paragraph or even a picture, with the main idea of something to focus students to write about.

## **2.7 LEGAL BASIS**

**Article 26 from the Constitution of Ecuador:** Every person, no matter sex, origin, religion, economic or political position, has the right to study in any institution. The government from Ecuador has the obligation to proportionate to everybody the right to free access to education.

**Article 27 from the Constitution of Ecuador:** Students are the principal actor in the teaching-learning process. This article points out that education is essential for the development of the entire nation.

**Article 343 from the Constitution of Ecuador:** It is fundamental for the authorities the development of the students' abilities, such as collective and individual abilities.

**Article 37 from the Childhood and Adolescence Code:** This article from the code of childhood and adolescence refers to the right that adolescents and children have to be educated with quality. The national government has to fulfill with different aspects in order to improve and provide children and adolescents a good education. The respect of the different ideologies (ethical, moral, religious, etc.) is one of the points that must be taken into account during the teaching process.

## **2.8 HYPOTHESIS**

The use of Prompts will improve English writing skill in students of eight basic year at Escuela de Educación Básica "DIECIOCHO DE AGOSTO", Santa Elena, Santa Elena province, 2015- 2016".

### **2.8.1 Variables of the study**

**Dependent variable:** English writing skill

**Independent variable:** Prompts



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH APPROACH**

The design of this investigation was based on the application of the qualitative methodology; the deductive and inductive method were also applied: these methods allowed to get specific results about the improvement of the writing skills of the eighth basic year students from the Escuela de Educación Básica “Dieciocho de Agosto”, Santa Elena, Santa Elena Province.

##### **3.1.1 Qualitative method**

This research paper used the qualitative method because of the necessity to gather important information about the use of worksheets with prompts in the process of writing, the researcher interviewed to the principal and English teacher of Escuela de Educación Básica “Dieciocho de Agosto”. It was also significant to interview a specialist in the area of English language teaching in order to determine opinions about the importance of developing writing skill in the English language learning.

##### **3.1.2 Inductive-deductive method**

This investigation used both approaches inductive and deductive. For the deductive method; first, all the needed information about writing skill instruction was gathered, studied, contrasted between authors, and finally simplified for the paper. In contrast for the inductive method the researchers started with small observations to make assumptions about the use of worksheets of the eighth basic year students from the Escuela de Educación Básica “Dieciocho de Agosto”.

### **3.1.3 Observation method**

This method allowed observing the phenomena directly in order to have more detailed information about the causes and effects of the poor English writing proficiency of students of eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto”. For this investigation, it was necessary to observe the procedure of English language writing lessons in order to determine strategies that English teacher applies.

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

### **3.2.1 Exploratory research**

This investigation is exploratory since it provided the researcher previous information about writing proficiency problems of eighth basic year students at Escuela de Educación Básica “Dieciocho de Agosto”. Additionally, this type of research allowed the application of observation techniques.

### **3.2.2 Field research**

It was used to get updated information in the place where the research was applied on the current status of Escuela de Educación Básica “Dieciocho de Agosto” specifically at the English Language Teaching regarding the implementation of worksheets during the writing process; it was applied in the context of eighth basic year students since it is the target population involved in the problem.

### **3.2.3 Bibliographic research**

It allowed to search and select scientific-theoretical foundations on the subject of investigation, the main topics listed within the theoretical framework related to writing skill and the use of prompts in English teaching were established using

this level of research.

### 3.2.4 Applied research

This type of research allowed the implementation and application of the prompts in order to improve the writing skills of the eighth basic year students from the Escuela de Educación Básica “Dieciocho de Agosto”.

## 3.3 POPULATION AND SAMPLE

### 3.3.1 Population

The population of this research was composed by the students of eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto” in Santa Elena. The English teacher and the principal of this institution is also part of the population and finally one English language expert in the teaching area. In order to provide a more detailed idea, a chart is presented below:

**Chart N° 1: Population chart**

DESCRIPTION	QUANTITY	PERCENTAGE
Principal at Escuela de Educación Básica “Dieciocho de Agosto”	1	1%
English teacher at Escuela de Educación Básica “Dieciocho de Agosto”	1	2%
Students of eighth year “A”	37	46%
Students of eighth year “B”	40	50%
English language expert	1	1%
<b>TOTAL</b>	<b>80</b>	<b>100%</b>

**Source:** Secretary of Escuela de Educación Básica “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

### **3.3.2 Sample**

The sample of this investigative work was defined with two courses. As a result, eighth basic year courses “A” and “B” were chosen for the development of this investigation as there are only two eighth grades in the morning section.

### 3.4 VARIABLES OPERATIONALIZATION

#### 3.4.1 Independent variable operationalization: Prompts

**Chart N° 2: Operationalization of the independent variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>A prompt is a cue given to someone to help him/her remember what to say, or is something that causes another event or action to occur.</p>	<p>Learning Process</p> <p>Writing skills</p> <p>Prompts</p>	<p>Skills</p> <p>Methodological strategies to measure the writing skills.</p> <p>Tools prompts</p>	<ul style="list-style-type: none"> <li>• Can prompts contribute to the development of writing skills in students?</li> <li>• Will the use of prompts improve the writing of the eighth year students?</li> <li>• Are the teachers able to use prompts in the classroom?</li> </ul>	<p>Lesson Plans</p> <p>Observation</p> <p>Interview</p> <p>Survey</p> <p>Camera</p> <p>Video-Camera</p>

**Author:** Sandra Ramírez González

### 3.4.2 Dependent variable operationalization: Writing Skills

**Chart N° 3: Operationalization of the dependent variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.</p>	<p>Teaching methodology and strategies. Significative learning.  Receptive and reproductive ability development (writing).</p>	<p>Teaching Competence  Constructivism Motivation  Formative and summative Assessment Cooperative Learning</p>	<ul style="list-style-type: none"> <li>• Do you like writing in English?</li> <li>• Does the teacher promote writing in his students?</li> <li>• Will prompts improve the writing ability of the students of eighth basic year from the Escuela de Educación Básica “Dieciocho de Agosto”?</li> </ul>	<p>Lesson Plans  Observation Interview  Survey</p>

**Author:** Sandra Ramírez González

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

### **3.5.1 Techniques**

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

#### **3.5.1.1 Observation**

This technique was directly applied to students of eight basic year at Escuela de Educación Básica “Dieciocho de Agosto” in order to collect significant information about the development of an English writing class and get assumptions about the basis of the writing problems of students previously mentioned.

#### **3.5.1.2 Survey**

This technique was applied to collect precise data through direct questions regarding the problem and the proposed solution; it also allowed to get results about the advantages of the implementation of the prompts in the writing skill process to promote the improvement of eighth basic year students at Escuela de Educación Básica “Dieciocho de Agosoto”.

#### **3.5.2.3 Interview**

This technique allowed to obtain direct information from the Principal and English teacher of Escuela de Educación Básica “Dieciocho de Agosto”. Through the application of this technique, it was possible to know the use of prompts in the educational institution mentioned previously and to compare the use of prompts among other activities and to take advantage of these resources.

## **3.5.2 Instruments**

### **3.5.2.1 Observation Guide**

This instrument was required in order to have clear statements that provide the researcher a sample of how the development of an English writing lesson should be. The observation guide provided relevant information about the aspects that English writing instruction needs to enhance.

### **3.5.2.2 Camera, video - camera**

This instrument was used to capture different images and videos during the writing activities in order to reproduce them later and have an evidence of the implementation of prompts in the writing skill instruction.

### **3.5.2.3 Questionnaire**

It is a document with several questions which was elaborated to get information about the stated problem. This instrument was necessary to know the opinion of students, English teacher, and principal of Escuela de Educación Básica “Dieciocho de Agosto” about the application of prompts for the betterment of the writing practice.

## **3.6 DATA COLLECTION PLAN**

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.



**Chart N° 4: Data collection plan**

N°	BASIC QUESTIONS	EXPLANATION
1	What for?	To improve the writing skills of students.
2	From which objects or people?	The eighth basic year students from the Escuela de Educación Básica “Dieciocho de Agosto”.
3	About what aspects?	Writing prompts
4	Who?	Sandra Ramírez González (UPSE-English Language Teaching Career).
5	To whom?	Students, professors and experts.
6	When?	During the school year 2015 - 2016.
7	Where?	At Escuela de Educación Básica “Dieciocho de Agosto”.
8	How many times?	Twice a week during the academic year 2015-2016.
9	How?	Individually, pairs and by group
10	What data collection techniques?	Interviews and surveys
11	With what?	Lists and cameras.

**Source:** Escuela de Educación Básica “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

### 3.7 DATA PROCESSING PLAN

Chart N° 5: Data processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low level of writing skills and the low use of activities as teaching resources was determined through the application of surveys directed to students of eighth basic year from Escuela de Educación Básica “Dieciocho de Agosto”, the use of prompts to improve the writing skills of students was justified.</p>	<p>Once the problem was discovered the investigator started looking for related information at: books, articles, internet, among others. Besides an interview with the principal of Escuela de Educación Básica “Dieciocho de Agosto” and an interview to a professional in the English language teaching field.</p>	<p>Once the problem was confirmed in the Escuela de Educación Básica “Dieciocho de Agosto”, surveys and interviews were made (survey for students and interviews for Principal, English teacher and a specialist), and then analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected data that proved the low level in writing skills of students of eighth basic year from the Escuela de Educación Básica “Dieciocho de Agosto”, it was important to involve the Principal, English teacher and students.</p>	<p>The implementation of prompts will be useful for the improvement of Writing skill in the students of eighth basic year from the Escuela de Educación Básica “Dieciocho de Agosto”, Santa Elena, Santa Elena Province, 2015-2016.</p>

**Source:** Escuela de Educación Básica “Dieciocho de Agosto”

**Author:** Sandra Ramírez Gonzalez

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

#### **3.8.1 Interview directed to the principal**

**Question 1:** Do you think that the English language is important today?

**Interpretation:** The principal of Escuela de educación Básica “Dieciocho de Agosto”, Dra. Mariana Panchana Rodríguez, said that English is very important and stated that people should know, at least, two languages in order to succeed.

**Question 2:** How do you consider the English classes in this institution?

**Interpretation:** The principal, considered that classes must be practical, with the use of innovative techniques in order for students to get enthusiastic, and thanks to that, students will be able to acquire new knowledge in a better and more didactic way.

**Question 3:** What do you think is the level of writing in student?

**Interpretation:** The Interviewed principal made the point that students of this educational institution have a good level of writing proficiency.

**Question 4:** Do you think that teachers apply the adequate strategies to develop the writing in class?

**Interpretation:** The principal claimed that English teacher from the institution do apply adequate strategies for the development of his classes.

**Question 5:** Do you think that students enjoy writing in English in this institution?

**Interpretation:** The director of Escuela de Educación Basica “Dieciocho de Agosto” said that students like learning English and they are interested in developing its skills, but she considered that the institution need more English teachers because of the high number of students.

**Question 6:** Do you consider that students from this institution have developed their writing skills satisfactorily?

**Interpretation:** She mentioned that students have a good level of writing proficiency but she stipulated that it is necessary that the education authorities need to develop programs that provide students more exposure to the target language in early grades. She made the point that students should start learning from their scholar period in order to start the secondary studies with more English language knowledge.

**Question 7:** Do you consider that the application of better strategies could help students from this institution to improve their writing skills?

**Interpretation:** The authority of Escuela de Educación Básica “Dieciocho de Agosto” emphasized that the application of strategies for teaching writing are necessary for the upgrading of this skill and she also stated that teachers need to innovate and include strategies and activities that incentive students to write in English.

**Question 8:** Have you ever heard about the application of prompts to develop writing skills in students of this institution?

**Interpretation:** The principal of Escuela de Educación Básica “Dieciocho de Agosto” mentioned that she had never heard about that strategy (prompts).

**Question 9:** Do you think that the implementation of prompts could help students to improve the level of writing skills?

**Interpretation:** The Director said that prompts are useful for developing good writings because they provide students a clue to write. She also determined that the application of any strategy in the English classes would follow to help students to be proficient in the target language.

**Question 10:** Would you support the implementation of prompts to improve the student’s writing skills in your institution?

**Interpretation:** The authority said that she would support the application of prompts for enhancing the writing skill of students and she mentioned that any educative proposal that promote the learning of students would be well accepted.

### **3.8.2 Interview to the English teacher**

**Question 1:** Do you consider that writing in English is important?

**Interpretation:** The English teacher, Mr Byron Bermello, claimed that writing is very important because students need to learn how to write words orsentences in order to express themselves, taking into account that writing is a way of communication.

**Question 2:** How do you consider your English classes?

**Interpretation:** He mentioned that the English classes are interactive and dynamic because students need to develop the skills of the English language due to the importance of this language for the academic and personal future of the students.

**Question 3:** What are the activities that you consider contribute to develop the writing skill?

**Interpretation:** The teacher agreed that one of the activities that he considers a support to develop the writing skill is to write sentences and then short paragraphs and other writing activities that are interesting for students because the topic of the writing tasks are also important.

**Question 4:** What kind of tools do you use to teach writing?

**Interpretation:** He mentioned that the method that he uses for teaching writing is asking students to write short paragraphs about their likes. He also stated that writing about personal information is a complement of the unit content and, through these activities students can reinforce their writing ability and other English areas, such as, vocabulary.

**Question 5:** Do you consider that your students have developed their writing skills satisfactorily?

**Interpretation:** The English teacher said that students have shown a great improvement in their writing skill because he has always encouraged students to write. However, he maintained that it is necessary constant practice to master this skill and it is important to combine strategies or include innovative ones.

**Question 6:** Do you think that your students enjoy writing in English?

**Interpretation:** The teacher stated that students like writing in English because he has employed topics that are motivating and are according to their real necessities.

**Question 7:** Do you consider that better strategies could help your students to improve their writing skills?

**Interpretation:** Mr. Bermello considered that strategies are a support for the practice of writing and he also considered that these strategies should also be directed to teach new vocabulary because they are the basis for a good writing session.

**Question 8:** Do you consider that the use of prompts could support to improve the writing skills in students?

**Interpretation:** He considered that the application of prompts can be a support for the enhancement of students' writing skill.

**Question 9:** Do you support the use of prompts to improve your students' writing skill?

**Interpretation:** The English teacher, claimed that the use of prompts is a good alternative for practicing writing: they can be used as an extra source for students to practice in classes or at homes.

### 3.8.3 Interview to specialist N° 1

<b>PERSONAL INFORMATION OF SPECIALIST</b>	
<b>Full name</b>	Lcdo. Kleber Walter Loor Zambrano, MSc.
<b>Degrees and qualifications</b>	<ul style="list-style-type: none"> <li>• Licenciado en Administración Turística y Hotelera-Universidad Estatal Península de Santa Elena</li> <li>• Máster en Diseño y Evaluación de Modelo Educativo-Universidad Técnica Empresarial de Guayaquil.</li> <li>• TOEFL Certification-Universidad Católica de Guayaquil</li> <li>• Certificado en Diseño Instruccional de Entornos Virtuales de Aprendizaje (EVA)-Universidad Católica de Guayaquil</li> </ul>
<b>Years of Experience</b>	He has 14 years working as an English teacher at different educational institutions.
<b>Working Experience</b>	<ul style="list-style-type: none"> <li>• English teacher at Unidad Educativa “Juan Dagoberto Montenegro” from La Libertad, 2002-2003</li> <li>• English teacher at Unidad Educativa Liceo Cristiano Peninsular from La Libertad-2003-2004.</li> <li>• English teacher at Escuela de Educación Básica “Mercedes Moreno” from La Libertad-2004-2006.</li> <li>• English teacher at Unidad Educativa “Juan Jacobo Rousseau” from La Libertad-2006-2007.</li> <li>• English teacher at Colegio UPSE from La Libertad, 2008-2009.</li> <li>• English professor at Universidad Estatal Península de Santa Elena-2010 until nowadays.</li> </ul>



## Illustration N° 2: Degrees of specialist N° 1

Información Personal	
Nombres Completos:	LOOR ZAMBRANO KLEBER WALTER
Número de Identificación:	0917405235
Nacionalidad:	ECUADOR
Género:	MASCULINO

[Imprimir Información](#)

TÍTULOS DE CUARTO NIVEL						
Título	Institución de Educación Superior	Tipo	Reconocido Por	Número de Registro	Fecha de Registro	Observación
MAGISTER EN DISEÑO Y EVALUACION DE MODELOS EDUCATIVOS	UNIVERSIDAD TECNOLOGICA EMPRESARIAL DE GUAYAQUIL	Nacional		1050-13-86041217	2013-11-13	

TÍTULOS DE TERCER NIVEL						
Título	Institución de Educación Superior	Tipo	Reconocido Por	Número de Registro	Fecha de Registro	Observación
LICENCIADO EN ADMINISTRACION DE TURISMO	UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA	Nacional		1023-09-940288	2009-08-07	

TÍTULOS DE NIVEL TÉCNICO O TECNOLÓGICO SUPERIOR						
Título	Institución de Educación Superior	Tipo	Reconocido Por	Número de Registro	Fecha de Registro	Observación
TECNICO EN ADMINISTRACION DE TURISMO	UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA	Nacional		1023-06-724032	2006-12-07	
TECNOLOGO EN ADMINISTRACION DE TURISMO	UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA	Nacional		1023-07-781729	2007-09-11	

Source: <http://www.senescyt.gob.ec/web/guest/consultas/0917405235/ZKekaWenZ6egYw==>

**Question 1:** Do you consider that writing is important in today's education?

**Interpretation:** The interviewed specialist; Ing. Kleber Loor, MSc. considered that the writing is a very important English language skill, he defined it as a fundamental skill for the success of people in different fields; academic, professional and personal. He also made the point that writing is a communicative skill because students and the rest of people can write what they think or feel and share their messages to others.

**Question 2:** What are the activities that you consider contribute to develop the writing skill?

**Interpretation:** The specialist mentioned that for teaching writing is important to take into account the basis of writing; teachers need to teach the procedure of writing by teaching them how to construct basic sentences and then more complex sentences. Once students have learnt to construct sentences, they can move on to

write paragraphs, and then essays. He stated that a good activity for practicing writing is by writing sentences on the board as models for the elaboration of new sentences.

**Question 3:** What kind of tools and activities do you use to teach writing?

**Interpretation:** The interviewee said that for teaching writing he uses, at first, the traditional activities, such as, writing sentences on the board, using dictionaries and students' notebook. Nevertheless, he established that these traditional activities take a lot of time to work on. Therefore, he also uses a digital platform, called Moodle, in which he and his students can work on different virtual activities that facilitate the comprehension of certain writing topics.

**Question 4:** Do you think that English teachers encourage the right use of writing in class?

**Interpretation:** The specialist mentioned that teachers, first of all, have to teach their students the process of writing; collecting information, drafting, editing, revising, and publishing. He mentioned that if students knew this process, they would write correctly in the assigned tasks in class or outside.

**Question 5:** Do you think that students develop their writing skill?

**Interpretation:** The specialist said that students develop their writing skill, but it is relevant to mention that a good writing instruction is really necessary for the enhancement of this skill.

**Question 6:** Do you think that students enjoy writing in English?

**Interpretation:** The interviewee said that yes and no. He considered that students love writing and posting their ideas, and sending messages in their social networks. However, students reject writing when they have to do it as an

academic assignment. Therefore, the specialist determined that is important to implement innovative techniques for teaching and practicing writing, and technology tools can be a good resource.

**Question 7:** Do you consider that better strategies could contribute to improve the writing skills in students?

**Interpretation:** The specialist claimed that the application of strategies is needed for the upgrading of any skill and writing is not the exception. There are various strategies that students can use for writing for example; free writing in which students can use their imagination to write, descriptions of pictures are other example of strategies, and others. The specialist considered that writing must be a pleasure activity; students have to write without pressure.

