SANTA ELENA PENINSULA STATE UNIVERSITY

FACULTY OF EDUCATION SCIENCES AND LANGUAGES

CAREER OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

COLLABORATIVE LEARNING FOR THE IMPROVEMENT OF WRITING SKILLS TO FIRST BACCALAUREATE STUDENTS LEVEL A2 AT UNIDAD EDUCATIVA EUGENIO ESPEJO, SCHOOL YEAR 2021-2022.

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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La Libertad, February 6th, 2022

Advisor's Approval

In my role as Advisor of the research paper and title **" COLLABORATIVE
LEARNING THE IMPROVEMENT OF WRITING SKILLS TO FIRST
BACCALAUREATE STUDENTS LEVEL A2 AT UNIDAD EDUCATIVA
EUGENIO ESPEJO, SCHOOL YEAR 2021-2022 "** prepared by   **WASHINGTON
MICHAEL SERRANO JAMA**, an undergraduate student of the Pedagogy of National
and Foreign Languages Major, at School of Educational Sciences and Languages at
Universidad Estatal Península de Santa Elena, 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,

……………………………..
Andrés Alberto Rodríguez Caamaño
ADVISOR

La Libertad, February 6th, 2022

Statement Of Authorship

I, Washington Michael Serrano Jama ID # 2450092065, undergraduate student of the State University of Santa Elena Peninsula, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor degree in English, in my role as author of the research paper "COLLABORATIVE LEARNING THE IMPROVEMENT OF WRITING SKILLS TO FIRST BACCALAUREATE STUDENTS LEVEL A2 AT UNIDAD EDUCATIVA EUGENIO ESPEJO, SCHOOL YEAR 2021-2022" I certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Msjaua

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Washington Michael Serrano Jama

Acknowledgement

There are many people who I want to thank for. Their friendship, support, encouragement and companionship helped me at different stages of my life. First of all, I thank God for thiswonderful life full of health and strength. Also, I thank all my teachers, not only of the career of English, but of my lifetime because they were part of what I am today. I thank my classmates, who were fundamental part to develop this thesis; especially my tutor, the Lcdo. Andres Alberto Rodríguez Caamaño Msc. for guided me with his knowledge. And finally, I thank all those people who made possible the development of this work.
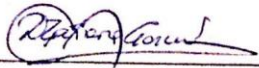
Dedication

I dedicate this research paper to my beloved parents, Marcos Serrano and Michelle Jama. You are the inspiration to achieve all my goals. Thanks, from the bottom of my heart for being there for me throughout my entire university process. Undoubtedly, because of your support, strength, motivation and unconditional love I am able to pursue my dreams. I am so grateful to have you in my life. I love you both so much.

This research is also dedicated to my brothers who encouraged me all the time and made me laugh when I felt so stressed by the many academic activities I had to accomplish. I am their model to follow, that's why I work harder when I want to give up.
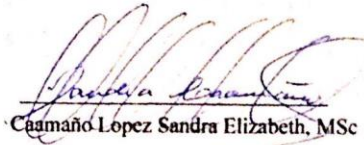
Last but not least, I would like to dedicate this to my friends and to my university team, Christian, Meline, Adriana and Kerly. Thanks a lot for your friendship and unconditional support during these years.
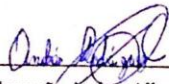
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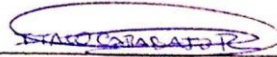
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CONTENT

Abstract

Writing is an important element of our real interactions. But learning and performing is a challenging task, Professionals may assist the learners enhance their writing skills at a younger year by starting some easy exercises. It will contribute as a learner and as a teacher to their future achievement, while teaching them what they want to say.

Each person must write every day, whether they complete a form in any field, or compose an essential letter to accomplish their duties. These duties need us to be clear and efficient in the organization of information. Either students write by hand or on their desktop, many courses and examinations require students to produce brief responses or lengthier essays in order to evaluate what they have learned. As learners become older, more advanced abilities in writing should be developed and complicated tasks completed through writing them. Furthermore, if you wish to study abroad, many universities and schools ask you to submit essays as part of your application for admission. This is why an additional book with didactic strategies for developing this English skill which is regarded as one of the most important in this foreign language is important.

