UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

PERCEPTIONS ABOUT LIMITING FACTORS TO DEVELOP BASIC WRITING SKILLS IN EFL LEARNERS AT ELEMENTARY LEVEL

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Authors:

Bajaña Ordoñez Joseline Ibeth
Barre Arroyo Iveth Milena

Advisor:

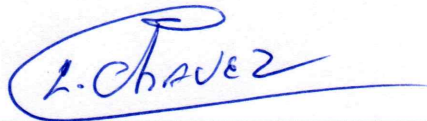MSc. Leonardo Chávez

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Advisor's Approval

In my role as Advisor of the research paper under the title "PERCEPTIONS ABOUT LIMITING FACTORS TO DEVELOP BASIC WRITING SKILLS IN EFL LEARNERS AT ELEMENTARY LEVEL" prepared by Joseline Ibeth Bajaña Ordoñez & Iveth Milena Barre Arroyo, an undergraduate student of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

_____

LEONARDO A. CHÁVEZ GONZABAY, MSC

ADVISOR

La Libertad, February 8th, 2023

Statement of Authorship

I, JOSELINE IBETH BAJAÑA ORDOÑEZ with ID number 2400337586 undergraduate

student from the Universidad Estatal Península de Santa Elena, School of Education Sciences

and Languages, as a prerequisite to obtaining a bachelor´s degree in Pedagogy of National

and Foreign Languages in my role as one of authors of the research project "PERCEPTIONS

ABOUT LIMITING FACTORS TO DEVELOP BASIC WRITING SKILLS IN EFL

LEARNERS AT ELEMENTARY LEVEL" certify that this work is of my authorship, except

for the quotes and reflections used in this research paper.

BAJAÑA ORDOÑEZ JOSELINE IBETH

AUTHOR

La Libertad, February 8th, 2023

Statement of Authorship

I, BARRE ARROYO IVETH MILENA with ID number 0805147436 undergraduate student from the Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor´s degree in Pedagogy of National and Foreign Languages in my role as one of authors of the research project "PERCEPTIONS ABOUT LIMITING FACTORS TO DEVELOP BASIC WRITING SKILLS IN EFL

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BARRE ARROYO IVETH MILENA
AUTHOR

Declaration

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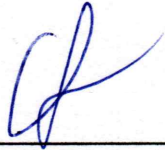
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BAJAÑA ORDOÑEZ JOSELINE IBETH

AUTHOR

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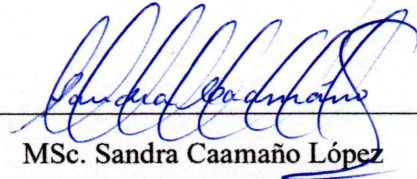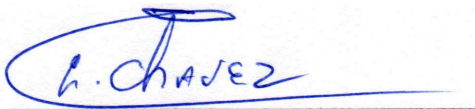BARRE ARROYO IVETH MILENA

AUTHOR

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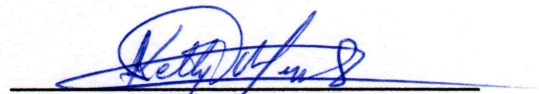
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Barre Arroyo Iveth Milena

Dedication

I want to dedicate this research work to my family, especially to my dear mother Reina Ordoñez Pinargote for her unconditional support and witness of all this process of effort and dedication for years, always pushing me to move forward, also to my brothers Mayerli and Neiser for their understanding and always being aware of the time spent in my studies. My family is and always will be my great strength to continue and reach this achievement.

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Abstract

The current research project focuses on the perceptions of limiting factors to the development of basic writing skills in EFL learners at the elementary level, using the theoretical underpinnings of writers who are well-known locals and foreigners who have researched the process of teaching and learning a second language.

The variables obtained will be thoroughly examined, and we will briefly summarize the students' concerns about writing skills. The main points of the research project are extracted from a context in which the teacher-student relationship is important, as well as the students' opinions about the monotonous lessons they receive, the lack of vocabulary they deal with, and the way they learn to develop their writing in English.

Key words: Perceptions, writing, monotonous classes, lack of vocabulary.

Resumen

El presente proyecto de investigación se centra en las percepciones de los factores que limitan el desarrollo de las destrezas básicas de escritura en alumnos de EFL de nivel elemental, utilizando los fundamentos teóricos de escritores que son conocidos locales y extranjeros que han investigado el proceso de enseñanza y aprendizaje de una segunda lengua.

Se examinarán minuciosamente las variables obtenidas y se resumirán brevemente las preocupaciones de los alumnos acerca de las destrezas de escritura. Los puntos principales del proyecto de investigación se extraen de un contexto en el que la relación profesor-alumno es importante, así como las opiniones de los alumnos sobre las clases monótonas que reciben, la falta de vocabulario con la que se enfrentan y la forma en que aprenden a desarrollar su escritura en inglés.

Palabras claves: Percepciones, escritura, clases monótonas, falta de vocabulario.

Index

Index figures

Introduction

This research study presents the factors that influence the development of writing skills from different perceptions of the students and the teacher. The main objective was to analyze the factors that limited the development of this skill in EFL learners and to determine the causes that affected the learning of writing in a foreign language such as English. Consequently, the students of the seventh grade lacked motivation and knowledge of grammar, which resulted in a lack of coherence in writing due to poor vocabulary and text structuring.

It is important to raise this issue because it allows us to know the reality of learning a foreign language within the educational environment. In addition, with the studies carried out together with the bibliographic research, it was possible to know the different perceptions that students and teachers have regarding the learning and development of writing skills in English and what were the limiting factors for the development of the same and how they influenced the motivation of both objects of study in mastering this skill both for learning and teaching. The research is of a qualitative type since it allows having more concise information, with the inquiry from a point of view that provides crucial references to carry out a more detailed study.