**Question 8:** How can you define prompts?

**Interpretation:** He stated that prompts are didactic models that teacher provides to his/her students in order to follow it as a sample during the writing sessions.

**Question 9:** Do you consider that prompts could contribute to improve the writing skills in students?

**Interpretation:** The specialist mentioned that prompts are didactic models for teaching writing and they are a good option for improving this skill because they would have a writing model for the activities in class.

**Question 10:** What are the advantages of using prompts?

**Interpretation:** He mentioned that one of the most significant advantages of using prompts is that students have a model to follow in the writing practice. Moreover, prompts promote an enjoyable environment in which students can learn writing in a fun way, following the correct writing process.

**Question 11:** Do you recommend the use of prompts for educational purpose?

**Interpretation:** The specialist said that he undoubtedly recommends the application of prompts for teaching writing because they are educative resources and techniques that incentive student to write. That is why, teachers must, at first, change their old-fashioned methodologies for innovative ones.

### 3.8.4 Interview to specialist N° 2

<b>PERSONAL INFORMATION OF SPECIALIST</b>	
<b>Full name</b>	Lcda. Catherine Cabanilla León, MSc.
<b>Degrees and qualifications</b>	<ul style="list-style-type: none"> <li>• Licenciada en Ciencias de la Educación-Mención en Inglés – Universidad Técnica Particular de Loja; 2003.</li> <li>• Magíster en Diseño y Evaluación de Modelos Educativos – Universidad Técnica Empresarial de Guayaquil (UTEG); 2013.</li> <li>• Máster in Teaching English as a Foreign Language – Universidad de Jaén: 2014-</li> </ul>
<b>Conferences, Seminars, Workshops and additional courses</b>	<ul style="list-style-type: none"> <li>• “Coping with New Trends in English Language-Teaching” – Universidad Técnica de Cotopaxi, 2011.</li> <li>• “Innovating Teaching Techniques” – Universidad Estatal Península de Santa Elena, 2011.</li> <li>• “Adapting the Materials we work with: Overcoming Fatigue” – Longmaned Ecuador S.A. Pearson, 2010.</li> <li>•</li> </ul>
<b>Working Experience</b>	<ul style="list-style-type: none"> <li>• English teacher at Unidad Educativa Particular “Liceo Panamericano Norte” from Guayaquil, 2000</li> <li>• English teacher at Unidad Educativa Moderna “Sergio Pérez Valdéz” from Guayaquil, 2001.</li> <li>• English teacher at Colegio Internacional SEK from Guayaquil, 2002</li> <li>• English teacher at Unidad Educativa “Jefferson” from Salinas, 2012.</li> <li>• English professor at Universidad Estatal Península de Santa Elena, 2010-2013.</li> <li>• Professor from the Faculty of Architecture and Design from Universidad Católica de Guayaquil.</li> </ul>

### Illustration N° 3: Degrees of specialist N° 2

Información Personal	
Nombres Completos:	CABANILLA LEON CATHERINE CONSUELO
Número de Identificación:	0907981013
Nacionalidad:	ECUADOR
Género:	FEMENINO

[Imprimir Información](#)

TÍTULOS DE CUARTO NIVEL						
Título	Institución de Educación Superior	Tipo	Reconocido Por	Número de Registro	Fecha de Registro	Observación
MAGISTER EN DISEÑO Y EVALUACION DE MODELOS EDUCATIVOS	UNIVERSIDAD TECNOLOGICA EMPRESARIAL DE GUAYAQUIL	Nacional		1050-13-86041178	2013-11-13	

TÍTULOS DE TERCER NIVEL						
Título	Institución de Educación Superior	Tipo	Reconocido Por	Número de Registro	Fecha de Registro	Observación
DISEÑADOR Y DECORADOR DE INTERIORES	UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL	Nacional		1030-06-675693	2006-04-07	
PROFESORA DE SEGUNDA ENSEÑANZA, EN LA ESPECIALIDAD DE INGLES	UNIVERSIDAD TECNICA PARTICULAR DE LOJA	Nacional		1031-03-347745	2003-02-12	
LICENCIADO EN CIENCIAS DE LA EDUCACION MENCION EN INGLES	UNIVERSIDAD TECNICA PARTICULAR DE LOJA	Nacional		1031-04-483568	2004-02-16	

Source: <http://www.senescyt.gob.ec/web/guest/consultas/0907981013/ZKekaWenaKOfZw==>

**Question 1:** Do you consider that writing is important in today's education?

**Interpretation:** Lcda. Catherine Cabanilla, MSc. said that writing is an important skill just as all the other skills. Additionally, she mentioned that in order to learn a language, students have to learn them all.

**Question 2:** What are the activities that you consider contribute to develop the writing skill?

**Interpretation:** The specialist answered that some activities that contribute to develop writing are: mechanics, subject-verb agreement, avoiding run-on-sentences, grammar, building words, letters, spelling, parts of speech, punctuation, capitalization, and others.

**Question 3:** What kind of tools and activities do you use to teach writing?

**Interpretation:** The interviewed specialist said that there are a lot of tools to teach writing, such as, journals, invitations, horoscopes, biographies, commercials, rhymes, poems, thank you notes, recipes, short stories, comics, riddles, and many others.

**Question 4:** Do you think that English teachers encourage the right use of writing in class?

**Interpretation:** The specialist mentioned that the majority of the English teachers encourage their students to write in class.

**Question 5:** Do you think that students develop their writing skill?

**Interpretation:** She said that practice is very important in order to improve this skill. And therefore, assessment is mandatory from the teachers in order to verify students' progress.

**Question 6:** Do you think that students enjoy writing in English?

**Interpretation:** The interviewed said that students love to write about things they like, so this is an important tip teachers should take into account when they plan the activities.

**Question 7:** Do you consider that better strategies could contribute to improve the writing skills in students?

**Interpretation:** The interviewee claimed that activities should vary, so students can gain different strategies.

**Question 8:** How can you define prompts?

**Interpretation:** She stated that writing prompts help students to inspire them to write journals, story starters, poetry, or more.

**Question 9:** Do you consider that prompts could contribute to improve the writing skills in students?

**Interpretation:** The specialist mentioned that prompts do play a key role in students' performance, but they have to be carefully planned with clear concise directions. Tasks should address real-world; topics should be familiar and accessible to students.

**Question 10:** What are the advantages of using prompts?

**Interpretation:** The specialist mentioned that prompts motivate starters, guide students, and allow creativity.

**Question 11:** Do you recommend the use of prompts for educational purpose?

**Interpretation:** The interviewed specialist said that prompts are a useful tool for writing.

### 3.8.5 Survey applied to students

**Question 1:** How do you consider the English language learning?

**Alternatives:** Very important  Important  Unnecessary  Useless

**Objective:** To determine the opinion of students about the importance of English language learning.

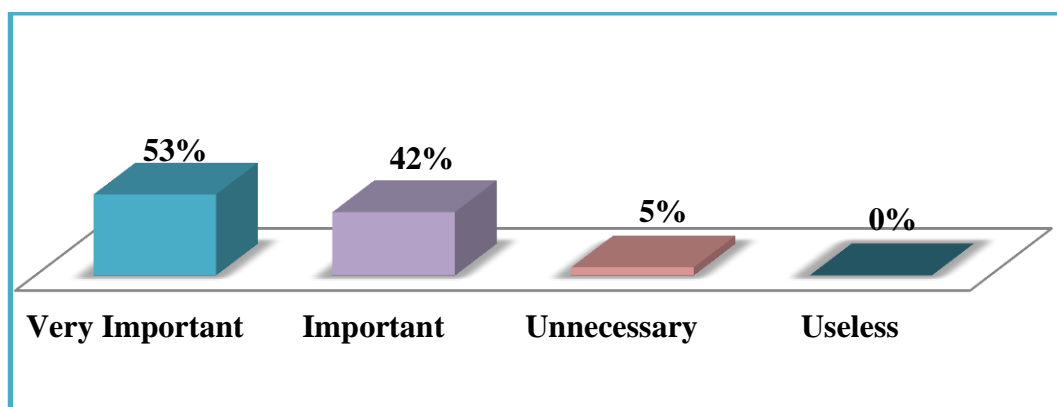
**Chart N° 6: Importance of English language learning**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Important	41	53%
Important	32	42%
Unnecessary	4	5%
Useless	0	0%
<b>TOTAL</b>	<b>77</b>	<b>100%</b>

**Source:** Survey from the students of eighth basic year at E.E.B “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

**Graphic N° 1: Importance of English language learning**



**Source:** Survey from the students of eighth basic year at E.E.B “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

**Interpretation:** Most students (53%) considered that writing in English is very important; 42% of students considered English writing as important; and 5% considered it as unnecessary.



**Question 2:** In a scale from 1 to 5 (being 1 the least and 5 the most), how much do you like writing in English?

**Alternatives:** 1 = Definitely not  2 = Probably not  3 = Probably   
 4 = Very probably  5 = Definitely

**Objective:** To know if students like writing in English.

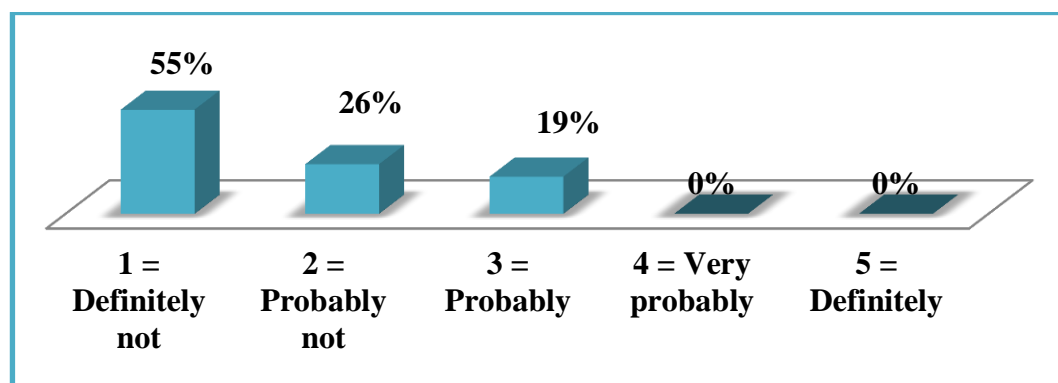
**Chart N° 7: Appreciation of students about writing in English**

ALTERNATIVES	FREQUENCY	PERCENTAGE
1 = Definitely not	42	55%
2 = Probably not	20	26%
3 = Probably	15	19%
4 = Very probably	0	0%
5 = Definitely	0	0%
<b>TOTAL</b>	<b>77</b>	<b>100%</b>

**Source:** Survey from the students of eighth basic year at E.E.B “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

**Graphic N° 2: Appreciation of students about writing in English**



**Source:** Survey from the students eighth basic year at E.E.B “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

**Interpretation:** According to results, 55% (more than the half of surveyed students) definitely do not like writing in English; 26% probably do not like writing and 19% probably like producing the language in its written form.

**Question 3:** Does your teacher apply different activities for the writing lessons?

**Alternatives:** Yes  No  Partially

**Objective:** To determine if the teacher applies different activities in English writing classes.

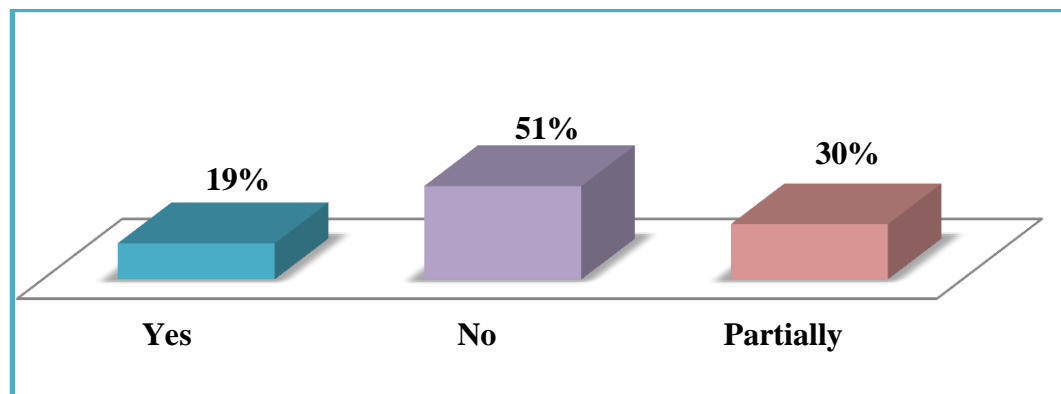
**Chart N° 8: Application of writing activities by the teacher**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	15	19%
No	39	51%
Partially	23	30%
<b>TOTAL</b>	<b>15</b>	<b>19%</b>

**Source:** Survey from the students eighth basic year at E.E.B “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

**Graphic N° 3: Application of writing activities by the teacher**



**Source:** Survey from the students eighth basic year at E.E.B “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

**Interpretation:** More than half of the students (51%) agreed that the teacher does not use different activities during the writing lessons; 30% of the survey students answered that teacher applies activities for the writing lessons partially and 19% answered that teacher applies writing activities.

**Question 4:** How do you consider writing in English?

**Alternatives:** Easy                       Difficult                       Partially difficult

**Objective:** To determine the opinion of students about writing in English.

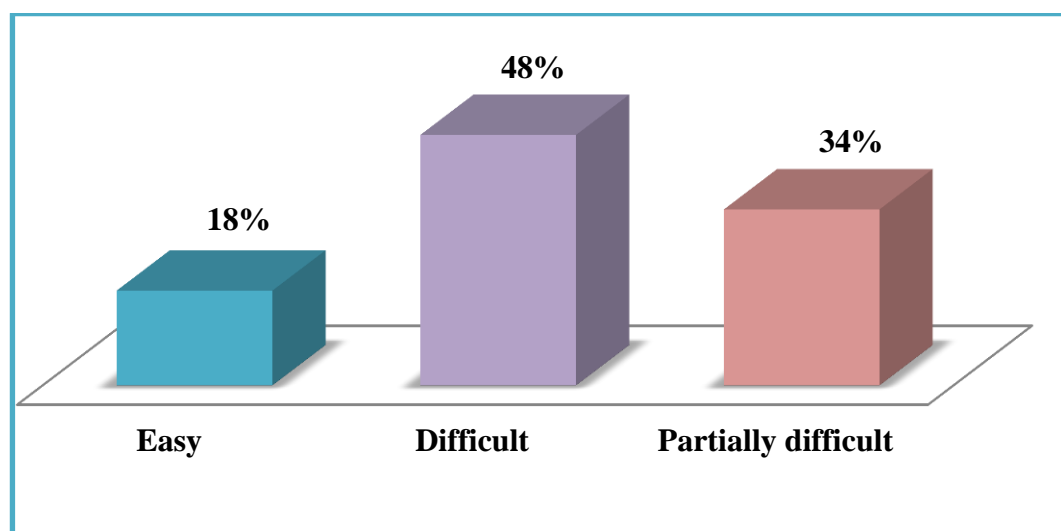
**Chart N° 9: Students' opinion about writing in English**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Easy	14	18%
Difficult	37	48%
Partially difficult	26	34%
<b>TOTAL</b>	<b>77</b>	<b>100%</b>

**Source:** Survey from the students of eighth basic year at E.E.B "Dieciocho de Agosto"

**Author:** Sandra Ramírez González

**Graphic N° 4: Students' opinion about writing in English**



**Source:** Survey from the students of eighth basic year at E.E.B "Dieciocho de Agosto"

**Author:** Sandra Ramírez González

**Interpretation:** 48% of students considered that writing in English is difficult; 34% considered that writing is a partially difficult task and 18% considered that English writing is easy.

**Question 5:** What kind of activities would you like to use for practicing your writing skill?

**Alternatives:** Comic strips       Biographies       Fables   
 Descriptions       Letters

**Objective:** To determine the acceptance of different types of writing in students.

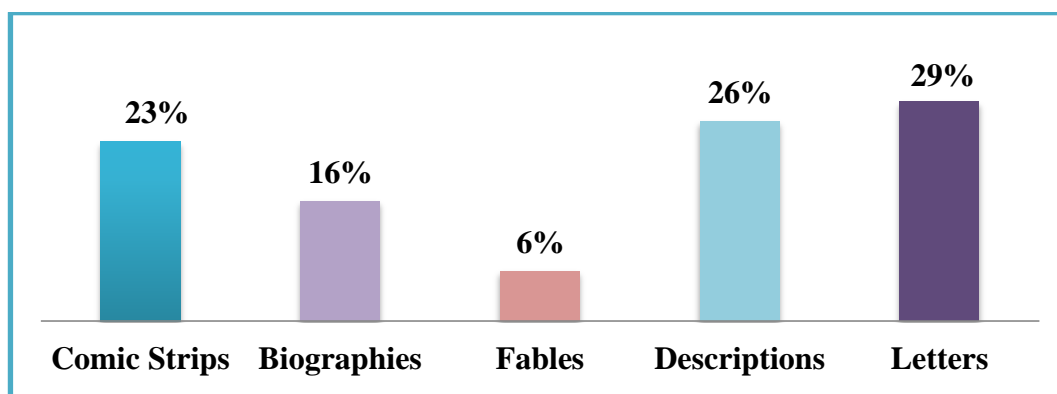
**Chart N° 10: Activities for practicing writing skill**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Comic Strips	18	23%
Biographies	12	16%
Fables	5	6%
Descriptions	20	26%
Letters	22	29%
<b>TOTAL</b>	<b>77</b>	<b>100%</b>

**Source:** Survey from the students of eighth basic year at E.E.B “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

**Graphic N° 5: Activities for practicing writing skill**



**Source:** Survey from the students of eighth basic year at E.E.B “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

**Interpretation:** 29% of students would like to practice writing skill by writing letters; 26% by writing descriptions; 23% by writing comic strips; 16% by writing biographies; and 6% by writing fables.

**Question 6:** Does your teacher motivate you to write in English?

**Alternatives:** Yes  No

**Objective:** To determine the percent of motivation in students in the hour of the English classes.

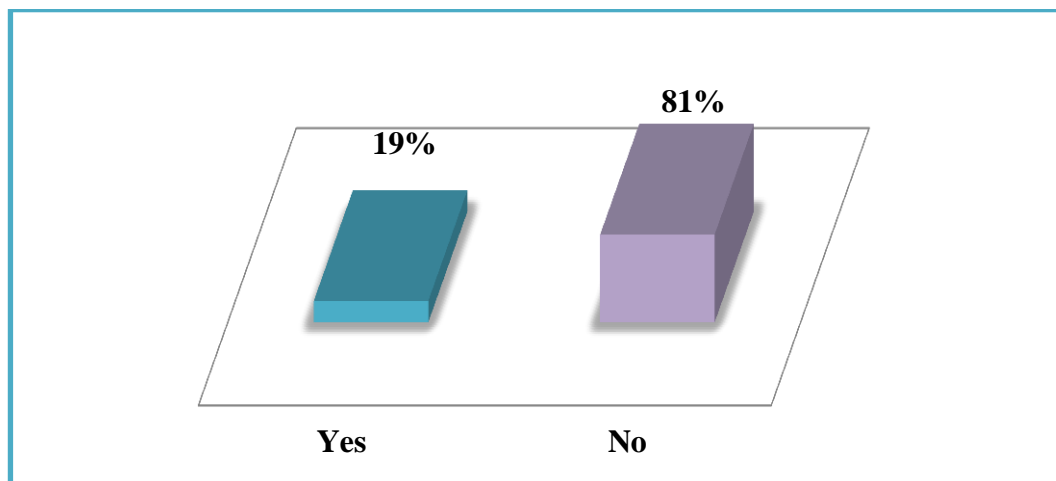
**Chart N° 11: Students' motivation to write in English**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	15	19%
No	62	81%
<b>TOTAL</b>	<b>77</b>	<b>100%</b>

**Source:** Survey from the students of eighth basic year at E.E.B "Dieciocho de Agosto"

**Author:** Sandra Ramírez González

**Graphic N° 6: Students' motivation to write in English**



**Source:** Survey from the students of eighth basic year at E.E.B "Dieciocho de Agosto"

**Author:** Sandra Ramírez González

**Interpretation:** Most students (81%) considered that teacher does not motivate them to write in English and 19% feel that their teacher motivates them to write in English.