Introduction

Today, English is becoming a vital tool for both students and professionals. That is why, in order to acquire it from early years, it is necessary that we consider it in our academic education. Teachers don't offer the true meaning this foreign language deserves, however, because some still believe that a curriculum is a choice. In order to improve the teaching-learning process of the English language as a didactic tool, we created this material, which contains useful information that will help both educators and learners interact with one another, and it will reinforce writing skill knowledge through simple teaching strategies that will be applied in the performance of the proposal. Many years ago, it was considered that teaching English to young people was largely futile.

This notion has evolved, and consequently, it must begin with a favorable assessment of the new language. Knowledge of it is necessary for the accelerated progress of the scientific society, in which information and communication technologies play an important role, which translates into the need to achieve excellence in learning. This project was completed in accordance with the standards for the development of educational initiatives.

CHAPTER 1: THE STATEMENT OF THE PROBLEM

Title, Problem Statement, General Objective, Specifics Objectives, Justification,

Problem Limitation

CHAPTRER 2: THEORETICAL FRAMEWORK

Background, Pedagogical Foundation, Epistemological

CHAPTER 3: METHODOLOGY FRAMEWORK

Research Aproach, Type Of Research, Research Design, Population And Sample,

Analysis And Interprettion Of Results

CHAPTER 4: THE PROPOSAL

Informative Data, Characteristic Of The Proposal, Proposal Background, Significnce,

Objectives Of The Proposal, Development Of The Proposal, Conclusions Of The

Proposal

Chapter I

The Statement Of The Problem

1.1 Title

COLLABORATIVE LEARNING FOR THE IMPROVEMENT OF WRITING SKILLS
TO FIRST BACCALAUREATE STUDENTS LEVEL A2 AT UNIDAD EDUCATIVA
EUGENIO ESPEJO, SCHOOL YEAR 2021-2022.

1.2
1.3 Problem Statement

Since time immemorial, it can be considered that one of the most important keys among human beings is the ability to communicate with each other among a myriad of languages which in turn can be considered their native tongue, language is our primary means of communication. It is one method within the wide range of possibilities with which we can communicate our thoughts and ideas to other people. This can be considered as the point of difference between humans and animals on Earth. Hundreds of languages are currently spoken in every corner of the world. Within each country they have their own language which may vary in the way they express that language. that their people in different locations have spoken and understood. Millions of people speak certain languages, whereas just a few thousand speak others.

The English language is important in modern communication for a variety of reasons. One of the main factors is that it is the most widely spoken foreign language in

every corner of the world, this indicates that two people from different countries often engage with one another using English as a common language. As a result, everyone must master the language in order to communicate on a worldwide basis. English will help you to communicate with people from all around the world, not only those who speak English.

English is the second language that is officially taught in numerous Ecuadorian schools, although despite being recognized and taught, it is not widely spoken. There are difficulties that occur during the teaching-learning process as a result of the use of traditional teaching techniques and the use of information that becomes uninteresting and irrelevant to students in the real context of their lives, as well as the use of sophisticated technology. Ecuador has contributed greatly to education in the previous ten years and has become a benchmark in Latin America by strengthening the educational system on various areas, including political, social, and economic issues.

The Ministry of Education of Ecuador has now implemented policies and reforms aimed at enhancing the country's education systems as laid forth in the proposal for a ten-year education plan 2016-2025 for the educational community, the study curriculum has, in terms of English language instruction as an obligatory education in public institutions within the country from the 2nd year of basic education, been modified to the relevance or requirements of the Ecuadorean reality; before this was optional.

The 2020 Education First program's EPI (English Proficiency Index) was Ecuador 19th in Latin America and 93rd out of 100 countries around the world, based on tests carried out by over 2.2 million people worldwide. (Education First, 2020)

Meanwhile, according to the EF research, participants from Ecuador at the fifth Very Low Proficiency level can barely introduce themselves (name, age, place of origin), read vital signs, and provide basic directions to a foreigner. This year, the country sprang from 35 to 93.

According to different educators consulted, Ecuador's attitude reflects the challenges that people continue to experience in learning English and demands for the creation of more attractive approaches in the four fundamental skills: listening, speaking, reading, and writing. The result of this test demonstrates the low effectiveness of the syllabus and the didactic strategies applied by the teacher to cover the four fundamental skills for teaching and learning during the class.