With the use of this qualitative technique, it aims to identify a problem associated with the limitations of students who study the English language, to explain the issues they encounter every day when they experience pressure, demotivation, and a lack of desire in continuing to learn English, and in particular the issues that exist with their writing skills. Also, the analysis of the data was obtained from the opinions and feelings of the students and teachers who were selected as the object of study in the population and sample to execute the objectives and answer the questions of the research problem.

Furthermore, some studies have been based on writing motivation as a relevant factor in the development and learning of writing. These studies demonstrate what affects student performance and the hard work that the teacher must do to reach the learning and knowledge of words to perform correct writing skills in the English language in EFLs in turn, investigations demonstrate the need to implement teaching strategies to capture the attention of students and have positive results with the improvement of writing skills.

The purpose of the study was to analyze the factors that limit the development of basic writing skills in EFL learners, through the analysis of teacher and student perceptions of the teaching-learning process of English in 10-11-year-old students of the seventh grade of the "Violeta Ordóñez de Masson" Basic Education School, to explain the main causes that limit the teaching-learning process, and to analyze the data obtained through a focus group using a qualitative methodology.

The following details are included in the five chapters that make up this thesis:

Chapter I: The Problem

The problem statement, research objectives, research questions, and justification are all described in this section.

Chapter II: Theoretical Framework

Background information, instructional support, theoretical support, legal support, and study factors are all included in this part.

Chapter III: Methodological Framework

In this section, the research technique, kind of research, tools, data collecting, processing, and resources, as well as the population and sample, are explained.

Chapter IV: Analysis of Findings

This section discusses how focus group data is interpreted, how it is analyzed, and how it compares to a bibliographic review.

Chapter V: Reflections of the Study

The author describes how the study process went and the benefits in this part.

Chapter I

The Problem

Research Topic

Evaluation Techniques and Instruments

The title of the project

Perceptions about Limiting Factors to Develop Basic Writing Skills in EFL Learners at Elementary Level.

Problem Statement

Currently, the English language is one of the most relevant and influential languages in the world, as it is considered the official language to deal with important matters. Aziza Ilyosovna (2020) mentioned that "English may not be the most spoken language in the world, but it is the official language og 53 countries and spoken by around 400 million people across the globe" (p. 22). That is, it is the language most commonly applied by people all over the world so it is a very studied language, not only by native speakers but also by learners.

Thanks to studies on the English language, it is generally known that it focuses on four skills; speaking, listening, reading, and writing. These four skills are very important in the education field as they work simultaneously in real life. Manaj Sadiku (2015) mentions "in fact, the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively"

Having mentioned that, the four skills are important in the teaching–learning process. However, not all skills are well developed as required when learning a second language. Writing, one of the mentioned skills, which is one of the vital variables to carry out this research project is the least developed in teaching learning process, being this the problem.

Writing as a skill is very important as the other skills in the teaching – learning process of a new language, but developing this skill is a great challenge.

According to Q.language (2021) "Writing skills in language learning are often overlooked. Many language learners concentrate much more on skills such as speaking or listening". Many people consider writing to be less important as people believe they do not have to apply it as much in daily life as other skills, speaking and listening. According to UNESCO (2020), 14% of people worldwide lack basic writing skills.

In education, even more at the elementary level, there is a deficit in basic writing skills. EFL learners show basic problems, they revealed a deficit in vocabulary, spoken expressions, spelling, punctuation, syntax, word form, and word order. EFL learners demonstrate difficulties with basic writing skills when working on activities based on this skill. They also show pressure when writing, because they feel not to be able to do it correctly.

There are different factors that are part of this problem, that limit and influence the development of basic writing skills; the objective of this project is to identify them in order to analyze them, thus helping the teacher to know what to improve and modify in the learning process.

Problem question

What are the factors that limit the development of basic English writing skills in 10-11-year-old students of the seventh grade of the "Violeta Ordóñez de Masson" Basic Education School, in the canton of Santa Elena, province of Santa Elena?

Specific questions

- Why is there a deficit in writing skills in 10-11 year 11-year-olds in the seventh grade?

- Why is it important to develop writing skills in students from an early age?

- What do teachers and students say about the reason for the deficit in writing skills?

Objectives

General Objective

To analyze the factors that limit the development of basic writing skills in EFL learners, through the analysis of teacher and student perceptions of the teaching-learning process of English in 10-11-year-old students of the seventh grade of the "Violeta Ordóñez de Masson" Basic Education School.

Specific objectives

- To determine the reasons affecting the development of basic writing skills.

- To analyze the causes of basic writing weaknesses in English language learners.

- To help the teacher to understand why most of their students face difficulties in basic writing skills throughout their learning process.

Justification

In English, all skills are important, they are all connected. Acquiring all four skills is essential to the student's learning process. However, not all skills are developed correctly when learning a new language, then, there are deficits in these skills, one of them being writing.

For this reason, this research project will be carried out, due to the fact that at primary school, which is a basic stage for learning and developing a new language, students show a deficit in basic writing. It is a bit complicated for students to write simple sentences and basic vocabulary in English because they do not master the correct spelling of words and do not have the confidence to express basic ideas in basic writing.