**Question 7:** Have you ever used prompts as activities to improve the Writing skills?

**Alternatives:** Yes  No

**Objective:** To determine if students have ever used prompts for practicing their writing skill.

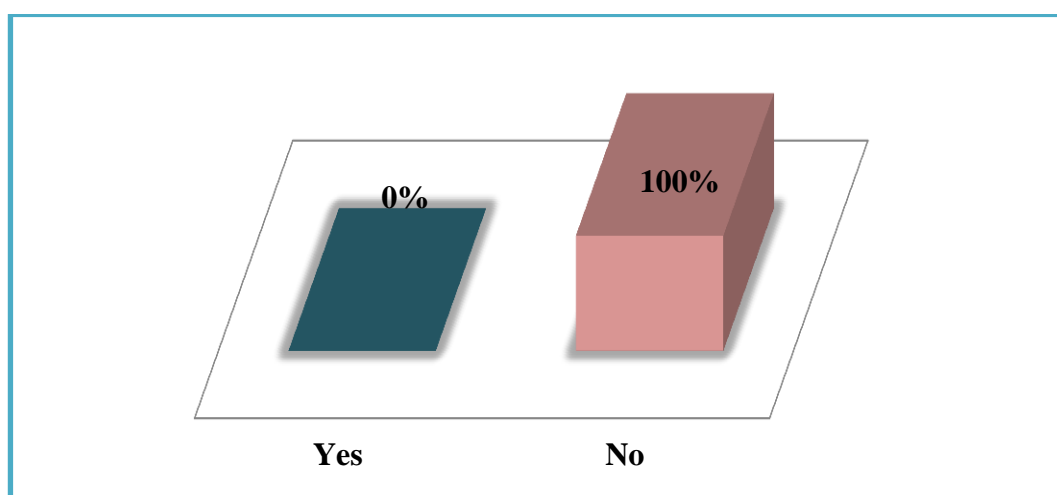
**Chart N° 12: Use of prompts in the writing lessons**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	0	0%
No	77	100%
<b>TOTAL</b>	<b>77</b>	<b>100%</b>

**Source:** Survey from the students of eighth basic year at E.E.B “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

**Graphic N° 7: Use of prompts in the writing lessons**



**Source:** Survey from the students of eighth basic year at E.E.B “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

**Interpretation:** The 100% of students answered they have never used prompts for improving their writing skills.

**Question 8:** Do you consider that prompts could support to improve your writing skills?

**Alternatives:** Totally agree  Agree somewhat  Disagree  Totally disagree

**Objective:** To determine the acceptance of prompts to improve your writing skills.

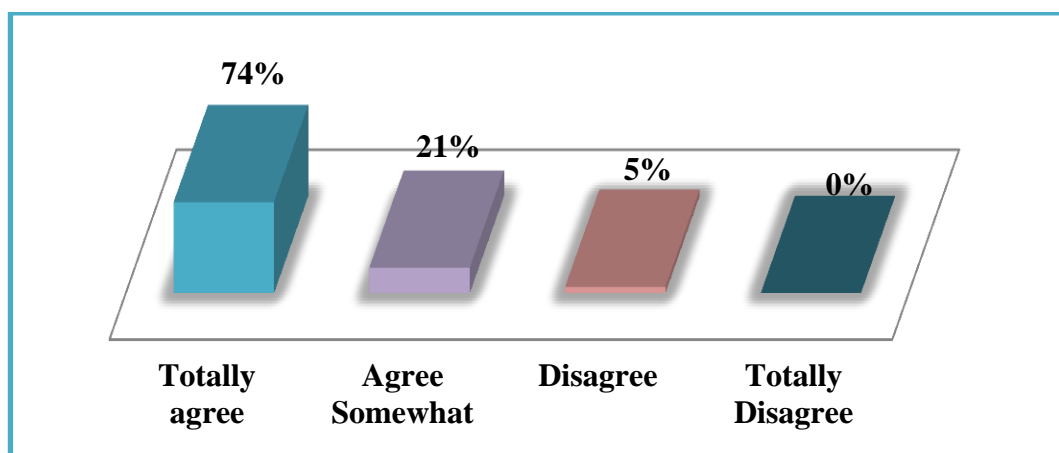
**Chart N° 13: Students' acceptance about using prompts**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	57	74%
Agree somewhat	16	21%
Disagree	4	5%
Totally disagree	0	0%
<b>TOTAL</b>	<b>77</b>	<b>100%</b>

**Source:** Survey from the students of eighth basic year at E.E.B "Dieciocho de Agosto"

**Author:** Sandra Ramírez González

**Graphic N° 8: Students' acceptance about using prompts**



**Source:** Survey from the students of eighth basic year at E.E.B "Dieciocho de Agosto"

**Author:** Sandra Ramírez González

**Interpretation:** Most students (74%) considered that prompts could contribute to improve their writing skills; 21% agreed somewhat; and 5% disagreed.

**Question 9:** Would you like to use prompts to improve your writing skills?

**Alternatives:** Yes  No

**Objective:** To determine the disposition in students using prompts during the classes to improve their writing.

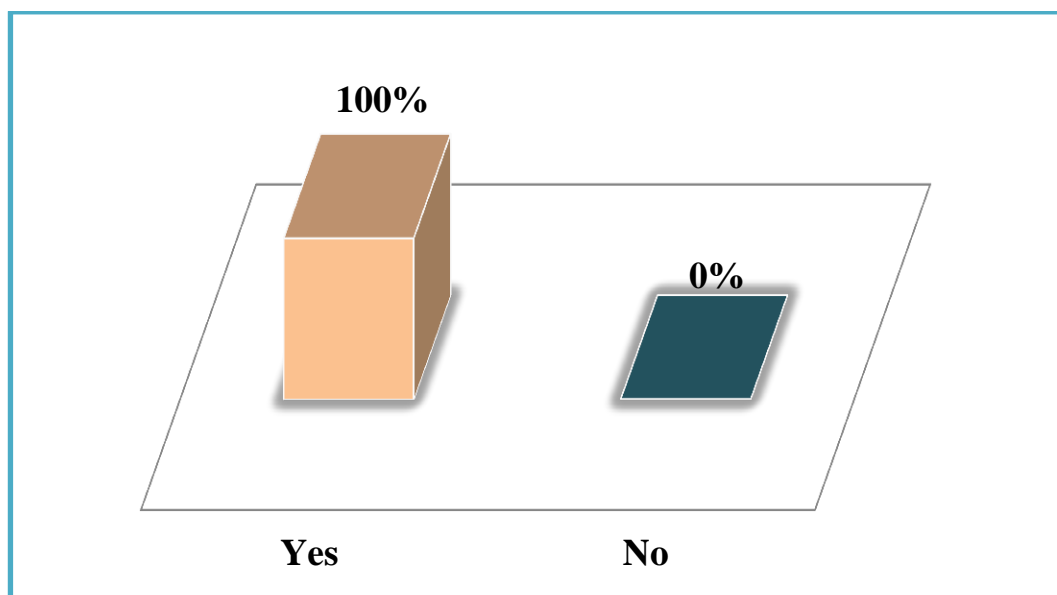
**Chart N° 14: Students' willingness of using prompts**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	77	100%
No	0	0%
<b>TOTAL</b>	<b>77</b>	<b>100%</b>

**Source:** Survey from the students of eighth basic year at E.E.B "Dieciocho de Agosto"

**Author:** Sandra Ramírez González

**Graphic N° 9: Students' willingness of using prompts**



**Source:** Survey from the students of eighth basic year at E.E.B "Dieciocho de Agosto"

**Author:** Sandra Ramírez González

**Interpretation:** All students (100%) expressed their willingness of using prompts in order to upgrade their English writing skill.



**Question 10:** Would you like to learn to write in English in a guided way?

**Alternatives:** Yes  No

**Objective:** To determine the opinion in students about your predisposition to work with prompts and write in a guide way.

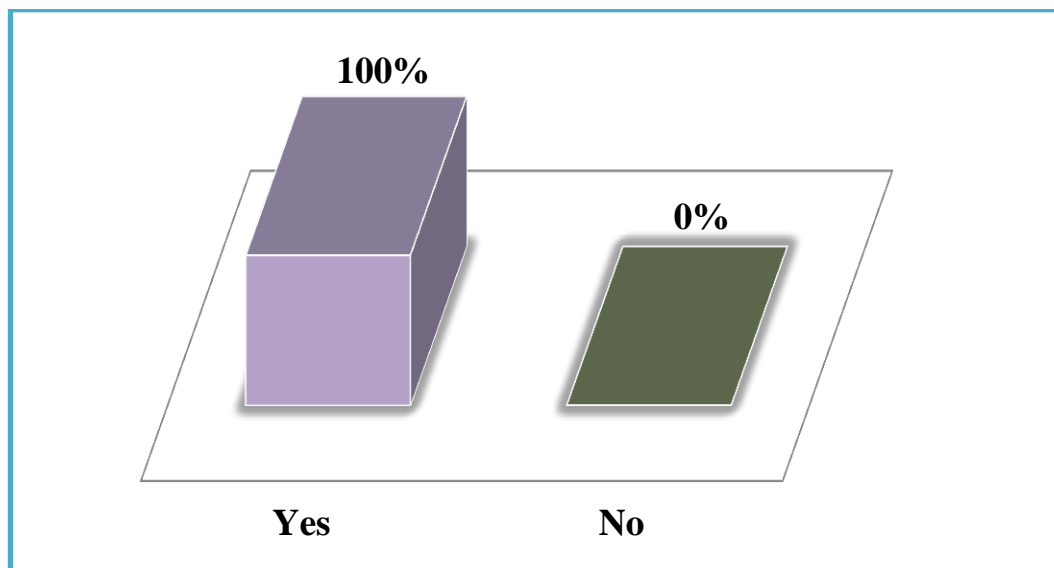
**Chart N° 15: Students' willingness to learn writing**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	77	100%
No	0	0%
<b>TOTAL</b>	<b>77</b>	<b>100%</b>

**Source:** Survey from the students of eighth basic year at E.E.B "Dieciocho de Agosto"

**Author:** Sandra Ramírez González

**Graphic N° 10: Students' willingness to learn writing**



**Source:** Survey from the students of eighth basic year at E.E.B "Dieciocho de Agosto"

**Author:** Sandra Ramírez González

**Interpretation:** All students (100%) expressed their willingness to learn English writing in a guided way.

### 3.8.6 Results chart- students

**Chart N° 16: Students' survey results**

N°	QUESTIONS	ANSWERS	FREQUENCY	%	TOTAL	TOTAL %
1	How do you consider the English language learning?	Very Important	41	53%	77	100%
		Important	32	42%		
		Unnecessary	4	5%		
		Useless	0	0%		
2	In a scale from 1 to 5 (being 1 the least and 5 the most), how much do you like writing in English?	1 = Definitely not	42	55%	77	100%
		2 = Probably not	20	26%		
		3 = Probably	15	19%		
		4 = Very probably	0	0%		
		5 = Definitely	0	0%		
3	Does your teacher apply different activities for the writing lessons?	Yes	15	19%	77	100%
		No	39	51%		
		Partially	23	30%		
4	How do you consider writing in English?	Easy	14	18%	77	100%
		Difficult	37	48%		
		Partially difficult	26	34%		
5	What kind of activities would you like to use for practicing your writing skill?	Comic Strips	18	23%	77	100%
		Biographies	12	16%		
		Fables	5	6%		
		Descriptions	20	26%		
		Letters	22	29%		

Nº	QUESTIONS	ANSWERS	FREQUENCY	%	TOTAL	TOTAL %
6	Does your teacher motivate you to write in English?	Yes	15	19%	77	100%
		No	62	81%		
7	Have you ever used prompts as activities to improve the Writing skills?	Yes	0	0%	77	100%
		No	77	100%		
8	Do you consider that prompts could support to improve your writing skill?	Totall yagree	57	74%	77	100%
		Agree Somewhat	16	21%		
		Disagree	4	5%		
		Totally Disagree	0	0%		
9	Would you like to use prompts to improve your writing skill?	Yes	77	100%	77	100%
		No	0	0%		
10	Would you like to learn to write in a guided way?	Yes	77	100%	77	100%
		No	0	0%		

**Source:** Eighth basic year students from Escuela de Educación Básica “Dieciocho de Agosto”.

**Author:** Sandra Ramírez González

### **3.8.7 Analysis of Survey Results- Students**

As results showed, students consider that they have difficulties in their writing skill; most students agreed that learning the English language is important in these times and they like writing in English but it is not an easy task for them. Additionally, students answered that their English teacher did not apply activities to develop the writing during the classes.

Motivation in the English language teaching process is necessary. However, most students expressed that they are not motivated by their teacher during the writing lessons and they considered that the most engaging activities for practicing writing skill are; letters, comic strips, biographies, descriptions and fables.

On the other side, they considered that the implementation of prompts in the writing skills teaching process could contribute to mastering of this fundamental skill. Moreover, students demonstrated their willingness to work with prompts in order to enhance their writing skill.

### 3.8.8 Results of the observation session

The observation guide was applied during an English writing lesson in order to know the aspects that need to be improved in the instruction of the writing skill.

ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”	
<b>Teacher:</b> Mr Byron Bermello	<b>Observer:</b> Sandra Ramírez González
<b>Course:</b> Eighth Basic Year	<b>Date:</b>
<b>Objective:</b> To evaluate the methodology and the different strategies applied in an English writing lesson in order to know the aspects that need to be improved in the practice of this skill.	
<b>INSTRUCTIONS:</b> The observer chooses the best option according to her criteria. <b>5=EXCELLENT      4= VERY GOOD      3=GOOD</b> <b>2= REGULAR      1=BAD</b>	

ASPECTS TO EVALUATE	5	4	3	2	1
Teacher provides students the objective of the lesson.			X		
Teacher starts the class with a warm-up activity.					X
Teacher describes the topic of the writing lesson clearly.				X	
Teacher explains any grammar structure or vocabulary necessary for the writing topic correctly.			X		
Teacher uses any kind of didactic resource for teaching or practicing the writing skill.					X
Teacher uses the target language during the writing lesson at least 90% of the time.					X
Students are encouraged to work on the writing assignments.				X	
Students are guided by the teacher during the writing assignments.			X		
Students are evaluated by presenting their writing works.				X	
Teacher provides students a feedback of the writing lesson.					X

**Adapted from:** <http://4.bp.blogspot.com/-bNYtRRtKapU/UZpASoAvIyI/AAAA>

**Author:** Sandra Ramírez González

### **3.8.9 Analysis of the observation session**

According to the results of the observation session, it was determined that students are not instructed to write in the appropriate way. Teacher had certain problems at encouraging students to produce the language in the writing activities. The explanation of the required grammar structure for the writing tasks was not completely clear because of the absence of strategies and techniques that provide a more clear comprehension of the writing topic.

Furthermore, it was observed that the English teacher did not use the target language in order to familiarize students with the English language and the activities. Additionally, teacher just focused on the exercises from the book, but it is important to apply extra activities that promote the practice of the writing skill.

Motivation is an essential factor in the acquisition of a foreign language. However, it was observed that students did not enjoy writing and worked on the activity because they had to. To conclude, the evaluation was not complete because not all students could present their writing pieces due to the lack of time and teacher could provide students a feedback of the writing lesson, neither.

## **3.9 CONCLUSIONS AND RECOMMENDATIONS**

### **3.9.1 CONCLUSIONS**

- According to the collected information, students of eighth basic year from Escuela de Educación Básica “Dieciocho de Agosto” do not like writing because writing topics are not interesting for them. Furthermore, it was determined that students do not know enough vocabulary and grammar structures in order to produce a good piece of writing.
- Through the observation session, it was established that students of eight basic year were being instructed in a non didactic way because English teacher did not use any additional activity or resource that engage students into the English language writing skill instruction.
- The implementation of prompts in English classes is a useful tool to improve the writing skills of eighth basic year. Prompts are a good option to engage students to write in classes.

### **3.9.2 RECOMMENDATIONS**

- It is recommended that English teacher from Escuela de Educación Básica “Dieciocho de Agosto” motivate students of eight basic year to write more frequently by using a variety of strategies and activities. It is also suggested that teacher promotes the learning of vocabulary and grammatical structures in order to use them during the writing sessions.
- The application of resources and activities for teaching English language writing is recommended because these resources and activities facilitate the learning process of students. Interesting and motivating activities are necessary for the practice and domain of the writing skill.
- It is recommended to implement prompts because they are a useful tool to engage students in the writing process.



## CHAPTER IV

### THE PROPOSAL

#### 4.1 INFORMATIVE DATA

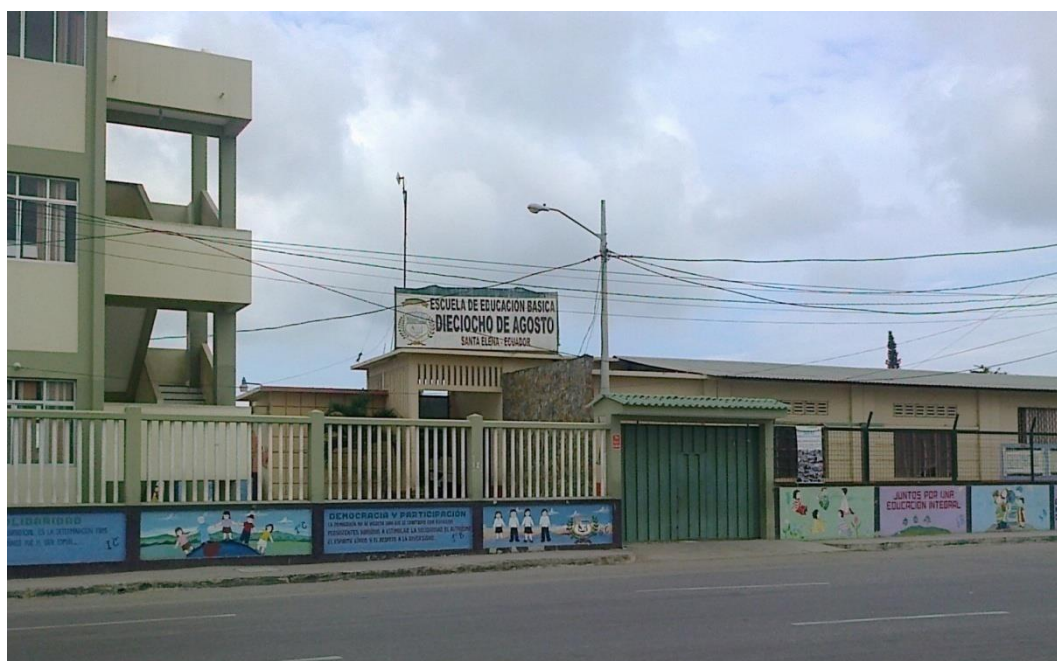
##### 4.1.1 Title of the proposal

“IMPLEMENTATION OF A BOOKLET WITH PROMPTS TO IMPROVE THE WRITING SKILLS TO STUDENTS OF EIGHTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”, SANTA ELENA, SANTA ELENA PROVINCE, 2015- 2016”

##### 4.1.2 Executing institution

Escuela de Educación Básica “Dieciocho de Agosto”

#### Illustration N° 4: Escuela de Educación Básica "Dieciocho de Agosto"



**Source:** Escuela de Educación Básica “Dieciocho de Agosto”

**Author:** Sandra Ramírez González

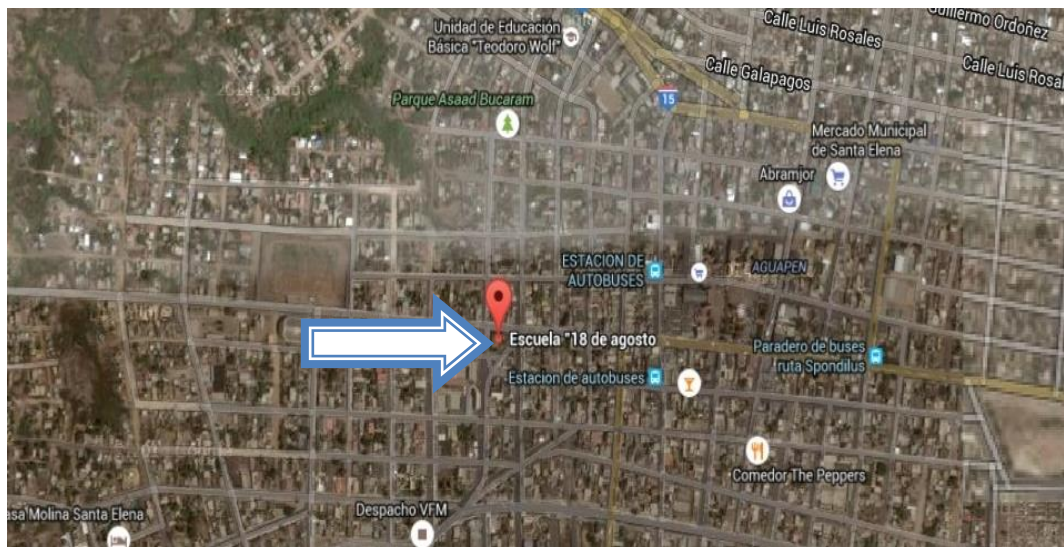
#### 4.1.3 Beneficiaries

Students of eighth basic year

#### 4.1.4 Location

Santa Elena, Province of Santa Elena

#### Illustration N° 5: Location of E.E.B. "Dieciocho de Agosto"



Source: <https://www.google.com.ec/maps/place/Escuela+%2218+de+agosto,+Santa+Elena/@-2.2270946,->

#### 4.1.5 Estimated time for execution

Two months

#### 4.1.6 Responsibles

**Author:** Sandra Yadira Ramírez González

**Advisor:** Ing. Sandra Caamaño López, MSc.

#### 4.1.7 Budget

\$1,902.25

## **4.2 PROPOSAL BACKGROUND**

Cummings (2009) establishes that traditional methodologies and strategies have negatively affected in the learning process of any learner and the use of some web pages, such as, Wikipedia has affected more to the academic development of students' literacy. Students neglect that writing in a good way is a necessity for an appropriate exchange of ideas, feelings and thoughts.