When talking of didactic strategies, it refers to the teaching-learning process where teachers use aids, support resources and instruments. In the traditional school, which dates to the 18th century, authority and order are its fundamental pillars. Learning is passive and limited to the reproduction and/or reception of knowledge. Teaching is verbalistic, authoritarian and has a method. The teacher-student relationship is vertical, it establishes a dependence on the teacher who makes the decisions, because knowledge is his property.

Within the range of possible didactic strategies, this study has emphasized the use of collaborative learning whose main objective is to involve students cooperating to solve a problem, perform a task or create a product. Effective collaborative learning needs even more than simply gathering students and asking them to work in groups; structured techniques with well-designed objectives lead to overall learning gains.

In the observation made in the Eugenio Espejo High School, located in canton

Salinas, in students from the first baccalaureate, it may observe a weak performance in English language writing skills. Furthermore, the teaching-learning process was insufficient for students, as teachers continued to utilize old methods such as repeat after me, write down the words, dictation, and so on, which discouraged students at the time of obtaining new knowledge.

Poor didactic tactics while teaching an English class might cause issues when students do not know how to compose words or brief paragraphs to explain their views. They fail to pay attention and concentrate, resulting in a lack of drive to actively engage in the classroom. As a result, learners do not complete their fundamental vocabulary knowledge by the end of the school year.

Aside from that, some teachers do not use appropriate methodology to present new class content, in explaining and exercising new styles of writing, the students' exercise is neither original or innovating, and the material becomes predictable, as a result, there is a lack of initiative to learn a new language, as well as other behavioral issues in class.

The acquisition of a new language necessitates extensive practice both inside and outside the classroom. The newest material of the topic will be easily forgotten if students do not feel engaged to communicate in real life. Consequently, entertaining, and amusing activities will provide fresh possibilities for students to become involved in commonly known terms that are utilized in common English classes.

1.3 Research Objectives

1.3.1 General Objective

To develop collaborative learning as strategy for the improvement of writing skills in the students of first baccalaureate at the Eugenio Espejo Educational Unit, school year 2021-2022.

1.3.2 Specific Objectives

• To organize the writing learning process for level A2 as exemplified by the literature review and the bibliographic analysis.

• To determine the level of English in writing skills and the deficiencies of the first baccalaureate students of the Unidad Educativa Eugenio Espejo.

• To develop a Didactic Guide based on writing skill in order to achieve the A2 level of students of first baccalaureate at Unidad Educativa Eugenio Espejo.

1.4 Justification

This research paper is critical because there is no relevant information about the development of didactic guides as a useful tool for teachers to use as a guide for the creation of appropriate activities based on one of the most important skills of English teaching because, according to the updated requirements, the entire population of Ecuador from various educational institutions should be educated.

As teachers, it is known that communication plays a very important role for human beings. Education, livelihood, and fundamental operation. It is also self-evident that there are two primary modes of communication, essentially, writing and speaking. So, it is to let others know what is happening, as it is an essential ability to have. Almost every student can speak, however, how many people can write well?

Writing is not a form of essay writing that lacks distinctive aspects. It is not for messaging colleagues, writing journals, or even improving one's grades in school or

high school. Writing is relevant because it is commonly utilized in higher education and the business. Students who do not know how to express themselves in writing will struggle to communicate effectively with teachers, employers, colleagues, and just about anybody else.

Proposals, notes, reports, applications, preliminary interviews, e-mails, and other forms of professional communication are common in the everyday life of a college student or successful graduate. Even if students grasp the information in their classes, if they do not know how to write properly, they will be unable to transmit their knowledge to those who make important judgments. A spoken interview is the only way for potential employers to determine if head knowledge can be applied to everyday needs. Even most certificates and licenses need basic writing abilities. The incapacity to write results in a career that is stillborn.

As students and future bachelors, they must be able to articulate their opinion clearly and concisely in academic essays and thesis; additionally, the language that they use must be appropriate, and they must employ advanced and powerful vocabulary correctly and with dexterity; and their writing skills must be of the highest quality, so that whoever is grading their paperwork can understand the content.

1.5 Problem Limitation

FIELD: Education

AREA: English

ASPECTS: English writing skills developed by a didactic guide.

SPACE LIMITATION: Unidad Educativa Eugenio Espejo of Santa Elena province

TIME LIMITATION: Academic Period 2021- 2022.

POPULATION LIMITATION: Students from first baccalaureate of Unidad Educativa Eugenio Espejo.

DELIMITATION OF THE POPULATION: Teachers and students.