This research is also important because the purpose the factors that limit the development of basic English writing skills in 10-11-year-old students of the seventh grade of the "Violeta Ordóñez de Masson" Basic Education School, based on both teacher, and students' perception. It is important to recognize and analyze these factors because in this way it will be possible to know what is happening with students, what is affecting to the development of this skill, what should be changed. Also, with the findings, the teacher should consider the factors found in the process of teaching and learning English in order not to make the same mistakes, to modify and improve these weaknesses and thus be successful in developing skills, in this case writing, since it is a very important tool while learning a new language, English.

As (Deane, 2018, as cited in Sarwat, Ullah, Shehzad, Mehmood, 2021) mention, "writing is the most significant development in human history. It is a way of exchanging knowledge, information, thoughts and opinions with other countries of the world from one generation to another".

If this research is not carried out, it will not be possible to determine and analyze the factors, and by not knowing them, the students will continue with the same problem, thus they will continue to advance to higher grades, in this case secondary school, and they will have future complications. This assumption is due to the fact that the students are in eighth grade, which means that the problem has been going on for a long time, in previous grades. As Binti Yaakob (2015) mentions "writing skills are indispensable in lifelong learning, without proper writing skills from primary level soon students will encounter problems when pursuing higher education".

Chapter II

Theoretical Framework

This chapter lays the groundwork for this study, gathers information from previous studies, as well as the basis from a pedagogical, theoretical, and legal standpoint that support this project.

Background

Importance of English Skills for students

Khansa Dzakiyyah (2021) in her research concluded "having good English language skills for students is very beneficial for them now and in the future when they continue their education to a higher level or when they have a career". The mastery of English language skills provides students the opportunity to expand their knowledge.

All English skills are connected; they all work together. Integrating listening and speaking with reading and writing will make pupils good listeners, speakers, readers and writers in order to communicate effectively.

Writing skill

Kellog (2001, as cited in Ramirez, 2016) opines that "writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas; because proficient composition of a text indicates successful learning of a second language".

Writing as a skill is very important in teaching and learning a foreign language; it helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking, and reading. (Tautenbaeva & Seitesh, 2015).

Karim & Mursitama (2015, as cited in Nurbayan, Zaka , Sanusi, & Supriadi, 2020) explained that "writing produces a product that shows the quality of one's learning. In

addition, writing skills are the primary language skills and the ultimate result of language skills"

Deficit on writing skills

Writing is one of the least important skills worldwide because people consider that it is not as necessary as other skills in real life. Q.language Admin (2021) arguments that "writing skills in language learning are often overlooked. Many language learners concentrate much more on skills such as speaking or listening. However, not practicing and developing your ability to write in your target language is potentially slowing your progress"

Ramirez (2016) mentions "writing is an important skill for language production. However, it is considered a difficult skill, particularly in English as a second language (ESL) contexts where students face many challenges in writing".

This problem of writing skills deficit has become a worldwide problem; authors have shown in their research based on this topic. Ramirez (2016) in his research project "ESL Learners ' Writing Skills: Problems, Factors and Suggestions" found:

The analysis of ESL learners writing samples revealed a total of 1217 problems in grammar, syntax, vocabulary, spelling, punctuation, word form and word order, spoken expressions, contracted forms, cohesion, repetition of ideas and L1 influence. The highest number of errors was made in grammar.

Besides, A. Ali, Javed, & Shabbir (2017, as cited in Sarwat , Ullah, Shehzad, & Mehmood, 2021) stated on his study project "The majority of the students at school level are unable to comprehend this writing skill properly. They are still facing numerous challenges in English language subjects particularly in writing skills".

Factors affecting the development of writing skills

Because of the complexity of its structure and language, writing in English is regarded as the most challenging skill (Rao, 2017). That is why it is difficult for learners to organize a

sentence correctly. In addition, the interference of some factors influences the development of it. As well as Samina Sarwat (2021) mentions that "lack of learners' motivation, inadequate time for writing, lack of reading and writing practice, no proper feedback and comments on students' written work, lack of teaching resources and facilities, overcrowded classrooms, unproductive teaching methods, and students' social background"(p.3). The major reason why elementary kids have trouble writing in English is due to all of these issues.

Based on the research of (Abdulateef S. et al., 2019), the author argues about writing anxiety may have a detrimental impact on ability, but writing accomplishment motivation and writing self-efficacy may considerably enhance writing performance. Which become circumstances that ineffectively affect the writing development on learners. On the other hand, such factors can also effectively intervene in the process of learning such skills.

Futthermore, to the factors mentioned as well, there are other issues affecting writing performance mentioned by Ghufron & Ermawati (2018), in her research about experiential learning to acquire vocabulary that " students yielded a significant advancement in the vocabulary test and a higher proportion of vocabulary used in which it affects on students' writing skill"(p.3). Which emphasizes such activity as a weakness in writing classes in EFL learners.

In addition, a study reveals a problem linked to the student's comprehension when writing a text in which the source language interferes (Hyland, 2019). This is a determining factor in the development of writing due to the cultural and communicative perceptions of a colloquial language that learners write as in the source language.

Pedagogical basis

Many writers have created many ideas that explain and assist the challenging teaching-learning process. Some of them concurred that finding the most effective teaching

and motivating methods for pupils to acquire a new language makes teaching a challenging process for educators.

Constructivism

"Constructivism has been a very powerful model for explaining how knowledge is produced in the world as well as how students learn" (Shah, 2019). "In didactic concepts based on constructivism, teaching is understood as creating situations in which pupils are given the opportunity to (re) construct - to create, modify and improve their existing knowledge" (Jitka et al., 2018). Building among a community of learners is what learning is all about.