According to Horning (1986) teachers have to present input activities that contained amply variety of materials just beyond their students' present level of writing from a diverse assortment of available texts, exercises, and other materials. These writing materials have to promote in students the desire of writing. Cummings (2009) considers that lessons of writing have to achieve some goals; students need to develop critical thinking, during the writing activities have to be aware of how they write, taking into account the establishment of strong ideas that support facts.

Hence, the proposal "Prompts for improving the writing skill of students of eighth basic year at Escuela de Educación Básica "Dieciocho de Agosto" attempts to enhance the writing practice as a requisite for the mastery of this communicative skill.

## **4.3 SIGNIFICANCE**

Urquhart and McIver (2005) state that "students who read become better readers; likewise, students who write become better writers" (p. 157). Therefore, it is essential that teachers provide multiple opportunities for their students to write as much as possible. Teachers, who recognize the importance of writing as a tool for learning in any content field, intuitively comprehend that writing contributes to students connecting their ideas and thoughts, deepen their content knowledge, and communicate with others.

As it was established previously, writing is a skill that allows people to communicate each other. Therefore, it is fundamental the development and mastering of this skill during the language learning process. Since writing is an essential skill, students need to be proficient in it and the application of resources and activities that motivate students to write is needed. Teachers have to be aware that students, in most cases, do not feel engage with any kind of writing exercise because they consider it as boring because the writing tasks are certainly boring and are not interesting for them.

Prompts are a kind of cues that are useful for starting to write. They are a good way to present writing topics because they provide students a model of how to write. In some writing sessions, students feel confused and afraid due to the lack of a writing sample. Prompts are necessary because they give students some instructions for writing; what vocabulary to use, what grammar structures, what kind of language (formal or informal) and thus, avoiding that writers struggle with word choice.

#### **4.4 OBJECTIVES**

##### **4.4.1 General Objective**

To improve the writing skill of students of eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto”, Santa Elena, Province of Santa Elena through the application of prompts in the writing lessons.

##### **4.4.2 Specific Objectives**

- To identify the most appropriate strategies to teach writing skill to students of eighth basic year.

- To determine the best writing topics that are related to the real necessities and interests of students.
- To design worksheets with interesting prompts for motivating students to write.
- To apply prompts for engaging students of eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto” in order to write about different topics.
- To evaluate students’ progress through the application of a final test in order to demonstrate the viability of the proposal application.

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

### **4.5.1 What is a prompt?**

A prompt is a didactic way, in which students can have a model for starting to do any activity. Prompts can be employed in speaking activities, but in this investigative work, they will be used for the betterment of students’ writing skill. The function of a prompt is to give students a cue or a beginning line about what students have to write. The application of prompts is important for students to practice this skill.

However, teachers must take into consideration that prompts need to be related to topics that engage students in the process of writing; therefore, prompt topics have to be narrow because students can focus solely on a specific topic and develop main and secondary ideas that support that writing topic.

#### 4.5.2 What are the benefits of using prompts?

Teachers know that most students dislike writing because students consider it as a boring and annoying activity. They do not realize the significance of this skill due to the inadequate writing instruction and little practice. Hence, the implementation of motivating activities and exercises is required for a correct writing improvement. Prompts are a good strategy for encouraging students to write; they have diverse benefits that are listed below:

- First of all, prompts proportionate students a cue or idea for writing.
- Prompts promote the development of thinking and creative skills of students.
- Prompts are a good option to incentive students to be assiduous writers.
- Prompts contribute students to write in a relaxing environment because they can use their own ideas.

#### 4.5.3 Kinds of prompts

As it was mentioned before, prompts indicate students what they have to write about. These prompts can be classified into some categories:

**Visual prompts:** Visual prompts involve the use of pictures, photographs, objects and even videos in order to provide students with specific information about what and how to write in the target language.

**Model prompts:** A model prompt usually includes either a presentation of the target skill (writing) to students or showing them what and how to write.

**Descriptive prompts:** This kind of prompt is used in order to describe certain topics in a more detailed way. Students can use a variety of words (adjectives) for providing a clear description of a person, object or situation.

**Comparison and contrast prompts:** This kind of prompt is useful for students to establish a comparative point of view about a topic; they can write about the similarities and differences of people, objects, places, situations, and others.

**Narrative prompts:** Narrative prompts are used for encouraging students to narrate stories. Applying prompts to motivate students to write a story is excellent for developing their imagination; creating new characters, scenarios, situations, etc.

#### **4.5.4 English book level 1 contents**

For the development of this proposal was relevant to take into account the contents from the English book that students of eighth basic year use. This book has the level-1 in which students must domain certain aspects of the target language. Students must accomplish various communicative skills like asking for and giving personal information, asking for and giving directions, sharing opinions, and others. This proposal was based on the contents of this book; some topics were adapted to the realities of Ecuadorian students.

## Illustration N° 6: English book contents

Unit	Title	Communication	Grammar
Pages 2–5 <b>Let's get started.</b>			
<b>1</b> Pages 6–13	<b>What's your name?</b>	Ask about favorites Introduce yourself	Simple present of <i>be</i> : <i>am/is/are</i> – Affirmative statements – Negative statements Subject pronouns Questions with <i>be</i> – Yes/No questions – Information questions: <i>What? How old? Who?</i>
<b>2</b> Pages 14–20	<b>This is Brian.</b>	Introduce people Ask where people and things are: <i>Where is? Where are?</i>	Prepositions of place: <i>In, on, above, under, at, behind, in front of</i> Possessive adjectives: <i>my, your, his, her, our, your, their</i>
Page 21 <b>Progress check Units 1 and 2</b> Test-taking tip: Familiarize yourself with the entire test.			
Page 22 <b>Game 1: Pack it up!</b> Page 23 <b>Project 1: A snapshot of me</b>			
<b>3</b> Pages 24–31	<b>Where are you from?</b>	Talk about where people are from Ask for and give personal information	Nouns: Singular and plural forms <i>This/that; these/those</i> Articles: <i>a and an</i>
Pages 32–33 <b>Wide Angle 1: From one country to another . . .</b>			
<b>4</b> Pages 34–40	<b>Can you repeat that, please?</b>	Ask about birthdays Ask questions: <i>When? What time? What day?</i>	Can for requests Question words: <i>When, What time, What day + (am/is/are)</i> Prepositions of time: <i>In + month, on + day, at + time</i>
Page 41 <b>Progress check Units 3 and 4</b> Test-taking tip: Budget your time.			
<b>5</b> Pages 42–49	<b>I have two sisters.</b>	Talk about your family Describe people	Possessive forms of nouns Simple present of <i>have</i> : <i>any</i> – Affirmative and negative statements – Yes/No questions Information questions with <i>How many</i>
Page 50 <b>Game 2: Spelling bee</b> Page 51 <b>Project 2: A snapshot of someone I like</b>			
<b>6</b> Pages 52–58	<b>I'm not crazy about hip-hop.</b>	Talk about likes and dislikes	Simple present of <i>like</i> – Affirmative and negative statements – Yes/No questions – Information questions Object pronouns: <i>me, you, him, her, it, us, you, them</i>

Source: English book level-1



**4.6 A Booklet with prompts to improve English writing skill**



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

**TOPIC:**

**“IMPLEMENTATION OF A BOOKLET WITH PROMPTS  
TO IMPROVE THE WRITING SKILL OF EIGHTH BASIC  
YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA  
“DIECIOCHO DE AGOSTO”, SANTA ELENA, SANTA  
ELENA PROVINCE, 2015-2016”**

**AUTHOR:**

**SANDRA RAMÍREZ GONZÁLEZ**

**2016**

## INTRODUCTION

English language has become the primordial language for the establishment of international communication. Therefore, teaching and learning this language is necessary for the different benefits that this language provides to who are learning it.

The necessity of improving the teaching-learning process has increased gradually; the application of didactic and motivating activities is important for the correct target language acquisition. This booklet, particularly, is intended to upgrade the writing skill practice in class or outside of it. The low level of motivation and interest of students for writing is the main reason of the low English writing proficiency.

This booklet has the purpose to present and provide new and more experienced teachers with a more dynamic and engaging manner of teaching this skill, background knowledge and awareness that will subsequently enable them to develop and enhance their teaching procedures in the classroom. Moreover, it is important to mention that the writing activities from this booklet were adapted to the topics of each units of the English book level-1 for this proposal.

To sum up, this is effectively a teaching booklet which can be referred to a source of suggestions and examples for the upgrading of the writing skill instruction; students are the main beneficiaries because they will learn writing in a different and more active way. This booklet has been written and developed to proportionate help and encouragement for both teachers and students.

#### 4.6.1 Content of the booklet

Chart N° 17: Content of the booklet

UNIT	UNIT TOPIC	WRITING ACTIVITY	LANGUAGE USAGE
One	What's your name?	Writing a Personal Profile	<b>Grammar:</b> Simple Present of the verb to Be
		Game-Writing about Favorites	<b>Vocabulary:</b> people, occupations, adjectives, verbs, colors
		Writing about Favorites	<b>Grammar:</b> Verb to Be <b>Vocabulary:</b> Famous People's Occupations
Two	This is Bryan	Filling in the blanks to complete sentences	<b>Vocabulary:</b> Things for teens
		Answering Wh-questions	<b>Vocabulary:</b> Things for teens <b>Grammar:</b> Prepositions of Place
		Writing a comparative paragraph	<b>Vocabulary:</b> Things for teens <b>Grammar:</b> Prepositions of Place
		Introducing people	<b>Vocabulary:</b> Family <b>Grammar:</b> Possessive Adjectives
Three	Where are you from?	Rewriting sentences	<b>Grammar:</b> Demonstratives (this/that/these/those)
		Writing Wh-questions	<b>Grammar:</b> Wh-questions
		Writing a letter	<b>Grammar:</b> Parts of a Letter

UNIT	UNIT TOPIC	WRITING ACTIVITY	LANGUAGE USAGE
Four	Can you repeat that please?	Writing sentences about a schedule	<b>Vocabulary:</b> Ordinal numbers <b>Grammar:</b> Dates, prepositions of time (in/on/at)
		Writing a conversation	<b>Vocabulary:</b> Ordinal numbers <b>Grammar:</b> Can for requests, dates, prepositions of time (in/on/at)
Five	I have two sisters	Describing Family members	<b>Vocabulary:</b> Family members, adjectives of physical description <b>Grammar:</b> Possessive form of nouns
		Writing a description of famous people	<b>Vocabulary:</b> Adjectives of physical description <b>Grammar:</b> Possessive form of nouns
Six	I'm not crazy about hip-hop	Writing likes and dislikes sentences	<b>Vocabulary:</b> Activities <b>Grammar:</b> the Simple Present of Like (Positive and Negative)
		Writing a story	<b>Vocabulary:</b> Activities <b>Grammar:</b> the Simple Present of Like (Positive and Negative)

**Source:** Adapted from the English book level-1

**Author:** Sandra Ramírez González

#### 4.6.2 Rubric for assessing the writing prompts

**Chart N° 18: Rubric for assessing the writing prompts**


<b>CATEGORY</b>	<b>10-9 OUTSTANDING</b>	<b>8-6 GOOD WORK</b>	<b>5-4 COULD BE BETTER</b>	<b>3-0 NEED TO IMPROVE</b>
<b>Content and Organization</b>	The writing idea of students is clear and includes an opening and closing idea. Students' writing reflects creative expression, exact details and smooth transition.	Students mostly have clear ideas (opening and closing ideas). Students mostly write their ideas in a logical sequence and transition.	Students' ideas are somewhat clear and students attempts to use sequence, details and transitions.	Students' ideas are unclear; writing lacks opening and closing ideas and details and transitions are minimal.
<b>Sentence Construction</b>	Students write varied and well-developed sentences. Students' sentences reflect many significant details and rich word choice.	Students write complete and detailed sentences. Words that students choose are fairly varied and descriptive.	Students write simple-constructed sentences and they attempt to use detailed and varied word choice.	Sentences are often incomplete or confusing. Word choice is limited and unvaried.
<b>Grammar and Usage</b>	Students write with grammatical accuracy. Sentences reflect subject, proper verb tense and complement. Students use varied parts of speech.	Students make few grammar mistakes, their sentences generally reflect subject, proper verb tense.	Students write inconsistent sentences with some grammar errors in their writing pieces.	Students' writings lack of grammar rules and they are confusing.
<b>Mechanics</b>	Students use capitalization and punctuation appropriately in their entire writing pieces.	Capitalization and punctuation is generally used correctly.	Capitalization and punctuation are applied intermittently.	Students apply capitalization and punctuation minimally if at all.

**Source:** Adapted from [https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRdZp1siILsHVdEGNu\\_Cck7uX0Lucyndusu1kOxlbTWJf6JYfzxwA](https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRdZp1siILsHVdEGNu_Cck7uX0Lucyndusu1kOxlbTWJf6JYfzxwA)

**Author:** Sandra Ramírez González

### 4.6.3 Prompts for the writing activities

#### 4.6.3.1 Writing a personal profile

<b>Activity:</b> Writing a Personal Profile	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 25 min.
<b>Objective:</b> To write a profile using personal information		
<b>INSTRUCTIONS:</b> <ul style="list-style-type: none"><li>• Teacher introduces the writing topic to students.</li><li>• Teacher provides students a model of the writing activity.</li><li>• Students write a profile using personal information and the Simple Present of the Verb to Be.</li><li>• Students follow the writing process.</li><li>• Students are asked to read their personal profiles in front of the class.</li></ul>		
<b>Illustration N° 7: Students writing their personal profile</b>		
		

**Source:** Implementation of the Proposal


**Author:** Sandra Ramírez González

**Writing prompt worksheet: “My Personal Profile”**

<b>Student’s name:</b>	
<b>Course:</b>	<b>Date:</b>
<b>Write your personal profile following the writing process</b>	
<p style="text-align: center;"><b>MY PERSONAL PROFILE</b></p> <p><b>PRE-WRITING</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>DRAFTING</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>PUBLISHING</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>REVISING</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>REWRITING</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

**Source:** Implementation of the Proposal  
**Author:** Sandra Ramírez González

#### 4.6.3.2 Writing about favorites

<b>Activity:</b> Writing about Favorites	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 20 min.
<b>Objective:</b> To write about favorites using a game.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces the writing lesson to students.</li><li>• Teacher provides students with an explanation of the activity.</li><li>• Students work in groups of four or five and then complete the chart according to teacher’s instructions.</li><li>• Teacher asks students to write words that start with any letter from the alphabet.</li><li>• Students are evaluated by presenting their writing work to the teacher.</li></ul>		
<b>Illustration N° 8: Students writing about their favorites</b>		
		

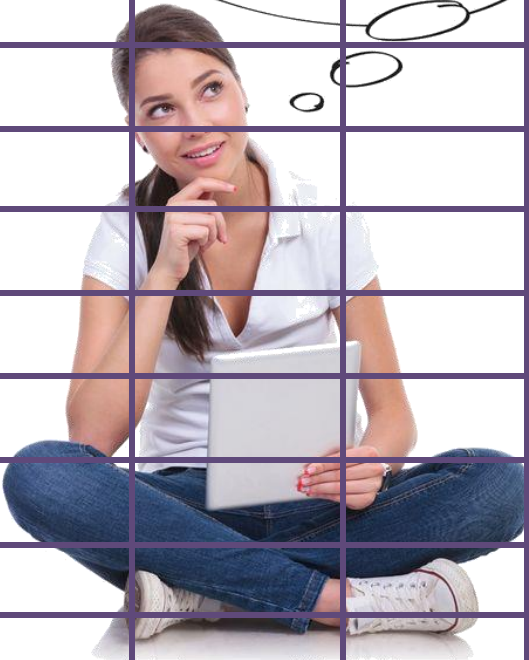
**Source:** Implementation of the Proposal

**Author:** Sandra Ramírez González




## Writing prompt worksheet: “My Favorites”

<b>Student's name:</b>					
<b>Course:</b>			<b>Date:</b>		
<b>Follow the instructions of your teacher and write words according to different letters from the alphabet.</b>					
<b>MY FAVORITES</b>					
LETTER	FAVORITE PERSON	OCCUPATION	ADJECTIVE	VERB	COLOR
C	Charlice Theron	carpenter	calm	come	
B	Bianca Salame	sailor	silly	Stand up	



**Source:** Implementation of the Proposal  
**Author:** Sandra Ramírez González

#### 4.6.3.3 Writing about favorite celebrities

<b>Activity:</b> Writing about Favorites	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 20 min.
<b>Objective:</b> To write sentences about favorites using a list of famous singers, actors, actresses, movies, and sports.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces the topic of the writing lesson.</li><li>• Teacher explains students the writing activity.</li><li>• Students read the lists of famous singers, actors, actresses, movies, and sports.</li><li>• Students put a check (✓) in their favorites.</li><li>• Finally, students write sentences about their favorites and then read them to the class.</li></ul>		
<b>Illustration N° 9: Students writing about their favorite celebrities</b>		
		