Constructivism in Writing Skills

Teachers who practice constructivism must pay attention to their student's behavior and hear what they have to say without passing judgment or attempting to alter their responses. "This strategy encourages students to take risks and develop their own ideas without fear of being incorrect" (Al-Jarrah et al., 2018). It is an effective way for teachers to help develop and improve the writing skills of EFL learners.

Theoretical basis

Learning a new language is a tedious, time-consuming process that takes a great deal of practice and devotion. It is not easy to learn anything from one day to the next and become an expert overnight. As a result, when we encounter situations in which children face difficulties or obstacles in learning a new language, we sometimes make assumptions as simple as "it is bad," "do not study enough," "nothing advances," and so on, rather than pausing to observe how the learning process is going and each child's personal situation. We must identify and control these barriers so that learning is more effective, gratifying, and uncomplicated (Babyradio, 2018).

Form of language: Grammar

According to Quinteros Meza and Ronnie André (2017) they concluded that writing is somewhat connected to grammar because it involves patterns, correct word use and order, and so on, which is why this component was chosen to be studied in this examination.

The variable took into account the following errors: subject omission, pluralization and inappropriate placement of adjectives, verb omission, misuse or omission of prepositions, erroneous literal translation, word order, and vocabulary. All of the mistakes stated in the section "form of language" were committed by the EFL students in the public school where this research was conducted.

Linguistic competence

A research project by Chamba, Reinoso, & Rengifo (2019) As a consequence, the number of mistakes was reduced for the majority of the language competency criteria; this demonstrates that using real resources enhances intermediate students' ability to create coherent texts. The research provides an example of student writing that meets the "clarity/organization" criterion. Furthermore, as compared to the prior exam, the number of mistakes in "scoring," "word choice," and "verbal time" dropped in the post-test.

The problem of phonetics and pronunciation

Our mother tongue does 'play a trick' when it comes to learning the second, but it is natural that it costs us. We are talking about vowels, the most fundamental aspect of learning to read and write, with twelve sounds in English compared to five in Spanish. And we are dealing with a language that does not read the same way it is written. It has nearly twice as many phonetic sounds as Spanish and, to top it all off, various accents (Alrod, 2020).

Motivation for writing

Aruquipa (2020) emphasizes that in this process, writing is procedural in the development of the stages, starting from the global perception in contact with the auditory

and visual reality, concrete physical motor activity, in the practice of linguistic and oral processes, in addition to the intrinsic physiological, physical and emotional needs, the learning process for the development of writing is constituted.

Creative writing

According to González, Pérez María Leticis, Cabrera & Yolanda (2022) Creativity is recognized as an essential component not only in the instruction of written expression but also in the entire educational process that occurs at school. To put it another way, it is a fundamental talent that every learner possesses. It is a different way of looking at reality and communicating in writing without worrying about making mistakes in a foreign language. In EE, creativity takes into account aspects that contribute to the production of knowledge based on prior personal experience as well as the activity itself, which is carried out through connection with others.

Vocabulary

According to Aminatun & Isnaini (2021), Many EFL students continue to struggle with vocabulary acquisition. This is due to the fact that most English vocabulary differs between written and spoken forms. To address these circumstances, EFL students have their manner of learning and adding new English terms to their vocabulary. There are several approaches to improving students' vocabulary proficiency.

Translation applications

"The technique of translation is a method used to overcome the difficulty of translating at the level of words, sentences, or paragraphs" (Bernadtua S. et al., 2021). According to the author, this technique facilitates the translation of words easily and efficiently. However, (Octaviani & Yuyun, 2018) argue that translation tools are one of the causes that affect learners' grammatical performance. It impedes the development of learners' lexis and writing practice concerning vocabulary and writing form.

Legal basis

Constitution of The Republic of Ecuador

Article 27 of the Republic of Ecuador's Constitution (2008) states that education "shall focus on the human being and shall guarantee its holistic development, within the framework of respect for human rights, the sustainable environment, and democracy; shall be participatory, binding, intercultural, democratic, inclusive, and diverse, of quality and warmth; shall promote gender equity, justice, solidarity, and peace; shall stimulate critical sense, art and physical culture, individual creativity, and individual development; shall be participatory, binding, intercultural, democratic, inclusive, and diverse.

Serrano Jama Washignton (2021-2022) stresses that, this article establishes the importance of innovation in education that allows teachers to make the necessary changes in education, student preparation, and this right is supported by Chapter 343 of the good living, which states: The National Education System will have as its purpose the development of individual and collective capacities and potentialities of the population, which allow for the learning, generation, and use of knowledge, techniques, knowledge, and culture. The subject who learns will be at the heart of the system, which will be adaptable and dynamic, inclusive, effective, and efficient.

Chapter III

Methodological Framework

Methods

Methodology Definition

Bhushan & Alok (2017) define that "research methods include all the techniques and methods which have been taken for conducting research, whereas research methodology is the approach in which research troubles are solved thoroughly, it is a science of studying how research is conducted systematically" (p.1). It explains the different approaches a research problem can have to carry out a methodological design to find a solution or obtain more information about the case to be studied.

The methodological framework for this study intends to analyze the data that the research participants submitted. This technique is essential because it makes it possible to understand how the information is gathered, how the research process will be carried out, and how the study will come to a conclusion.

Design Method

This research project focuses on qualitative approach by collecting information and data through open – ended questions. This research aims to analyze the responses constructed by the participants in order to identify the factors limiting basic writing skills. This approach is the most appropriate for this study since it makes it possible for the researcher to collect significant data that contribute to the topic.

Qualitative Method

According to C., Nelly Bautista (2022) the primary axis of qualitative research in the social sciences is the comprehensive comprehension of human behavior and the motivations that regulates it.