**Source:** Implementation of the Proposal


**Author:** Sandra Ramírez González

**Writing prompt worksheet: “My Favorite Celebrities”**

<b>Student’s name:</b>	<b>Course:</b>	<b>Date:</b>							
<b>Read the list of singers, actors, actresses, movies and sports; check next to your favorites and then write sentences.</b>									
<b>MY FAVORITES</b>									
<input checked="" type="checkbox"/>	<b>SINGER</b>	<input checked="" type="checkbox"/>	<b>ACTOR</b>	<input checked="" type="checkbox"/>	<b>ACTRESS</b>	<input checked="" type="checkbox"/>	<b>MOVIE</b>	<input checked="" type="checkbox"/>	<b>SPORT</b>
	Adele		Leonardo DiCaprio		Angelina Jolie		Twilight		Soccer
<input checked="" type="checkbox"/>	J-Balvin		Robert Pattinson		Jennifer Lawrence		Harry Potter		Basketball
	Ariana Grande		Johnny Deep		Jennifer Aniston		The Hobbit		Baseball
<input checked="" type="checkbox"/>	Maluma		Bratt Pitt		Sandra Bullock		Lord of the Rings		Skateboarding
<input checked="" type="checkbox"/>	Mirella Cesa		Taylor Lautner		Melissa McCarthy		Pirates of the Caribbean		Jogging
	Justin Bieber		Vin Diesel		Kristen Stewart		The Avengers		Athletism
	Daniel Betancourt		Roberto Manrique		Flor M. Palomeque		The Hunger Games		Tennis
	Shakira		Danilo Carrera		Erika Vélez		Dead pool		Karate
<b>WRITE SENTENCES ABOUT YOUR FAVORITES:</b>									
_____ My favorite singers are J-Balvin, Maluma and Mirella Cesa.... _____ _____ _____									

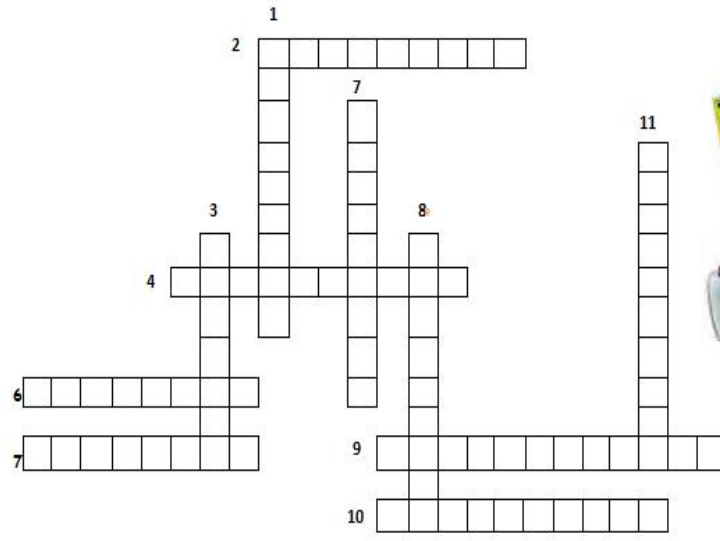

**Source:** Implementation of the Proposal  
**Author:** Sandra Ramírez González

#### 4.6.3.4 Writing about favorites things

<b>Activity:</b> Writing about Favorites	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 25 min.
<b>Objective:</b> To write sentences about favorites using a crossword		
<p style="text-align: center;"><b>Instructions:</b></p> <ul style="list-style-type: none"><li>• Teacher introduces the topic of the writing lesson.</li><li>• Teacher explains students the writing activity.</li><li>• Students look at the pictures from the worksheet and then complete the crossword.</li><li>• Then, students fill in the blanks and complete the sentences.</li><li>• Students read their answers to the teacher.</li></ul>		
<p style="text-align: center;"><b>Illustration N° 10: Students writing about their favorite things</b></p>		
 A photograph showing two students, a boy and a girl, sitting at a desk in a classroom. They are both focused on a worksheet that features a crossword puzzle. The boy, on the left, is wearing a grey and yellow striped shirt. The girl, on the right, is wearing a white shirt with a blue collar and a pink headband. She is holding a pencil and looking down at the worksheet. The worksheet has a crossword grid and some text. The background shows other students and classroom furniture.		


**Source:** Implementation of the Proposal  
**Author:** Sandra Ramírez González

## Writing prompt worksheet: “My Favorite Things”

<b>Student's name:</b>	<b>Course:</b>	<b>Date:</b>
<b>Complete the crossword with the correct word. Then, fill in the blanks and complete the sentences.</b>		
		<p><b>Sentences:</b></p> <ul style="list-style-type: none"> <li>• My father goes to the park in his _____ every day.</li> <li>• My sister listens to music in her _____.</li> <li>• My mother watches soap operas in the _____.</li> <li>• My brother plays _____ each day.</li> <li>• My cousin has a new _____ to send emails.</li> <li>• My uncle gifts me a blue _____ for my birthday.</li> <li>• My aunt reads her new _____ each afternoon.</li> </ul>

**Source:** Implementation of the Proposal  
**Author:** Sandra Ramírez González

#### 4.6.3.5 Writing the location of favorite things

<b>Activity:</b> Writing the location of favorite things	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 15 min.
<b>Objective:</b> To write sentences about favorites using prepositions of place.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces the topic the writing lesson to students.</li><li>• Teacher explains the use of prepositions of place and writes some examples.</li><li>• Teacher explains the writing activity.</li><li>• Students read and then answer the questions according to what they see in the picture.</li><li>• Teacher encourages students to read their answers.</li></ul>		
<b>Illustration N° 11: Students writing about favorite things location</b>		
 A photograph showing a student with dark hair, wearing a grey and yellow striped jacket, sitting at a blue plastic desk. The student is leaning forward, focused on writing on a piece of paper with a purple pen. The background shows a classroom setting with other students and colorful items on a shelf.		

**Source:** Implementation of the Proposal  
**Author:** Sandra Ramírez González

## Writing prompt worksheet: "Location of Favorite Things"

Student's name: \_\_\_\_\_

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

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

Look at the picture below; read the questions and then answer them according to what you see in the picture.


### WHERE ARE YOUR FAVORITE THINGS?



- Where is the television? The television is under the table.
- Where is the computer? \_\_\_\_\_
- Where is the bicycle? \_\_\_\_\_
- Where are the rollerblades? \_\_\_\_\_
- Where are the CDs? \_\_\_\_\_
- Where is the DVD player? \_\_\_\_\_
- Where is the cell phone? \_\_\_\_\_
- Where is the skateboard? \_\_\_\_\_
- Where are the magazines? \_\_\_\_\_

Source: Implementation of the Proposal  
Author: Sandra Ramírez González

#### 4.6.3.6 Writing differences of pictures

<b>Activity:</b> Writing differences of pictures	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 15 min.
<b>Objective:</b> To write sentences about favorites using prepositions of place.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces the topic the writing lesson to students.</li><li>• Teacher explains the use of prepositions of place and writes some examples.</li><li>• Teacher explains the writing activity.</li><li>• Students write a paragraph comparing the location of objects from two pictures.</li><li>• Teacher encourages students to read their paragraphs.</li></ul>		
<b>Illustration N° 12: Students writing the differences of pictures</b>		
		

**Source:** Implementation of the Proposal

**Author:** Sandra Ramírez González



Writing prompt worksheet: "Finding the Differences"

Student's name:

Course:

Date:

Look at the two pictures below and then write a paragraph comparing the location of objects. Use prepositions of place.


WHERE ARE YOUR FAVORITE THINGS?



In picture A, the computer is above the CDs, but in picture B, the computer is in front of the window.

Source: Implementation of the Proposal  
Author: Sandra Ramírez González

#### 4.6.3.7 Writing about Family Members

<b>Activity:</b> Introducing my Family	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 15 min.
<b>Objective:</b> To write an introductory paragraph about their family using the Simple Present of the verb to be.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces the writing lesson to students.</li><li>• Teacher introduces students the vocabulary about members of the family.</li><li>• Teacher explains students the writing activity.</li><li>• Students fill in the blanks with the names of their family members and then write a paragraph introducing them.</li><li>• Teacher encourages students to read their paragraphs.</li></ul>		
<b>Illustration N° 13: Students writing about their family members</b>		
 A photograph showing a young male student with dark hair, wearing a grey and blue jacket with yellow and green stripes on the sleeves, sitting at a blue plastic desk. He is looking down at a white sheet of paper on the desk, holding a green pen in his right hand as if writing. To his right, another student in a white shirt is partially visible, also sitting at a blue desk. The background shows a colorful patterned curtain.		

**Source:** Implementation of the Proposal

**Author:** Sandra Ramírez González

## Writing prompt worksheet: "Introducing my Family"

Student's name:

Course:

Date:

Fill in the blanks with the names of your family members. Then, write a paragraph introducing each member of your family.

### INTRODUCING MY FAMILY



This is my family tree, my grandfather's name is .....

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Source: Implementation of the Proposal

Author: Sandra Ramírez González

#### 4.6.3.8 Writing Comic Scripts

<b>Activity:</b> Writing comic scripts	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 15 min.
<b>Objectives:</b> To identify Wh-questions and write possible answers in a dialogue.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces the writing lesson to students.</li><li>• Teacher explains the use of Wh-questions and writes some examples on the board.</li><li>• Teacher explains the writing activity.</li><li>• Students work in groups and then complete the dialogue according to their creativity.</li><li>• Finally, students read their answers.</li></ul>		
<b>Illustration N° 14: Students writing comic scripts</b>		
		

**Source:** Implementation of the Proposal

**Author:** Sandra Ramírez González

## Writing prompt worksheet: "Comic Scripts"

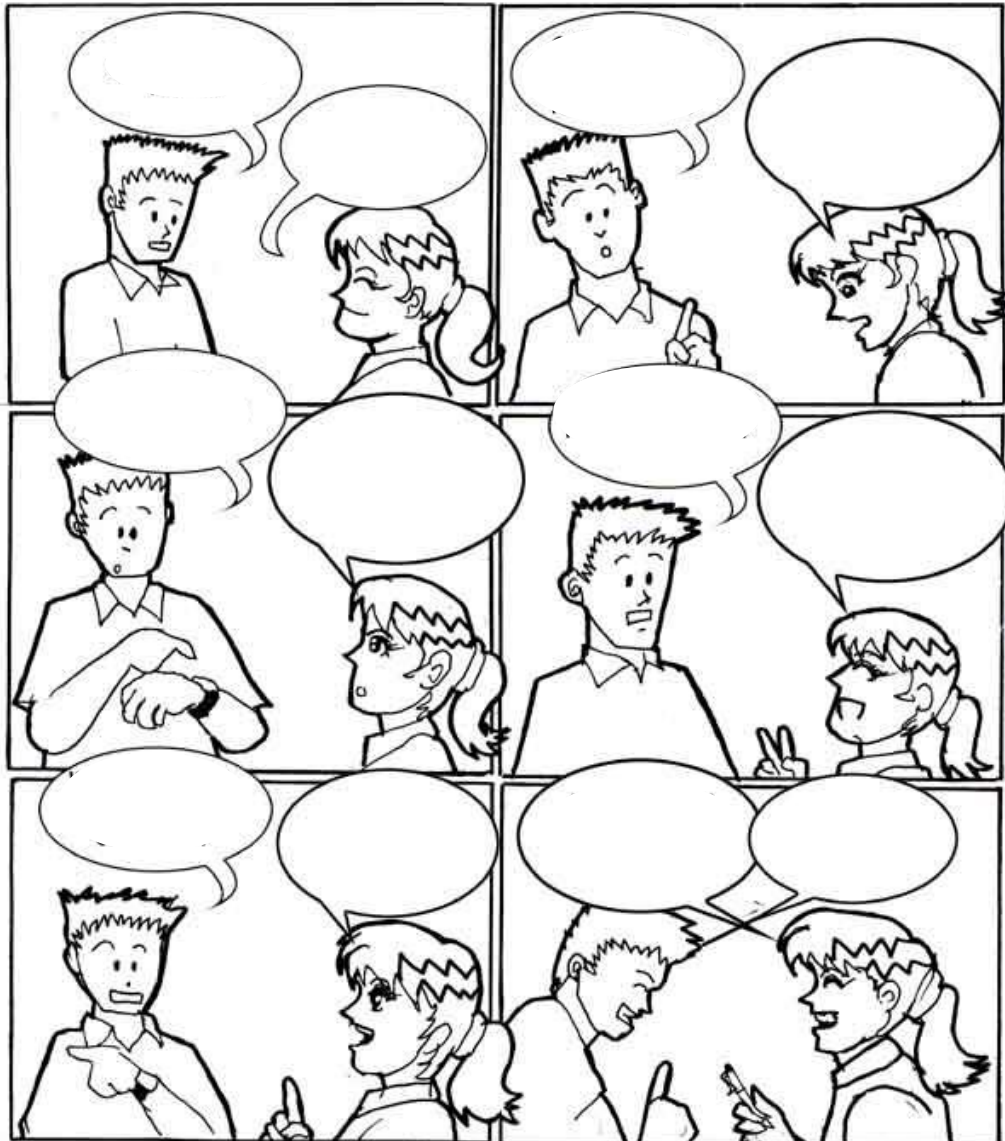
Student's name:

Course:

Date:


Form groups of four or five. Look at the comic strip below and complete the dialogue according to your imagination.

### WH-QUESTIONS AND ANSWERS



Source: Implementation of the Proposal  
Author: Sandra Ramírez González

#### 4.6.3.9 Writing Wh-questions


<b>Activity:</b> Writing Wh-questions	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 15 min.
<b>Objectives:</b> To identify and write Wh-questions in a dialogue.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces the writing lesson to students.</li><li>• Teacher explains the use of Wh-questions.</li><li>• Teacher writes some examples on the board.</li><li>• Teacher explains the writing activity.</li><li>• Students complete a conversation writing possible questions from a box.</li><li>• Students are encouraged to read their answers.</li></ul>		
<b>Illustration N° 15: Students completing a dialogue with Wh-questions</b>		
		

**Source:** Implementation of the Proposal

**Author:** Sandra Ramírez González

## Writing prompt worksheet: “Wh-questions”

Student's name:	
Course:	Date:
Read the questions from the box below and complete the conversation.	
<b>WH-QUESTIONS</b>	
What is your last name?	When is your birthday?
Where are you from?	How old are you?
What's your name?	What is your favorite sport?
Where do you live?	What's your telephone number?
How do you spell that?	What is your address?

**QUESTION:** \_\_\_\_\_  
**ANSWER:** My name is Alexander

**QUESTION:** \_\_\_\_\_  
**ANSWER:** It's A-L-E-X-A-N-D-E-R.

**QUESTION:** \_\_\_\_\_  
**ANSWER:** It's Jaramillo.

**QUESTION:** \_\_\_\_\_  
**ANSWER:** I am 17 years old.

**QUESTION:** \_\_\_\_\_  
**ANSWER:** It's on June 10<sup>th</sup>.

**QUESTION:** \_\_\_\_\_  
**ANSWER:** I'm from the province of Bolívar.

**QUESTION:** \_\_\_\_\_  
**ANSWER:** I live in Guaranda.

**QUESTION:** \_\_\_\_\_  
**ANSWER:** It's Alfaro and Rubira Street.


**QUESTION:** \_\_\_\_\_  
**ANSWER:** It's 04-2293-334

**QUESTION:** \_\_\_\_\_  
**ANSWER:** It is soccer and jogging.

Source: Implementation of the Proposal

Author: Sandra Ramírez González

#### 4.6.3.10 Writing a Letter

<b>Activity:</b> Writing a Letter	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 15 min.
<b>Objectives:</b> To write a letter and to identify its parts.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces the writing topic to students.</li><li>• Teacher explains students the parts of a letter by showing them a sample of it.</li><li>• Teacher explains students the writing activity.</li><li>• Students imagine they are in a touristic place in Santa Elena and write a letter about it.</li><li>• Finally, teacher encourages students to read their letters.</li></ul>		
<b>Illustration N° 16: Students writing a letter</b>		
 A photograph showing three students in a classroom. In the foreground, a boy is writing on a piece of paper. Behind him, another student is holding up a piece of paper, possibly showing it to the teacher or another student. The students are sitting at green desks. The background shows a yellow wall and a tiled floor.		

**Source:** Implementation of the Proposal

**Author:** Sandra Ramírez González



## Writing prompt worksheet: “A Letter to my Friend”

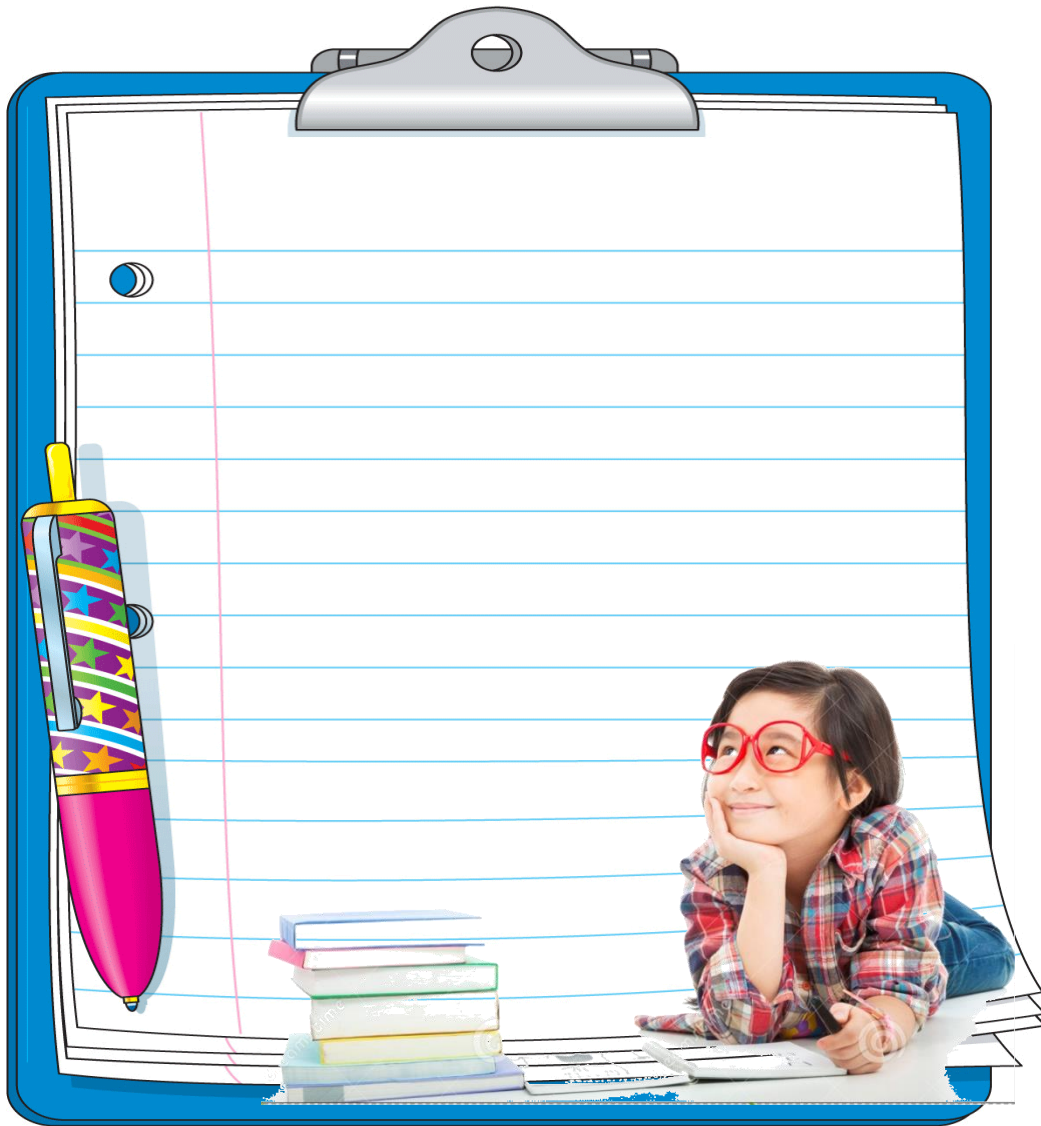
Student’s name:

Course:

Date:

Imagine you are in a touristic place from the Península of Santa Elena and write a letter to a friend of you.


### WRITING A LETTER



Source: Implementation of the Proposal

Author: Sandra Ramírez González

#### 4.6.3.11 Writing about Activities from a Schedule

<b>Activity:</b> Writing Activities	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 25 min.
<b>Objectives:</b> To label activities on a calendar and to write sentences.		
<p style="text-align: center;"><b>Instructions:</b></p> <ul style="list-style-type: none"><li>• Teacher introduces students the writing topic.</li><li>• Teacher explains the use of prepositions of time ((in/on/at) by writing examples on the board.</li><li>• Teacher explains the writing exercise.</li><li>• Students label the activities from a box on a calendar and then write sentences.</li><li>• Students are evaluated by reporting their sentences to the teacher.</li></ul>		
<p style="text-align: center;"><b>Illustration N° 17: Students writing about activities from a schedule</b></p> 		

**Source:** Implementation of the Proposal

**Author:** Sandra Ramírez González

## Writing prompt worksheet: “Schedule Activities”

<b>Student’s name:</b>						
<b>Course:</b>				<b>Date:</b>		
<b>Read the activities from the box below and then write sentences using prepositions of time (in/on/at).</b>						
<b>WRITING SENTENCES ABOUT A CALENDAR ACTIVITIES</b>						
Pablo’s birthday	Dinner with mom	Dentist appointment				
Professor’ meeting	Principal’s lecture	English presentation				
Rehearsal for acting show	Daddy’s birthday	Movies				
Beach with friends	Study for final exams	Parent’s anniversary				

JANUARY 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22 Movies 8 p.m.	23
24	25	26	27	28	29	30
31						

Watching movies is on January 22<sup>th</sup>. It is on Friday at 08:00 p.m.

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**Source:** Implementation of the Proposal  
**Author:** Sandra Ramírez González

#### 4.6.3.12 Describing Family Members

<b>Activity:</b> Describing Family Members	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 15 min.
<b>Objectives:</b> To identify family members and write a physical description.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces students the topic of the writing lesson.</li><li>• Teacher introduces the vocabulary of the unit (members of the family and adjectives of description).</li><li>• Teacher explains students the writing assignment.</li><li>• Students paste a picture of their family and then describe each member physically.</li><li>• Finally, students are evaluated by reading their descriptive paragraphs about their relatives.</li></ul>		
<b>Illustration N° 18: Students describing their family members</b>		
 A photograph showing a classroom of students sitting at blue desks, focused on writing. In the foreground, a female student in a white school uniform with a crest and the text 'ESCUELA BICENTENARIA 18 DE AGOSTO' is writing. Other students are visible in the background, also working at their desks. The scene is brightly lit, likely from a window.		

**Source:** Implementation of the Proposal

**Author:** Sandra Ramírez González

Writing prompt worksheet: “Family Members Description”

Student’s name:

Course:

Date:

Paste a picture of your family and then write a paragraph describing each member of your family physically.

**DESCRIBING MY FAMILY MEMBERS**

(paste a picture of your family here)



This is my family: my mother is María. She is tall...

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Source: Implementation of the Proposal  
Author: Sandra Ramírez González

#### 4.6.3.13 Describing Famous People

<b>Activity:</b> Describing Famous People	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 25 min.
<b>Objectives:</b> To identify famous people and write physical descriptions.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces the topic of the writing lesson.</li><li>• Teacher reviews the vocabulary of the unit (members of the family and adjectives of description).</li><li>• Teacher explains the writing activity to students.</li><li>• Students look at the collage of famous people below and choose three and write a paragraph describing them.</li><li>• Teacher evaluates students by asking them to read their descriptive paragraphs.</li></ul>		
<b>Illustration N° 19: Students describing their favorite famous person</b>		
		

**Source:** Implementation of the Proposal

**Author:** Sandra Ramírez González

**Writing prompt worksheet: “Physical Description of Famous People”**

**Student’s name:**

**Course:**

**Date:**

**Look at the collage of famous people below; choose three of them and then, write paragraphs describing the famous people you chose.**

**DESCRIBING FAMOUS PEOPLE**



Adele is a singer. She is from England. She is beautiful...

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**Source:** Implementation of the Proposal  
**Author:** Sandra Ramírez González

#### 4.6.3.14 Describing Likes and Dislikes



<b>Activity:</b> Describing Likes and Dislikes	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 15 min.
<b>Objectives:</b> To identify family members and write a physical description.		
<b>Instructions:</b> <ul style="list-style-type: none"><li>• Teacher introduces students the writing topic.</li><li>• Teacher introduces a new vocabulary and explains the ways of expressing likes and dislikes.</li><li>• Teacher gives instructions for the writing task.</li><li>• Students read a chart and then, write sentences describing likes and dislikes.</li><li>• Teacher evaluates students by asking them to read their sentences.</li></ul>		
<b>Illustration N° 20: Students describing likes and dislikes</b>		
		

**Source:** Implementation of the Proposal

**Author:** Sandra Ramírez González




## Writing prompt worksheet: “Likes and Dislikes Description”

<b>Student’s name:</b>		
<b>Course:</b>	<b>Date:</b>	
<b>Read the information from the chart below and then write sentences expressing likes and dislikes.</b>		
<b>DESCRIBING LIKES AND DISLIKES</b>		
		
<b>Martha</b>	Dancing	Rap music
<b>Luis</b>	English	Japanesse
<b>Jossleyn</b>	Basketball	Volleyball
<b>Fabián</b>	Pop music	Rock music
<b>Yolanda</b>	Adele	Miley Cyrus
<b>Ulises</b>	Harry Potter’s Movie	Twilight Movie
<b>Andreína</b>	Whatsapp	Facebook
<b>James</b>	Going to the beach	Going to discotecs
<b>Ivanova</b>	Watching movies	Listeneing to music
<b>Omar</b>	Playing video games	Watching TV
<p><u>Martha likes dancing, but she does not like rap music.</u></p> <hr/> <hr/> <hr/> <hr/> <hr/>		

**Source:** Implementation of the Proposal  
**Author:** Sandra Ramírez González

#### 4.6.3.15 Writing a story

<b>Activity:</b> Writing a Story	<b>Course:</b> Eighth Grade “A” and “B”	<b>Time:</b> 20 min.
<b>Objectives:</b> To write a story based on the pictures.		
<p style="text-align: center;"><b>Instructions:</b></p> <ul style="list-style-type: none"><li>• Teacher introduces the topic for the writing class.</li><li>• Teacher introduces the class by showing students a picture story.</li><li>• Teacher asks students to describe the story orally.</li><li>• Teacher explains students the writing exercise.</li><li>• Students narrate a story according to what they see in the pictures.</li><li>• Students read their stories to the rest of the class.</li></ul>		
<p><b>Illustration N° 21: Students writing a story</b></p> 		

**Source:** Implementation of the Proposal  
**Author:** Sandra Ramírez González

## Writing prompt worksheet: "Story creation"

Student's name.

Course:

Date:

Look at the pictures below and create a story about them.

### WRITING A STORY



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Source: Implementation of the Proposal  
Author: Sandra Ramírez González

#### 4.6.4 Strategies of improvement

The development of this investigation made possible to realize the deficiencies that the English language teaching process has. It was determined that traditional classes are the main reason why students have difficulties at the moment of learning this language. The other aspects are described in the chart below:

**Chart N° 19: Strategies of improvement**

<b>BEFORE THE PROPOSAL</b>	<b>AFTER THE PROPOSAL</b>
The application of traditional methods is the reason of unmotivated students.	English language classes more dynamic and engaging.
Instruction of the English language writing skill focused on the exercises from the book.	Instruction of the English language writing skill through the application of motivating and additional activities.
Students' deficiency in the written production of the English language.	Students increased their proficiency in the English language writing skill.

**Source:** Development of the Proposal

**Author:** Sandra Ramírez González

#### 4.6.5 Kagan's cooperative learning matrix

Through the design and implementation of this proposal, students improved certain aspects of their learning. However, they also developed other important areas that are needed for the better language acquisition. Dr. Spencer Kagan developed a learning matrix that promotes the cooperative learning of students and it is useful for being aware of students' improvement. This matrix was adapted to this research and it is detailed in the chart below:

**Chart N° 20: Kagan's cooperative learning matrix**

WRITING PROMPTS	Class Building	Team Building	Social Skills	Communicative Skills	Decision Making	Knowledge Building	Procedure Learning	Processing Information	Thinking Skills	Presenting Information
	Interpersonal					Intrapersonal				
	My personal profile	X		X	X	X	X	X	X	X
Fun activity	X	X	X	X	X	X		X	X	X
My favorites			X	X	X	X		X	X	X
My favorites: crossword		X	X	X	X	X			X	X
Where are your favorite things?		X	X	X	X	X	X	X	X	X
Comparing the pictures	X	X	X	X	X	X	X	X	X	X
Family tree			X	X	X	X		X	X	X
Answers to Wh-questions: cartoon			X	X	X	X		X	X	X
Write the correct Wh-question		X	X	X	X	X	X	X	X	X
Writing a letter to a friend	X	X	X	X	X	X	X	X	X	X
Writing sentences about activities in a calendar	X	X	X	X	X	X		X	X	X
Physical description of family members			X	X	X	X			X	X
Physical description of famous people			X	X	X	X			X	X
Likes and dislikes	X		X	X	X			X	X	X
Writing a story: cartoon	X	X	X	X	X	X	X	X	X	X

**Source:** [http://www.kaganonline.com/free\\_articles/research\\_and\\_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning](http://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning)

**Author:** Sandra Ramírez González

#### 4.6.6 Results of implementation

**Chart N° 21: Improvement of eight grade students "A"**

<b>N°</b>	<b>FULL NAME OF STUDENTS</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>IMPROVEMENT</b>
1	Agualongo Ortiz Keiner Marco	7	9	20%
2	Aguilera Meregildo Maria Rosa	6	9,5	35%
3	Aguilera Tomala Alisson Melanie	5,5	9	35%
4	Alarcon Villa Anthony Josue	6,5	9	25%
5	Alarcon Villa Jose Luis	7	10	30%
6	Andrade Menoscal Eylin Nevis	8	10	20%
7	Andrade Menoscal Harold Kenneth	5,5	8	25%
8	Aquino Borbor Ariel Isaias	7	9	20%
9	Aquino Quiroz Ambar Lorely	8	9,5	15%
10	Aquino Reyes Winston Steven	5,5	9,5	40%
11	Arellano Villegas Odalis Vanessa	5	9	40%
12	Arias Pisco Sheyla Nicolle	6,5	9	25%
13	Bailon Flores Kenny Daniel	6	8,5	25%
14	Bailon Rodriguez Yarixa Alexandra	6	10	40%
15	Baquerizo Rodriguez Jonathan Stalin	7	10	30%
16	Bazurto Mendoza Michael Andres	6	9	30%
17	Beltran Tomala Byron Gregorio	6	9	30%
18	Beltran Tomala Juan Carlos	6,5	8,5	20%
19	Benavides Obregon Evelin Veronica	7	8,0	10%
20	Bernabe Caiche Cesar Ruben	5,5	9,5	40%
21	Bernabe Muñoz Kleiner Oswaldo	6	8	20%
22	Borbor Castillo Andy Geovanny	6,5	9	25%
23	Borbor Parrales Ismael Bryan	6	8	20%
24	Borbor Suarez Mayte Gabriela	6,5	10	35%
25	Borbor Toala Michael Ariel	5,5	8	25%

Nº	FULL NAME OF STUDENTS	PRE-TEST	POST-TEST	IMPROVEMENT
26	Borbor Vera Michael Isaac	5,5	10	45%
27	Briceño Guarín Luisa Fernanda	7	10	30%
28	Brito Abarca Elias David	5,5	9	35%
29	Cacao Cruz Ximena Fabiola	6	8,5	25%
30	Campuzano Bustos Nelsis Seline	6,5	8,5	20%
31	Carrasco Lara Raquel Alejandrina	6,5	9	25%
32	Carreño Saltos Jefferson Jose	6	9	30%
33	Panchana Garcia Erick Ariel	7	9,5	25%
34	Plaza Lucas Kamila Beatriz	5,5	9,5	40%
35	Veliz Pico Evelyn Juleisy	5	10	50%
36	Vera Aguilera Jeniffer Pamela	7	10	30%
37	Vera Pinela Allan Ariel	6,5	9	25%

**Source:** Diagnostic and final test of eight grade students

**Author:** Sandra Ramírez González

**Chart N° 22: Improvement of eight grade students "B"**

<b>N°</b>	<b>FULL NAME OF STUDENTS</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>IMPROVEMENT</b>
1	Maldonado Eskandar Malak Karim	8	10	20%
2	Manzo Angel Yury Janeth	9	10	10%
3	Manzo Estrada Anthony Adrian	6	9,5	35%
4	Marcillo Mera Kelvin Andres	6,5	9	25%
5	Mateo Ordoñez Joan Ariel	7	9,5	25%
6	Matias Reyes John Diego	5,5	10	45%
7	Mazzini Ortega Samantha Nayelly	6,5	10	35%
8	Medina Suarez Isamar Lilibeth	7,5	8,5	10%
9	Mendoza Anchundia Angela Narcisa	7,5	9	15%
10	Mendoza Matta George Fabricio	7	9,5	25%
11	Mendoza Vasquez William Alfredo	6,5	10	35%
12	Mera Bustos Keyla Ximena	6	9	30%
13	Merchan Flores Karla Virginia	6	9	30%
14	Miraba Tomala Viviana Elizabeth	6,5	9	25%
15	Montenegro Constante Kimberly Noemi	5,5	9,5	40%
16	Montenegro Reyes Roberth Ignacio	5	8	30%
17	Montes Macias Christian Joel	5,5	10	45%
18	Morales Del Pezo Anthony Kevin	6	10	40%
19	Morales Lainez Estefania Lisbeth	5	9,5	45%
20	Morales Marin Salome	7,5	10	25%
21	Morales Vera Elvin Adrian	8	9,5	15%
22	Moran Marcillo Josue Jasmany	7	8,5	15%
23	Moreira Villegas Steven Joel	5,5	8,5	30%
24	Muñiz Chele Arly Michelle	6	9,5	35%
25	Muñoz Arriaga Eduardo Jose	5,5	8,5	30%
26	Muñoz Guale Evelyn Mercedes	7	9,5	25%
27	Murga Guillen Genesis Isabella	6	10	40%



N°	FULL NAME OF STUDENTS	PRE-TEST	POST-TEST	IMPROVEMENT
28	Murga Zambrano Karen Gabriela	6	8,5	25%
29	Murillo Mendoza Maria Mercedes	6	8	20%
30	Neira Salvatierra Andrea Esther	5,5	9	35%
31	Ocampo Lino Fiorella Nicole	5,5	9	35%
32	Orrala Gonzalez Melanie Adriana	7	10	30%
33	Orrala Tomala John Michael	7	8,5	15%
34	Orrala Tumbaco Andres Alexander	6	10	40%
35	Parraga Rodriguez Jajaira Minerva	6,5	10	35%
36	Parrales Gomez Santiago Ernesto	6	9,5	35%
37	Ramirez Romero Fulton Emiliano	7	10	30%
38	Vera Guaranda Alan Josue	5,5	9	35%
39	Vera Tomala Alicia Julexi	5	9	40%
40	Vergara Flores Marolis Elizabeth	5,5	9	35%

**Source:** Diagnostic and final test of eight grade students

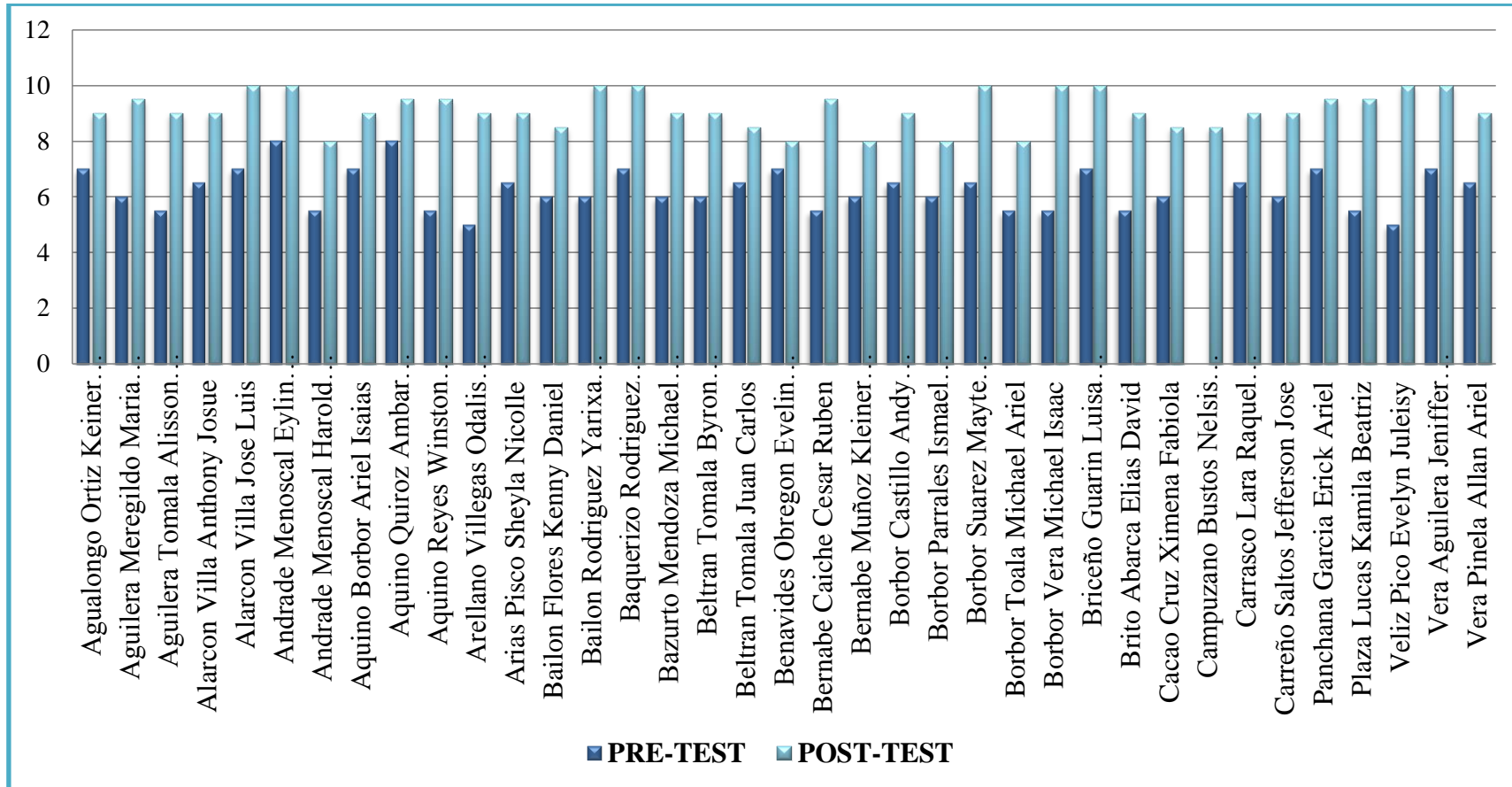
**Author:** Sandra Ramírez González

#### 4.6.6.1 Analysis of the implementation results

In order to determine the level of students' writing skill, it was necessary to take a diagnostic test to both courses: the results showed that students had a low level of English writing skill and therefore, it was needed the implementation of this proposal. At the end of the proposal application, a final test was taken in order to verify how much students improved their writing proficiency.