Qualitative research employs three basic interrogative terms: why, what for, and how of a social fact; quantitative research, on the other hand, employs questions based on the words: which, where, when, and how many, because its interest is focused on finding exact answers to events that can be measured mathematically. The observation of small population groups at a time, is the foundation of qualitative research, which is based on the collection of small samples.

The significance of methodologies and their use in social sciences is determined by the nature of the topic. It is, up to the researcher to decide which approach to use. The qualitative choice is not inherently superior to the quantitative option; nonetheless, we must remember that the reliability, validity, accuracy, adaptability, and degree of inference among a population vary from one technique to the next. Cadena- Iñiguez (2017). Consequently, in this way the qualitative method is more suitable to know different versions and appeal to a response based on different opinions.

The qualitative methodology will be employed to have a satistatistic result.

Characteristics of Qualitative Method

Enrique & Freire (2020) states that. Qualitative research is sometimes defined as a continuous process in which methodological acts are defined and reinterpreted. This research method allows for the continuous enrichment of the theoretical model on which it is based; as a result, new moments and instruments for information gathering may be introduced in response to new occurrences and ideas that emerge over the course of the investigation.

As a result, we can conclude that the main singularity of qualitative research is subjectivity, which is mediated by the researcher's theoretical, scientific, and ethical background, which confers scientific rigor, reliability, and validity to the results; as well as open, inductive, and flexible designs that constantly redefine their methodology.

Type of Research

Phenomenological Studies

The term "phenomenology" refers to a method of inquiry that focuses on examining phenomena from the viewpoint of individuals who have actually experienced them in order to capture its essence (Neubauer, 2019).

Furthermore, the following concept is taken into consideration by this phenomenological inquiry "this approach focuses on how individuals understand the meanings of lived experiences" (Guillen, 2018). This method allows the researcher to know the different variables that affect the teaching-learning process through the life stories experienced by both students and teachers about the perceptions they present in the development of writing skills in the educational field, mostly based on interviews. The participants must be able to communicate their lived experience clearly throughout this type of instrument.

Data Collection Techniques

Focus group

Nyumba et al., (2017) argue that "the method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population". This technique helps in obtaining more in-depth information on the research topic.

For this research project, the focus group is essential since it is a qualitative method technique that provided crucial information for this research applied to students and teachers in a group setting in order to analyze the responses obtained and the interpretation of the experiences gathered.

Instruments

Interview

As a research approach, interviews with the groups concerned were employed. The interview method is defined as follows: "the way of inquiry at the empirical level, of an administered nature, through the use of interpersonal communication with one or a group of subjects" (Hernán Feria Avila, 2020).

The research paradigm, the methodology and method(s) used, the population and sample (unit of analysis and unit of work), the data collecting techniques, the design or selection of instruments to collect data, if applicable, because there are already elaborated instruments; the entry, permanence, and exit of the fieldwork; the techniques for systematizing the data; Bustos (2021) and the techniques for interpreting the results should all be considered in the methodological design since it is the "set of procedures (methods and techniques) applied to answer the research problem and test the hypothesis". (Bustos, 2021, p.9 quoted by Alava A, 2002, p.3).

The questions were open-ended, for the students 5 and for the teacher 6 applied in person at the educational institution. The interview was conducted because it provided a solid foundation for the research in regard to the study that was offered in this research project, which helped to support the concepts.

The interview is definitely the most user-friendly instrument in this sort of project, because it includes crucial features that aid qualitative research, such as: the curiosity of the studied, the ability to gather data on a variety of themes, and the fluency of the replies.

Data Collection Processing and Resources

The questions and responses below provide the basis for the data gathering process:

What?

Focus group interview

Where?

At Violeta Ordoñez de Masson School

When?

Academic Period 2022 – 2023

How?

Questionnaire and open-ended questions

What for did you collect information?

To identify the factors that limit the development of writing skills in students in order to know the problems that should be considered to improve the teaching-learning process of this skill.

Population and sample

The population of this research project is "Violeta Ordóñez de Masson" Basic Education School. The study sample is the seventh grade students and an English teacher. Due to the small population, no statistics formulas were applied to create the sample.

Chapter IV

Analysis of Findings

In this chapter, we show the complete analysis of our work. We present the comparisons of our theoretical framework with our research. Here we present the opinions of the students through the focus group and the possible causes of their lack of writing skills; also, we reveal the points of view of the teacher about the difficulties and development of English writing in the students obtained from the interview questions.

Interpretation of data from the interview

A focus group interview with 5 students and 1 teacher was conducted to collect the data information. Following is an analysis and interpretation of the questions:

Teacher interview

The research topic is "Perceptions about limiting factors to develop basic writing skills in EFL learners at the elementary level". In the interview with the teacher, several questions were posed about the causes that limit the development of the mentioned skill, which were answered with total cordiality and sincerity by the interviewee stating that the influence of L1 affects grammatical problems and repetition of ideas due to the effect of the environment on learning a new language.

However, the interviewee thinks that translation applications sometimes help the student to understand a new word or a word of unknown origin but also, the interviewee emphasizes that translation affects the development of the correct form of writing skills in the English language because it does not help the learner to correct errors or apply the correct grammatical structure in sentences.

For the development of writing skills, the candidate considers that the lack of motivation and disinterest in learners are the main obstacles that interfere with the development of it because students take it as a boring skill, and emphasizes that classes need to be interactive and practical to enhance the development of writing skills in the English language.

The respondent also shows that having a wide vocabulary of words before knowing grammar is paramount to being able to form sentences or formulate a paragraph in addition, the interviewee agrees that vocabulary is essential to learn and developing writing skills that allow students to write about a wide variety of topics and broaden their knowledge.

Focus group interview with students

Figure 1

Question 1: ¿Cree que el profesor debería aplicar la escritura libre para el desarrollo de la escritura en inglés en el aula?

NOTE: Question to ensure if free writing can be applied to enhance English Writing

The most frequent words: Learning, self-expression, ease of oppositions.

Analysis: During the interview, the result shows that students approve of the free writing strategy because of the teacher's lack of focus on teaching writing skills.

Figure 2

Question 2: ¿Crees que el profesor debe motivar a los alumnos a escribir en inglés mediante clases didácticas?

NOTE: Question about the importance of motivating students through didactic classes.

The most frequent words: Interest, boring classes, English language development.

Analysis: Based on the response, the students agree with applying more didactic lessons to improve their learning because they learn in a very monotonous way using an English book as the only tool.

Figure 3

Question 3: En su opinión, ¿cuál es el mayor obstáculo a la hora de aprender a escribir en

séptimo curso?

NOTE: Ask about the biggest obstacle to writing development.

The most frequent words: Vocabulary, book, other skills.

Analysis: All pupils agree that the biggest obstacle to acquiring the skill of writing is undoubtedly the lack of practice, due to the teacher's lack of focus on developing the skill.

Figure 4

Question 4: ¿Está de acuerdo o en desacuerdo con que la gramática se enseñe menos en séptimo curso?

NOTE: Question about whether grammar should be used less for writing development.

The most frequent words: Difficulty, learning development, teaching and future.

Analysis: The respondents mostly disagree with teaching less grammar in the course they are taking because if it is decreased it would affect them to have a basis for learning in future courses.

Figure 5

Question 5: En su opinión, ¿es esencial el vocabulario inglés para desarrollar la capacidad de redacción?

NOTE: Question on the importance of vocabulary for writing development.

The most frequent words: Importance, basis, writing and difficulty.

Analysis: The students surveyed agree that vocabulary is the basis for learning to write and is therefore necessary to be able to write without difficulty.

Analysis and discussion of focus group vs bibliographical review

The theories that were previously discussed in the theoretical framework and given some thought are connected to the questions that were posed to the population we have chosen in the focus group interview. The interview questions focus on the factors that affect the development of English language writing skills in EFL learners from the perceptions of the teacher and the students.

Vocabulary

"There are different ways for students to learn and develop writing skills and expand their vocabulary to form sentences or paragraphs and for learners to be able to write freely in English without presenting so many difficulties due to the lack of knowledge of words interfered with by the language of origin". (Teacher interview)

Many EFL students continue to struggle with vocabulary acquisition. This is due to the fact that most English vocabulary differs between written and spoken forms. To address these circumstances, EFL students have their manner of learning and adding new English terms to their vocabulary. There are several approaches to improving students' vocabulary proficiency.

Translation applications

"Translation applications can affect the correct form of writing due to the applications' errors regarding the correct grammatical structure and coherence of the text in the English language. However, these applications often help in the understanding of new words of unknown origin to the student". (Teacher interview)

According to the research in chapter two, translation tools are one of the causes affecting students' grammatical performance. It impedes the development of learners' lexis and writing practice concerning vocabulary and writing form.

Creative writing

"We agree that free writing should be applied in our English classes as a tool for learning to write because our teacher has taught us nothing more than to complete the English book and we have never done a small paragraph about our hobbies, or about our vacations. We think that if free or creative writing is applied we will be able to grasp writing better." (Focus group)

Creativity is recognized as an essential component not only in the instruction of written expression but also in the entire educational process that occurs at school. To put it another way, it is a fundamental talent that every learner possesses. It is a different way of looking at reality and communicating in writing without worrying about making mistakes in a foreign language. In EE, creativity takes into account aspects that contribute to the production of knowledge based on prior personal experience as well as the activity itself, which is carried out through connection with others.

Motivation for writing

"For us, didactic classes are very motivating for learning. English is a subject that should not be boring but our teacher just makes us fill the book with English and that makes us lose interest in learning, which is just filling and filling a book without acquiring knowledge." (Focus group)

It has been mentioned above that writing is procedural in the development of the stages, starting from the global perception in contact with the auditory and visual reality, concrete physical motor activity, in the practice of linguistic and oral processes, in addition to the intrinsic physiological, physical and emotional needs, the learning process for the development of writing is constituted.

Chapter V

Reflections of the Study

This chapter presents the personal reflections of the research, in other words, the experience of conducting the study, the difficulties and life-lessons the authors learned about the topic during the development and understanding of the research. In this study, it was possible to concretize the exposed problem through the results obtained from the participants that determined factors and causes that affect the writing skills of seventh-grade students and the perceptions of the English teacher that was found during the research.

Throughout the research there was an explanation and description of perceptions about limiting factors to develop basic writing skills in EFL learners at the elementary level, it is concluded that: The problems in which the students were involved in acquiring, in this case, the English writing skill are mostly due to lack of practice and more so, motivation which leads the students to have no interest in acquiring writing development. In addition, students demand more didactic classes that encourage them to learn and be awake in class.

Based on the empirical observation performed by the researchers using the focus group technique, we were able to observe that the students presented some concerns regarding the way the teacher taught her writing classes in English, a fact that was of utmost importance in the research since it was possible to obtain relevant information that complemented the objective of this study.

The teacher, therefore, emphasized that the influence of L1 affects grammatical problems and the repetition of ideas due to the effect of the environment on the learning of a new language, thus one of the factors present that hinder the development of writing in the English language from the educator's perception. In addition, the importance of acquiring

vocabulary is one of the main causes of writing in order not to have basic weaknesses that affect the learning process.