In this case, students reflected a significant enhancement in the written production of the English language through the use of prompts. As results show, students upgraded their ability to write in the target language and the percentages of improvement are the proof of that. Finally, in order to have a clearer idea of the writing skill improvement of students, the statistical graphics are presented below:

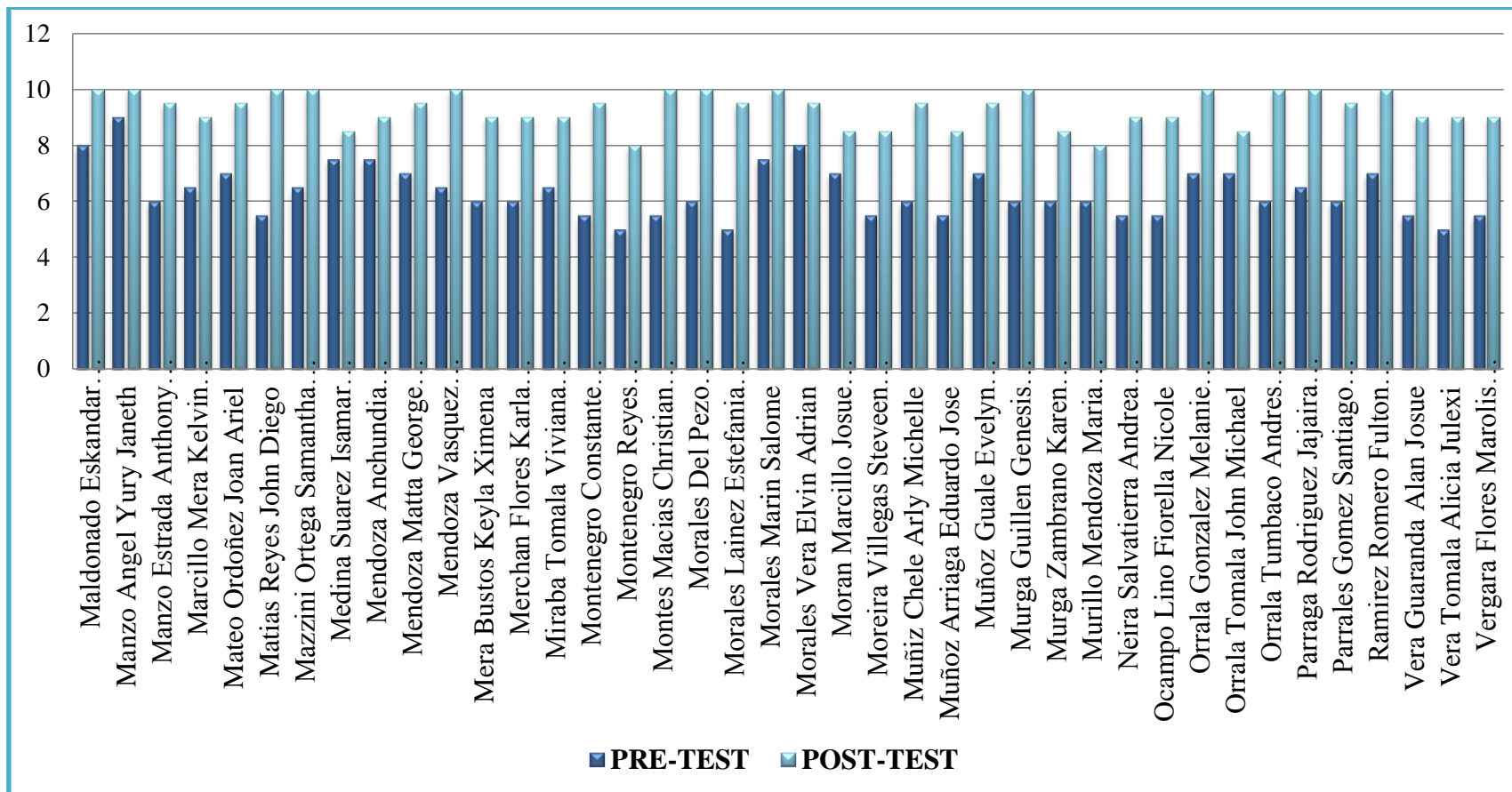
**Graphic N° 11: Improvement of eight grade students "A"**



**Source:** Diagnostic and final test of eight basic year students

**Author:** Sandra Ramírez González

**Graphic N° 12: Improvement of eight grade students "B"**



**Source:** Diagnostic and Final Test of Eight Basic Year Students

**Author:** Sandra Ramírez González

## **4.7 CONCLUSIONS AND RECOMMENDATIONS**

### **4.7.1 Conclusions**

- Once the proposal was implemented, it is concluded that eighth basic year students needed to develop their English language writing skill because it is the way of sharing their knowledge, ideas, thoughts, and others. However, for the improvement of writing skill, students also needed to learn vocabulary and grammatical structures in order to produce a precise and clear written message.
- The application of strategies in the instruction of English language writing skill was significant for increasing the motivation of eighth basic year students. Results demonstrated that students of eighth basic year were more motivated at the moment of producing the target language in its written form. The selection of writing activities constituted the way in which students from Escuela de Educación Básica “Dieciocho de Agosto” worked on the activity; students needed to be engaged in the writing process and good strategies and interesting activities supported students become good writers.
- The use of a booklet with writing prompts contributed to the enhancement of the English writing skill instruction. Through the application of this resource, students of eighth basic year from Escuela de Educación Básica “Dieciocho de Agosto” had the possibility to write in a deliberate way about topics that are related with their real interests and necessities in an enjoyable environment.

#### **4.7.2 Recommendations**

- English teacher from Escuela de Educación Básica “Dieciocho de Agosto” should encourage students to develop their writing skill because it is the way in which students can interchange information with other English-writers by e-mails, letters, text messages, and others using the appropriate vocabulary and grammar structures.
- Additionally, it is suggested that teachers have to apply a variety of strategies that engage students to write constantly and with a good attitude. The selection of activities for the writing lessons is important and teachers have to choose them according to the reality and interests of their students in order to have good writers
- Through the application of this research, it is recommended the use of a booklet with prompts to improve the writing skill of students. The way in which teachers ask students to write is important and prompts represent an aid for learners to start writing in a relaxing environment.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 BUDGET

<b>INSTITUTIONAL RESOURCES</b>				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Escuela de Educación Básica “Dieciocho de Agosto”	Two months	\$0.00	\$0.00
<b>SUBTOTAL</b>				<b>\$0.00</b>
<b>MATERIAL RESOURCES</b>				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
2	ReamPaper	3	\$5.00	\$15.00
3	CDs	3	\$0.75	\$2.25
4	Ink for the Printer (four colors)	3	\$20.00	\$60.00
<b>SUBTOTAL</b>				<b>\$77.25</b>
<b>TECHNOLOGICAL RESOURCES</b>				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
5	Laptop	1	\$1,200.00	\$1,200.00
6	Printer	1	\$300.00	\$300.00
7	Camera	1	\$150.00	\$150.00
8	Flash memory	1	\$15.00	\$15.00
<b>SUBTOTAL</b>				<b>\$1,665.00</b>
<b>OTHERS</b>				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
9	Internet	4 months	\$20.00	\$80.00
10	Communication	4 months	\$10.00	\$40.00
11	transportation	4 months	\$10.00	\$40.00
<b>SUBTOTAL</b>				<b>\$160.00</b>
<b>TOTAL SUMMATORY</b>			<b>\$1,902.25</b>	

**Author:** Sandra Ramírez González



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## APPENDIX

### Appendix N° 1: Survey applied to students



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

Dear student, this survey will help to obtain important information for a research paper titled “Prompts to improve the writing skill of students of eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto”, Santa Elena, Santa Elena Province, 2015-2016”, please take 5 minutes to answer each question honestly; all the answers will be used exclusively for this investigation. Thanks in advance.

**Objective of the survey:** To determinate the opinion of the students of eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto” about the importance of the writing skill and the influence of prompts application to practice and improve this skill.

**Question 1:** How do you consider the English language learning?

1.1	Very important	
1.2	Important	
1.3	Unnecessary	
1.4	Useless	

**Question 2:** In a scale from 1 to 5 (being 1 the least and 5 the most), how much do you like writing in English?

2.1	1 = Definitely not	
2.2	2 = Probably not	
2.3	3 = Probably	
2.4	4 = Very probably	
2.5	5 = Definitely	

**Question 3:** How do you consider writing in English?

3.1	Easy	
3.2	Difficult	
3.3	Partially difficult	

**Question 4:** Does your teacher apply different activities for the writing lessons?

4.1	Yes	
4.2	No	
4.3	Partially	

**Question 5:** What kind of activities would you like to use for practicing your writing skill?

5.1	Comic Strips	
5.2	Biographies	
5.3	Fables	
5.4	Descriptions	
5.5	Letters	

**Question 6:** Does your teacher motivate you to write in English?

6.1	Yes	
6.2	No	

**Question 7:** Have you ever used prompts that contribute to improve your writing skill?

7.1	Yes	
7.2	No	

**Question 8:** Do you consider that prompts could support to improve your writing skill?

8.1	Totally agree	
8.2	Agree Somewhat	
8.3	Disagree	
8.4	Totally Disagree	

**Question 9:** Would you like to use prompts to improve your writing skill?

9.1	Yes	
9.2	No	

**Question 10:** Would you like to learn to write in English in a prompted way?

10.1	Yes	
10.2	No	

**Thanks for your collaboration**

## Appendix N° 2: Interview applied to the principal



### UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA LICENCIATURA EN INGLÉS

Dear principal, this interview will help to obtain important information for a research paper titled “Prompts to improve the writing skill of students of eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto”, Santa Elena, Santa Elena Province, 2015-2016” please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

**Objective of the interview:** To determinate the opinion of the principal of Escuela de Educación Básica “Dieciocho de Agosto” about the importance of the writing skill and the influence of prompts application to practice and improve this skill.

**Question 1:** Do you think that the English language is important today?

**Question 2:** How do you consider the English classes in this institution?

**Question 3:** What do you think is the level of writing in student?

**Question 4:** Do you think that teachers applied the adequate strategies to develop the writing in class?

**Question 5:** Do you think that students enjoy writing in English in this institution?

**Question 6:** Do you consider that students from this institution have developed their writing skills satisfactorily?

**Question 7:** Do you consider that the application of better strategies could help students from this institution to improve your writing skills?

**Question 8:** Have you ever heard about the application of prompts to develop writing skills in students of this institution?

**Question 9:** Do you think that the implementation of prompts could help students to improve the level of writing skills?

**Question 10:** Would you support the implementation of prompts to improve the student's writing skills in your institution?

### **Appendix N° 3: Interview applied to the English teacher**



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

Dear teacher, this interview will help to obtain important information for a research paper titled “Prompts to improve the writing skill of students of eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto”, Santa Elena, Santa Elena Province, 2015-2016”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

**Objective of the interview:** To determinate the opinion of the English teacher at Escuela de Educación Básica “Dieciocho de Agosto” about the importance of the writing skill and the influence of prompts application to practice and improve this skill.

**Question 1:** Do you consider that writing in English is important?

**Question 2:** How do you consider your English classes?

**Question 3:** What are the activities that you consider contribute to develop the writing skill?

**Question 4:** What kind of tools do you use to teach writing?



**Question 5:** Do you consider that your students have developed their writing skills satisfactorily?

**Question 6:** Do you think that your students enjoy writing in English?

**Question 7:** Do you consider that better strategies could help your students to improve their writing skills?

**Question 8:** Do you consider that the use of prompts could support to improve the writing skills in students?

**Question 9:** Do you support the use of prompts to improve your students' writing skill?

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



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

Dear specialist, this interview will help to obtain important information for a research paper titled “Prompts to improve the writing skill of students of eighth basic year at Escuela de Educación Básica “Dieciocho de Agosto”, Santa Elena, Santa Elena Province, 2015-2016”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

**Objective of the interview:** To determinate the opinion of professionals in the area of English language teaching about the importance of the writing skill and the influence of prompts application to practice and improve this skill.

**Question 1:** Do you consider that writing is important in today’s education?

**Question 2:** What are the activities that you consider contribute to develop the writing skill?

**Question 3:** What kind of tools and activities do you use to teach writing?

**Question 4:** Do you think that English teachers encourage the right use of writing in class?

**Question 5:** Do you think that students develop their writing skill?

**Question 6:** Do you think that students enjoy writing in English?

**Question 7:** Do you consider that better strategies could contribute to improve the writing skills in students?

**Question 8:** How can you define prompts?

**Question 9:** Do you consider that prompts could contribute to improve the writing skills in students?

**Question 10:** What are the advantages of using prompts?

**Question 11:** Do you recommend the use of prompts for educational purpose?

**Appendix N° 5: Diagnostic test applied to students**

**ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”  
Santa Elena-Santa Elena Province  
DIAGNOSTIC TEST**

<b>STUDENT’S NAME:</b>		<hr style="width: 50px; margin: 0 auto;"/> <b>10</b>
<b>COURSE:</b>	<b>DATE:</b>	

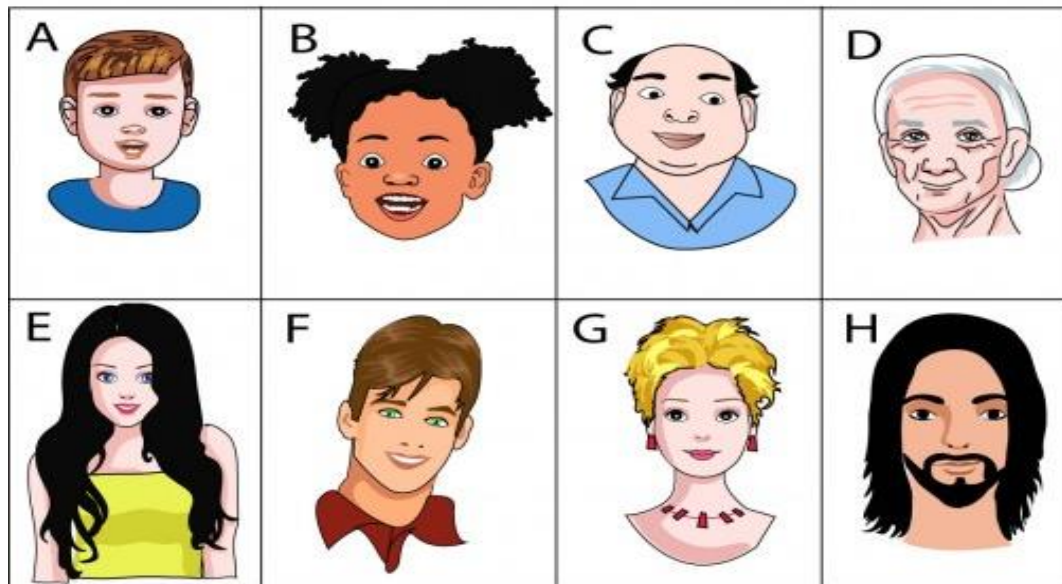
**1 READ THE SENTENCES BELOW; REWRITE THEM CHANGING THE NOUN BY THE CORRECT PERSONAL PRONOUN. ( /3.50)**

<b>N°</b>	<b>SENTENCE</b>	<b>REWRITTEN SENTENCE</b>
<b>1</b>	<b>Karla</b> is sleeping.	<b>Ex. She</b> is sleeping.
<b>2</b>	<b>George</b> is dreaming.	
<b>3</b>	<b>The blackboard</b> is green.	
<b>4</b>	<b>The posters</b> are on the wall.	
<b>5</b>	<b>The dog</b> is running.	
<b>6</b>	<b>My mother and I</b> are watching TV.	
<b>7</b>	<b>The flowers</b> are in the garden.	
<b>8</b>	<b>Tomis</b> riding his bike.	
<b>9</b>	<b>Victoria</b> is from Cuenca.	
<b>10</b>	<b>Diana and you</b> have a brother.	
<b>11</b>	<b>France</b> is a beautiful country.	

**2 WRITE A SHORT PARAGRAPH INTRODUCING YOU. USE THE WORDS FROM THE BOX. ( /3.50)**

<b>Name</b>	<b>Last name</b>	<b>Age</b>	<b>Occupation</b>	<b>Date of birth</b>
<b>Nationality</b>	<b>Address</b>	<b>Telephone number</b>	<b>Family</b>	<b>Likes and dislikes</b>

3. LOOK AT THE PICTURES BELOW; LABEL THE LETTERS WITH THE CORRECT PHYSICAL DESCRIPTION. ( /3)



LETTER	PHYSICAL DESCRIPTION
Ex. <u>D</u>	Old woman with gray hair.
	Beautiful brunette girl with long hair and blue eyes.
	Pretty blond woman with short hair and black eyes.
	Little boy with brown hair and black eyes.
	Cute little black girl.
	Brunette young man with a beard and moustache.
	Middle-aged bald men.
	Attractive boy with brown hair and green eyes.

**Appendix N° 6: Final test applied to students**

**ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”  
Santa Elena-Santa Elena Province  
FINAL TEST**

<b>STUDENT'S NAME:</b>		<hr/> <b>10</b>
<b>COURSE:</b>	<b>DATE:</b>	

**1- READ THE QUESTIONS BELOW; ANSWER EACH ONE WITH YOUR OWN INFORMATION. ( /5)**

**What is your name?**  
\_\_\_\_\_

**What is your last name?**  
\_\_\_\_\_  
\_\_\_\_\_

**How old are you?**  
\_\_\_\_\_

**Where are you from?**  
\_\_\_\_\_  
\_\_\_\_\_

**What is your address?**  
\_\_\_\_\_  
\_\_\_\_\_

**What is your telephone number?**  
\_\_\_\_\_  
\_\_\_\_\_

**What are your favorite activities?**  
\_\_\_\_\_  
\_\_\_\_\_

**What sports do you practice?**  
\_\_\_\_\_  
\_\_\_\_\_

**Who are the members of your family?**  
\_\_\_\_\_  
\_\_\_\_\_

**2- WRITE A PARAGRAPH USING THE INFORMATION FROM  
THE PREVIOUS ACTIVITY. ( /5)**

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**Appendix N° 7: Rubric for evaluating students' writing**

**Chart N° 24: Rubric for evaluating students' writing**

<b>CATEGORY</b>	<b>10-9 OUTSTANDING</b>	<b>8-6GOOD WORK</b>	<b>5-4COULD BE BETTER</b>	<b>3-0NEED TO IMPROVE</b>
<b>Content and Organization</b>	The writing idea of students is clear and includes an opening and closing idea. Students' writing reflects creative expression, exact details and smooth transition.	Students mostly have clear ideas (opening and closing ideas). Students mostly write their ideas in a logical sequence and transition.	Students' ideas are somewhat clear and students attempts to use sequence, details and transitions.	Students' ideas are unclear; writing lacks opening and closing ideas and details and transitions are minimal.
<b>Sentence Construction</b>	Students write varied and well-developed sentences. Students' sentences reflect many significant details and rich word choice.	Students write complete and detailed sentences. Words that students choose are fairly varied and descriptive.	Students write simple-constructed sentences and they attempt to use detailed and varied word choice.	Sentences are often incomplete or confusing. Word choice is limited and unvaried.
<b>Grammar and Usage</b>	Students write with grammatical accuracy. Sentences reflect subject, proper verb tense and complement. Students use varied parts of speech.	Students make few grammar mistakes, their sentences generally reflect subject, proper verb tense.	Students write inconsistent sentences with some grammar errors in their writing pieces.	Students' writings lack of grammar rules and they are confusing.
<b>Mechanics</b>	Students use capitalization and punctuation appropriately in their entire writing pieces.	Capitalization and punctuation is generally used correctly.	Capitalization and punctuation are applied intermittently.	Students apply capitalization and punctuation minimally if at all.