Lack of motivation, both from student and teacher perceptions, was inferred within the stated objectives as one of the factors that affected the development of English language writing skills since both participants emphasize the lack of interest in learning and, therefore it becomes an obstacle for both sides.

To continue, there is another limitation for students is the lack of interactive classes that help them feel motivated to learn and develop writing skills. For this, the teacher must apply different strategies that help to awaken the learners' interest and improve their writing skills by developing their critical thinking and being able to write a text of their interest. On the other hand, for the teacher, the disinterest of the students is the main obstacle in the development of this skill, since the students call the writing skill boring. However, a good technique could solve this obstacle and help students to expand their vocabulary and correctly improve the writing process.

The elements that impacted students' development of writing skills were uncovered as a result of the completion of this study. This is because various elements correlate with the ideas previously stated in this project, defining the limitations that students have when learning to write in English and the shortcomings that the instructor has while teaching it. It is critical to note that this study allowed us to detect all of these issues. The shortcomings in students' learning aid to enhance or adjust the approaches used to teach a class, or that the students better grasp a text and context in English and, most importantly, know how to write it.

The first step was to identify the factor that prevented the student from learning, such as switching from a traditional class to one where the student feels more motivated and

confident to learn, where the student can express his/her opinion, and where the strategy of simply filling an English book with vocabulary that the students do not fully understand is abandoned.

The advantages of this project were to be very active and participative at the moment the problem was posed to the students, where they showed that the writing skill is the one that is least taken into account by the teacher. Thus, determining that these factors that affected the students come from the teacher, where the teacher is not aware that students can understand and comprehend what you are trying to explain, on the other hand, students who are in basic education do not speak and vent with the teacher giving them to know their discomfort about the class. All these aspects allowed the problem, the problem statement, and the development of the objectives to have the same purpose, which implied knowing the subject and the necessary basis that were carried out.

As researchers, we learned that teacher has a great responsibility and commitment to direct and motivate students to learn and modify their perceptions of learning a new language, which students often describe as difficult or dull. On the other hand, it should be mentioned that the teacher must be aware of the student's weaknesses. As a result, educators need to find techniques and procedures that direct students' learning.

At the beginning of the study, the research beliefs regarding the factors affecting writing skill development from different perceptions were lack of writing practice to improve students' writing skills. However, during the research, it was possible to determine the real reasons for the lack of this skill. Which demotivation as the main factor came from both sides, both students and teachers, and therefore the learners had difficulties when writing in English.

Finally, for future research on the same topic, we would like to apply different strategies to strengthen students' writing skills, awaken their interest in learning a new language such as English in this case, and evaluate the perceptions of both participants, students, and teachers, regarding the development of this skill. Also, to encourage other researchers regarding the research topic to conducting a deeper study of the factors found in this exploration. Furthermore, as future teachers, to know the most relevant circumstances that affect learning in order to be able to intervene in the best possible way in the development of this skill in students.

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Annexes

Annex 1: Tutor Assignment

**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

UPSE

MEMORANDO

REFERENCIA: PINE-217-2022

DE: Ing. Eliana León Abad, MSc.
           DIRECTORA DE CARRERA

PARA: Joseline Ibeth Bajaña Ordoñez
           Iveth Milena Barre Arroyo
           ESTUDIANTES CARRERA PINE
Cc: Leonardo Chávez Gonzabay, MSc.
           DOCENTE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "Perceptions about Limiting Factors to Develop Basic Writing Skills in EFL Learners at Elementary Level", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
MSc. Leonardo Chávez Gonzabay	lchavez@upse.edu.ec	0996543470	Tutor
MSc. Sandra Caamaño López	scaamano@upse.edu.ec	0990794148	Especialista

Recordarle que el docente tutor debe enviar mensualmente el informe de avance, además las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,

Ing. Eliana León MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

C/c Archivo

Dirección: Campus matriz, La Libertad - prov. Santa Elena - Ecuador
Código Postal: 240204 - Teléfono: (04) 2-781732
www.upse.edu.ec

Annex 2: Anti-plagiarism Report

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
BIBLIOTECA
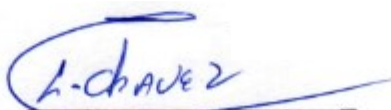**Formato No. BIB-009**

CERTIFICADO ANTIPLAGIO

La Libertad, Febrero 8 de 2023

001-TUTOR LACHG-2023

En calidad de tutor del trabajo de titulación denominado "**PERCEPTIONS ABOUT LIMITING FACTORS TO DEVELOP B'ASIC WRITING SKILL IN EFL LEARNERS AT ELEMENTARY LEVEL**", elaborado por los estudiantes Barre Arroyo Iveth Milena y Bajaña Ordoñez Joseline Ibeth, egresados de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de 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 anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **2%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Leo A. Chávez, MSc
DOCENTE TUTOR
C.I.: 0900 718 786

Annex 3: Focus Group – Questionnaire

FOCUS GROUP INTERVIEW

This research project focuses on qualitative approach by collecting information and data through open – ended questions to English teachers and students. This research aims to analyze the responses constructed by the participants in order to identify the factors limiting basic writing skills of the Escuela de Edcuación Basica Violeta Ordoñez de Masson. All information collected will be kept confidential and used only by the researchers.

Questions for the teacher

1. According to your experience the L1, influences grammar problems and repetition of ideas in the teaching and learning of English?

2. Do you think translation applications affect the development of students' writing skills in the acquisition of a new language such as English?