**Source:** Adapted from [https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRdZp1siILsHVdEGNu\\_Cck7uX0Lucyndusu1kOxlbTWJf6JYfzxwA](https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRdZp1siILsHVdEGNu_Cck7uX0Lucyndusu1kOxlbTWJf6JYfzxwA)

**Author:** Sandra Ramírez González



## Appendix N° 8: Observation guide

### PENÍNSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES ENGLISH TEACHING CAREER OBSERVATION GUIDE

<b>ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”</b>	
<b>Teacher:</b> Mr Byron Bermello	<b>Observer:</b> Sandra Ramírez González
<b>Course:</b> Eighth Basic Year	<b>Date:</b>
<b>Objective:</b> To evaluate the methodology and the different strategies applied in an English writing lesson in order to know the aspects that need to be improved in the practice of this skill.	
<b>INSTRUCTIONS:</b> The observer chooses the best option according to her criteria. <b>5 = EXCELLENT      4 = VERY GOOD      3 = GOOD</b> <b>2 = REGULAR      1 = BAD</b>	

ASPECTS TO EVALUATE	5	4	3	2	1
Teacher provides students the objective of the lesson.					
Teacher starts the class with a warm-up activity.					
Teacher describes the topic of the writing lesson clearly.					
Teacher explains any grammar structure or vocabulary necessary for the writing topic correctly.					
Teacher uses any kind of didactic resource for teaching or practicing the writing skill.					
Teacher uses the target language during the writing lesson at least 90% of the time.					
Students are encouraged to work on the writing assignments.					
Students are guided by the teacher during the writing assignments.					
Students are evaluated by presenting their writing works.					
Teacher provides students a feedback of the writing lesson.					

**Adapted from:** <http://4.bp.blogspot.com/-bNYtRRtKapU/UZpASoAvIyI/AAA>

**Author:** Sandra Ramírez González

**Appendix N° 9: Students' names-eighth grade "A"**

N°	FULL NAME OF STUDENTS
1	Agualongo Ortiz Keiner Marco
2	Aguilera Meregildo Maria Rosa
3	Aguilera Tomala Alisson Melanie
4	Alarcon Villa Anthony Josue
5	Alarcon Villa Jose Luis
6	Andrade Menoscal Eylin Nevis
7	Andrade Menoscal Harold Kenneth
8	Aquino Borbor Ariel Isaias
9	Aquino Quiroz Ambar Lorely
10	Aquino Reyes Winston Steven
11	Arellano Villegas Odalis Vanessa
12	Arias Pisco Sheyla Nicolle
13	Bailon Flores Kenny Daniel
14	Bailon Rodriguez Yarixa Alexandra
15	Baquerizo Rodriguez Jonathan Stalin
16	Bazurto Mendoza Michael Andres
17	Beltran Tomala Byron Gregorio
18	Beltran Tomala Juan Carlos
19	Benavides Obregon Evelin Veronica
20	Bernabe Caiche Cesar Ruben
21	Bernabe Muñoz Kleiner Oswaldo
22	Borbor Castillo Andy Geovanny
23	Borbor Parrales Ismael Bryan
24	Borbor Suarez Mayte Gabriela
25	Borbor Toala Michael Ariel
26	Borbor Vera Michael Isaac
27	Briceño Guarín Luisa Fernanda
28	Brito Abarca Elias David
29	Cacao Cruz Ximena Fabiola
30	Campuzano Bustos Nelsis Seline
31	Carrasco Lara Raquel Alejandrina
32	Carreño Saltos Jefferson Jose
33	Panchana Garcia Erick Ariel
34	Plaza Lucas Kamila Beatriz
35	Veliz Pico Evelyn Juleisy
36	Vera Aguilera Jeniffer Pamela
37	Vera Pinela Allan Ariel

**Source:** Secretary of Escuela de Educación Básica "Dieciocho de Agosto"

**Appendix N° 10: Students' names-eighth grade "B"**

<b>N°</b>	<b>FULL NAME OF STUDENTS</b>
1	Maldonado EskandarMalak Karim
2	Manzo AngelYury Janeth
3	Manzo Estrada Anthony Adrian
4	Marcillo Mera Kelvin Andres
5	Mateo Ordoñez Joan Ariel
6	Matias Reyes John Diego
7	Mazzini Ortega Samantha Nayelly
8	Medina Suarez Isamar Lilibeth
9	Mendoza Anchundia Angela Narcisa
10	Mendoza Matta George Fabricio
11	Mendoza Vasquez William Alfredo
12	Mera Bustos Keyla Ximena
13	Merchan Flores Karla Virginia
14	Miraba Tomala Viviana Elizabeth
15	Montenegro Constante Kimberly Noemi
16	Montenegro Reyes Roberth Ignacio
17	Montes Macias Christian Joel
18	Morales Del Pezo Anthony Kevin
19	Morales Lainez Estefania Lisbeth
20	Morales Marin Salome
21	Morales Vera Elvin Adrian
22	Moran Marcillo Josue Jasmany
23	Moreira Villegas Steveen Joel
24	Muñiz Chele Arly Michelle
25	Muñoz Arriaga Eduardo Jose
26	Muñoz Guale Evelyn Mercedes
27	Murga Guillen Genesis Isabella
28	Murga Zambrano Karen Gabriela
29	Murillo Mendoza Maria Mercedes
30	Neira Salvatierra Andrea Esther
31	Ocampo Lino Fiorella Nicole
32	Orrala Gonzalez Melanie Adriana
33	Orrala Tomala John Michael
34	Orrala Tumbaco Andres Alexander
35	Parraga Rodriguez Jajaira Minerva
36	Parrales Gomez Santiago Ernesto
37	Ramirez Romero Fulton Emiliano
38	Vera Guaranda Alan Josue
39	Vera Tomala Alicia Julexi
40	Vergara Flores Marolis Elizabeth

**Source:** Secretary of Escuela de Educación Básica "Dieciocho de Agosto"

## Appendix N° 11: Legal articles

### Chart N° 25: Legal articles

ARTICULO	DESCRIPCIÓN
Constitución del Ecuador, 2008- Artículo 26	“La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tiene el derecho y la responsabilidad de participar en el proceso educativo”
Constitución del Ecuador, 2008- Artículo 27	“La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional”
Constitución del Ecuador, 2008- Artículo 343	“El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades”

ARTÍCULO	DESCRIPCIÓN
<p>Código de la Niñez y Adolescencia -Artículo 37</p>	<p>“Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:</p> <ol style="list-style-type: none"> <li>1) Garantice el acceso y permanencia de todo niño y niña en la educación básica, así como del adolescente hasta el bachillerato o su equivalente;</li> <li>2) Respete las culturas y especificidades de cada región y lugar;</li> <li>3) Contemple propuestas educativas flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender;</li> <li>4) Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos; y,</li> <li>5) Que respete las convicciones éticas, morales y religiosas de los padres y de los niños, niñas y adolescentes.</li> </ol> <p>La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato y su equivalencia.</p> <p>El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas”</p>

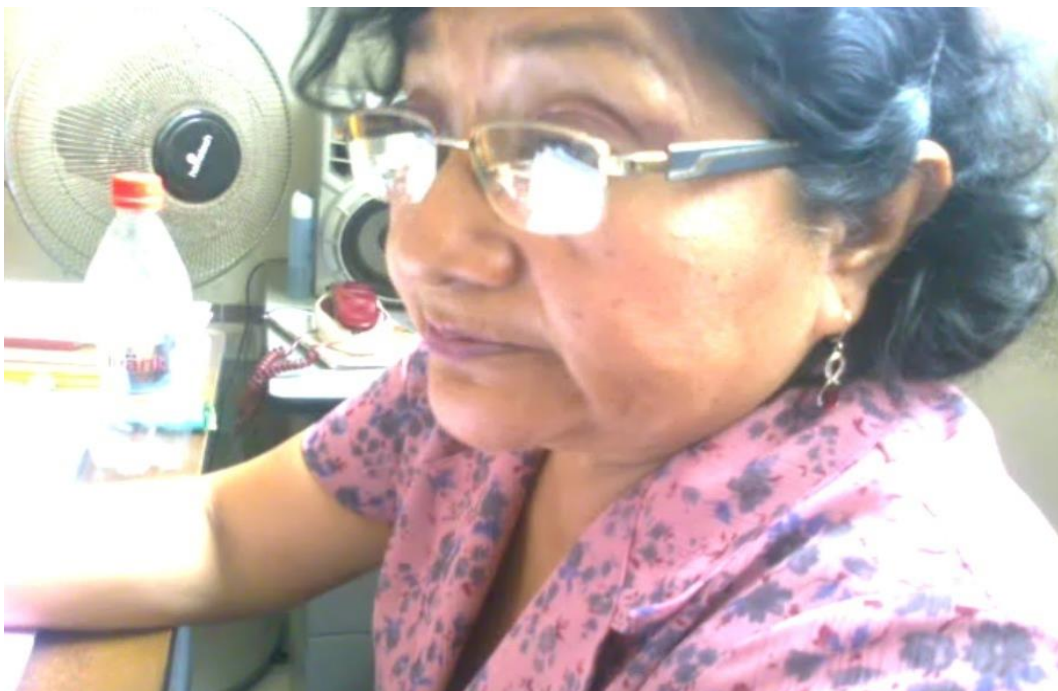
Source: Constitution of Ecuador 2008 and Code of the Childhood and Adolescence

**Appendix N° 12: Students during the survey**



**Author:** Sandra Ramírez González

**Appendix N° 13: Interview to the principal**



**Author:** Sandra Ramírez González

### Appendix N° 14: Interview to the English teacher



Author: Sandra Ramírez González

### Appendix N° 15: Students during the diagnostic test



Author: Sandra Ramírez González

## Appendix N° 16: Investigator during the proposal application



Author: Sandra Ramírez González

## Appendix N° 17: Investigator during the proposal application



Author: Sandra Ramírez González

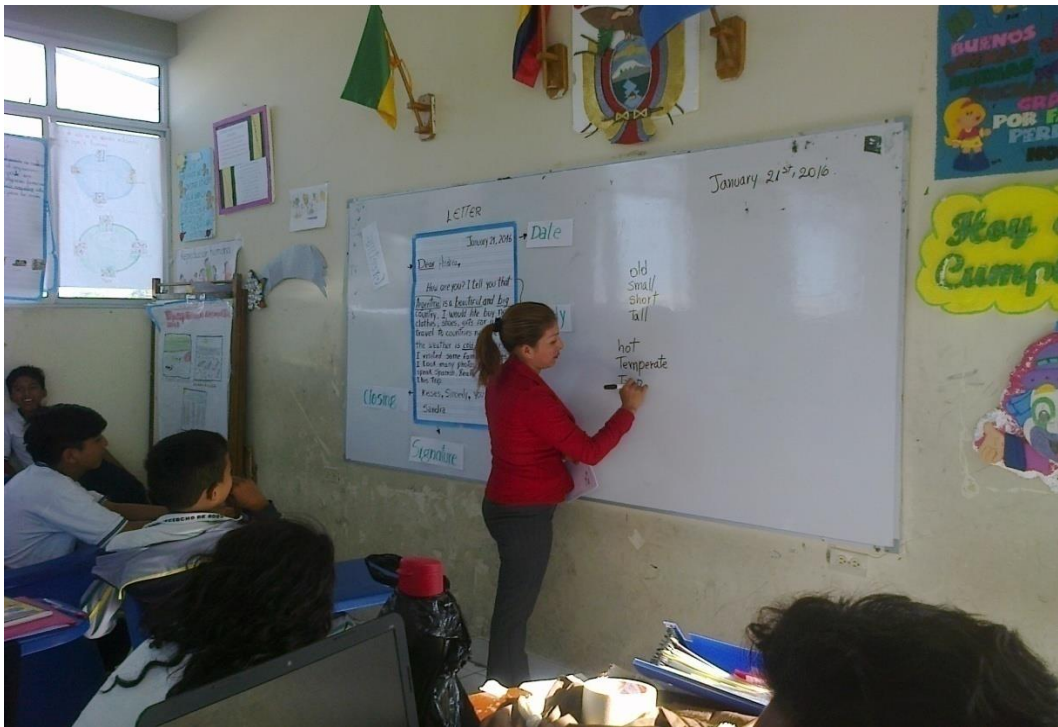


### Appendix N° 18: Investigator during the proposal application



Author: Sandra Ramírez González

### Appendix N° 19: Investigator during the proposal application



Author: Sandra Ramírez González

## Appendix N° 20: Students during the final test



**Author:** Sandra Ramírez González

## Appendix N° 21: Request to the Education District Office

	<b>Ministerio de Educación</b>	
<b>Oficio Nro. MINEDUC-CZ5-24D01-DDASR-2015-0487-O</b>		
<b>Santa Elena, 02 de diciembre de 2015</b>		
<b>Asunto: SOLICITA AUTORIZACIÓN PARA DESARROLLAR TRABAJO DE TITULACIÓN EN UNA INSTITUCIÓN EDUCATIVA</b>		
<b>Señora Sandra Yadira Ramirez Gonzalez En su Despacho</b>		
<p>Acuso recibo oficio No. CLI-2015-284--OF de fecha 01 de diciembre del año en curso, firmado por la MAD Glenda Pinoargote Parra en calidad de Directora de la Carrera Licenciatura en Inglés de la Universidad Estatal Península de Santa Elena; quien solicita Autorización para que la Sra. SANDRA YADIRA RAMIREZ GONZÁLEZ con CI 0921520557 efectúe investigación referente a tema de tesis en la EEB "DIECIOCHO DE AGOSTO" de la cabecera cantonal. Dando una respuesta al trámite ingresado a través de la Unidad Distrital de Atención ciudadana, cuyo número de documento responde al 24D01-8961 y considerando lo estipulado en el artículo 27 en concordancia con el 29 Sección Quinta-Educación, de la Constitución de la República del Ecuador, así como también lo citado en el Artículo 350 de la Ley Orgánica de Educación Superior; este despacho AUTORIZA lo peticionado la MAD Glenda Pinoargote Parra, como requisito básico previo a la obtención del título en la mencionada carrera y que responde al siguiente proyecto <u>"PROMPTS TO IMPROVE THE WRITTING SKILLS TO STUDENTS OF EIGHTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA DIECIOCHO DE AGOSTO, SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016"</u></p>		
Particular que comunico para los fines pertinentes.		
Atentamente,		<b>E.E.B. "DIECIOCHO DE AGOSTO" RECIBIDO</b> <b>14 DIC 2015</b> HORA: <b>00:00</b>  <b>FIRMA</b>
<b>Herbinson Neysler Gonzalez Jimenez ANALISTA DISTRITAL DE APOYO, SEGUIMIENTO Y REGULACIÓN</b>		
Referencias: - MINEDUC-CZ5-24D01-UDAC-2015-4806-E		
<small>Av. Amazonas N34-451 entre Av. Atahualpa y Juan Pablo Sanz Telf.: + (593 2) 3961300/1400/1500 www.educacion.gob.ec</small>		

## Appendix N° 22: Letter of acceptance

		
REPUBLICA DEL ECUADOR		
ESCUELA DE EDUCACIÓN BÁSICA		
“ D I E C I O C H O D E A G O S T O ”		
CÓDIGO AMIE 24H00005      TELÉFONO 2 - 942527		
CANTÓN SANTA ELENA		

Oficio No.EEB-DDA-007  
Santa Elena, Febrero 05 del 2016.

Srta.  
Sandra Yadira Ramírez González  
Presente.

De mis consideraciones:

Por Medio de la presente doy contestación al requerimiento recibido, donde solicita se le autorice realizar el proyecto de tesis con el tema “PROMPTS TO IMPROVE THE WRITING SKILLS TO STUDENTS OF EIGHTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”, SANTA ELENA PROVINCE, SCHOOL YEAR 2015 - 2016, le comunico que puede realizar dicho trabajo.

Atentamente,

LABOR, ABNEGACIÓN Y PROGRESO

  
Dra. Mariana Panchana Rodríguez, Msc.  
DIRECTORA DEL PLANTEL

Dirección: Av. Ángel Simón Yagual y Ancón entre Chimborazo y Olmedo  
e-mail: esc18dagosto@hotmail.com

## Appendix N° 23: Certification of the proposal application

		
REPUBLICA DEL ECUADOR		
ESCUELA DE EDUCACIÓN BÁSICA		
"DIECIOCHO DE AGOSTO"		
CÓDIGO AMIE 24H00005		TELÉFONO 2 - 942527

Santa Elena, Febrero 05 del 2016.

**CERTIFICADO**

Por medio del presente certifico que la Srta. **SANDRA YADIRA RAMÍREZ GONZÁLEZ** ejecutó el proyecto de tesis con el tema "PROMPTS TO IMPROVE THE WRITING SKILLS TO STUDENTS OF EIGHTH BASIC YEAR AT ESCUELA DE EDUCACION BÁSICA "DIECIOCHO DE AGOSTO", SANTA ELENA PROVINCE, SCHOOL YEAR 2015 - 2016, desde el 16 de diciembre del 2015 hasta el 23 de enero del 2016.

Atentamente,

*LABOR, ABNEGACIÓN Y PROGRESO*

---

Dra. Mariana Panchana Rodríguez, Msc.  
DIRECTORA DEL PLANTEL

Dirección: Av. Ángel Simón Yagual y Ancón entre Chimborazo y Olmedo  
e-mail: esc18dagosto@hotmail.com

## **Appendix N° 24: Urkund report**

La Libertad 8 de Agosto del 2016

### **CERTIFICADO ANTIPLAGIO**

#### **003-TUTOR SECL-2016**

En calidad de tutora del trabajo de titulación denominado **“PROMPTS TO IMPROVE THE WRITING SKILLS TO STUDENTS OF EIGHTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA “DIECIOCHO DE AGOSTO”, SANTA ELENA, SANTA ELENA PROVINCE, SCHOOL YEAR 2015- 2016”** elaborado por la estudiante **SANDRA YADIRA RAMÍREZ GONZÁLEZ** egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 5% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

---

Sandra Elizabeth Caamaño López  
C.I. 091557353-9  
DOCENTE TUTORA

## Urkund report

The screenshot shows a web browser window with the URL <https://secure.orkund.com/account/en-us#46140/2/164928>. The page header includes the Urkund logo, a 'Help' link, a 'Subir documentos' button, and the user name 'CAAMAÑO LOPEZ SANDRA ELIZABETH'. Below the header, the 'Dirección de análisis' is listed as [scaamano.upse@analysis.orkund.com](mailto:scaamano.upse@analysis.orkund.com), with links to [Papelera \(NO eliminado\)](#) and [Sandra Ramirez](#). A breadcrumb trail shows 'Sandra Ramirez - [SR\_cf401] (4)'. The main content area displays a table of document analysis results:

Progress	ID	Document Name	Size	Word Count	Author	Date
2%	D20920948	CHAPTER-1-SANDRA-RAMÍREZ.docx	24 KB	1683 palabra(s)	sanya_alex@hotmail.com	21/06/2016 23:43
1%	D20673506	CHAPTER 4 listo para urkund.docx	10 MB	6318 palabra(s)	sanya_alex@hotmail.com	02/06/2016 23:04
0%	D20673505	CHAPTER-V-SANDRA.docx	14 KB	123 palabra(s)	sanya_alex@hotmail.com	02/06/2016 23:04
2%	D15837708	CHAPTER-II-SANDRA-RAMIREZ EDITED (1).docx	70 KB	6495 palabra(s)	sanya_alex@hotmail.com	24/10/2015 4:02

## **Appendix N° 25: Certification of the thesis advisor**

La Libertad, 8 de Agosto del 2016

### **CERTIFICACIÓN DEL DIRECTOR DE TESIS**

ING. SANDRA ELIZABETH CAAMAÑO LÓPEZ MSc. TUTORA DEL TRABAJO DE TITULACIÓN DE LA EGRESADA SANDRA YADIRA RAMÍREZ GONZÁLEZ

#### **CERTIFICA**

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe Final del Trabajo de Titulación, éstos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

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Ing. Sandra Elizabeth Caamaño López MSc.  
DOCENTE TUTORA