3. From your perspective, what do you think is the main obstacle that interferes with the development of the writing skill in English?

4. In your opinion, is writing skill for seventh graders difficult to achieve?

5. According to your experience, it is necessary to know a lot of grammar to start writing in English?

6. Do you agree or disagree with the statement that vocabulary is important to learn the writing skill?

Questions for students

1. Do you think the teacher should apply free writing for the development of English writing in the classroom?

2. Do you think the teacher should motivate students to write in English using didactic classes?

3. According to you, what is the biggest obstacle when learning the writing skill in seventh grade?

4. Do you agree or disagree that grammar should be taught less in seventh grade?

5. According to you, is English vocabulary essential to develop writing skills?

Annex 4: Interview Transcript

Teacher interview

1. **According to your experience the L1, influences grammar problems and repetition of ideas in the teaching and learning of English?**

Yes, because children acquire their language in a natural way according to the environment in which they are developing, in fact if in their environment there has not been a good interaction and learning of the Mother Tongue that will influence the way in which they will acquire a new language making them make many mistakes at the beginning of learning it.

2. **Do you think translation applications affect the development of students' writing skills in the acquisition of a new language such as English?**

Yes, because translation applications often help in the understanding of a new word of unknown origin for the student but in some cases the translation may be too literal which would affect the correct spelling and coherence in the English language.

3. **From your perspective, what do you think is the main obstacle that interferes with the development of the writing skill in English?**

As a teacher I consider that the main obstacle is the lack of motivation and disinterest of the students because when it comes to writing they often think it is boring, so in order to combat this problem I would try to find a good technique to help me such as trying to make writing related to some previous experience of the students.

4. In your opinion, is writing skill for seventh graders difficult to achieve?

I believe that achieving the writing skill is not difficult at any level, but it is all in the way you use it and want to develop it as a teacher, using different methodologies in each class in order to develop writing in an efficient way.

5. According to your experience, it is necessary to know a lot of grammar to start writing in English?

I believe that before grammar the most important thing is to have a wide vocabulary of words to be able to form sentences and a set of sentences would form a paragraph and thus little by little develop more and more the ability in each student.

6. Do you agree or disagree with the statement that vocabulary is important to learn the writing skill?

As I mentioned before, having a broad knowledge of vocabulary will allow me to write about an infinite number of topics in my writings, for that reason as a teacher I always try to focus on each student learning and understanding each word in English in order to expand their vocabulary.

Students Interview

1. Do you think the teacher should apply free writing for the development of English writing in the classroom?

Person 1. Yes, because it would be easier to understand all the things that sometimes do not make you learn English.

Person 2. Yes because, as we've gone through grades the only thing that stood out was that we learn words, but they never made us do, for example, write optional sentences or a free paragraph like the example the teacher gave of fast food if we could write which one is our favorite because we disagree and stuff.

Person 3. Yes, I agree, because this way we can develop this skill little by little.

Person 4. Yes, because it helps us to develop, for example, to express what we think. Also, I think that writing what we think would make it easier for us to write.

Person 5. Yes, because for me it is important to be able to express what I think and feel, so I think free or creative writing is a good way to learn about the skill of writing.

2. **Do you think the teacher should motivate students to write in English using didactic classes?**

Person 1. I think maybe, because maybe it will help us a little bit with the functions and maybe they can't functions maybe I can write better with the letters I'm going to do.

Person 2. The didactic classes to learn to write is something very important so that the class is not so boring and if it is boring we lose interest and we no longer want to learn English.

Person 3. Yes, because writing is already boring and if the teacher doesn't make his class didactic, we get more bored and don't pay enough attention.

Person 4. Yes, because then the class would be more entertaining and we could be attentive to what the teachers are telling us, because if a teacher gives a boring class I fall asleep and don't learn.

Person 5. Yes, because normally our classes are in the book and they are usually very boring, you don't even feel like being in the classroom.

3. **According to you, what is the biggest obstacle when learning the writing skill in seventh grade?**

Person 1. I Sometimes I get confused with the letters and don't hear the pronunciation well.

Person 2. What makes it more difficult from my point of view is that we only use the workbook and even though sometimes we don't understand the words the teacher makes us write anyway, even if we don't understand what we write.

Person 3. I think the biggest difficulty is the lack of practice we students have.

Person 4. The hardest thing is, for example, when I write the words and I don't know what they mean, and I think it's something I should know. And not knowing causes me stress.

Person 5. My biggest obstacle is my unfamiliarity with the words.

4. **Do you agree or disagree that grammar should be taught less in seventh grade?**

Person 1. I don't agree, I think so because you have to make a lot of effort to learn a little more.

Person 2. No, because we should learn much more grammar, since it allows us to develop our writing.

Person 3. I disagree because grammar helps us not to write with mistakes.

Person 4. I agree that grammar helps us not to write in a perfect way, but in a way that is understandable for the moment.

Person 5. It is important to learn grammar, but I don't think that at our age it is convenient to learn too much because we could get confused.

5. **According to you, is English vocabulary essential to develop writing skills?**

Person 1. I think so that you can learn much more and that there is not much confusion in learning.

Person 2. Yes, because we also need to learn about vocabulary in order to be more fluent when writing about a given topic.

Person 3. Vocabulary is important in order to have knowledge of certain topics such as, family vocabulary, vacations, etc.

Person 4. Yes, I think that vocabulary is the basis of all of the above, it helps us to have knowledge and more fluency when writing.

Person 5. Yes, lack of vocabulary is one of the major weaknesses here in the grade, so I think it is important to learn consistent vocabulary.