CONTEXT LIMITATION: This research will be focused on didactic strategies and its development in writing skills for students of first baccalaureate of the Unidad Educativa Eugenio Espejo.

Chapter II

Theoretical Framework

2.1 Background

2.1.1 Strategy

According to Porter (2000), defines strategies as a competitive attitude, it means to choose among many possibilities a set of activities that all together create a perfect combination generating a positive or negative repercussion of the people to whom they are executed.

Based on Mintzberg (1987), demonstrated that strategies can be described as a plan, this refers to a number of actions that are intended to solve a specific problem. According to

this definition, a strategy can have two characteristics: an action that is developed prior to its application and that can be carried out directly or indirectly.

Previously in the research of Mariani (2002) explains that the new curricular expectations, with their emphasis on competence and performance, lead us to explore the role that learning strategies may actually play in the learning/teaching process, both cognitively and affectively. Learners should not simply be "taught" to apply methods; rather, students and teachers should collaborate to minimize their own contribution to learning tasks.

According to the Department of Education and Training (2017), The HITS are ten teaching strategies that consistently improve student learning wherever they are used. They are the result of tens of thousands of investigations of what has worked in classrooms throughout the world.

Students learn more when teachers collaborate to enhance their practice. This basic yet powerful concept lies at the foundation of effective education. Collaboration fosters a sense of joint responsibility for continually improving teaching practice and, as a result, student learning. The issue for teachers and schools is to create a common understanding of what constitutes great practice. While it will not look the same in every classroom, there are certain guidelines to follow.

The HITS are not meant to replace other successful teaching techniques that teachers may currently employ. Instead, they will expand the repertory of successful techniques that instructors may use to address the vast range of learning requirements that students present with daily.

As defined Navarro (2012), didactics strategies as the field that examines tactics, processes, strategies, and methods to improve the teaching process for students

to approach knowledge in the process of learning English as a foreign language in a broad, deep, and meaningful way. To achieve goals, didactic strategies should be viewed as: on purpose organization of the teaching and learning process structure, in which students not only learn a subject matter, but also gain knowledge of other forgotten contents as the capacity for cooperation, respect for oneself and the differences of others, and value of people as human begins.

The term didactic is derived from the Greek language "didaskein". It entails teaching and "tékne" promotes art; "art of teaching". Didactic refers to the processes, facts, forms, precepts, and regulations of teaching that do not have a specific subject. (Stöcker, 1964)

According to Medina (2002) a didactic means a discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human beings through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process.

As a result, it describes didactic as the field that studies techniques, processes, strategies, and methods to improve the teaching process so that students may approach knowledge in a comprehensive, deep, and substantial way during the process of learning English as a foreign language.

Klingler Vadillo (2004) asserts that didactic strategies refers to a combination of created activities that take into account not only students' knowledge of ideas. However, as a general standard of input, there is also a reciprocal link between specific information and a specific behavior. The professor seeks a shared project for the execution of strategies in the process of teaching English. In a collaborative group, all students share responsibilities, which means they build knowledge together.

The many scientific techniques utilized in the acquisition of new knowledge are referred to as didactic strategies. These processes must be built in a methodical manner using various tools and talents that the teacher may employ to encourage and engage students for a productive class. In this situation, the most appropriate solutions must be chosen to resolve the writing skill problem.

2.1.2 Didactic Strategies

Navarro (2012), considers it as an action plan that may comprise different strategies and methods based on the achievement of accomplishments within an intentional, receptive, deliberate, and self-controlled learning in an environment that realizes the teachinglearning process.

According to Alejandra & Cruz (2017), a didactic strategy is the incorporation of several didactic approaches into a Learning Action. This essentially says not what is being learnt but how it is being studied, how the material is being taught so that students may progress in their English learning process. It enables one to achieve the levels of the taxonomic scale through knowledge, comprehension, analysis, and assessment.

2.1.3 Classification Of Didactic Strategies

O'Malley et al, (1990) are who pioneered most of the work in the area of strategies, distinguishes between strategies that contribute directly to learning and those that contribute indirectly to learning. According to them, learners employ three sorts of strategies that contribute directly or indirectly to language acquisition.These are:

Learning Strategies

Communication Strategies
Social Strategies

Teaching Strategies

Writing Strategies

2.1.3.1 Learning Strategies

They are divided into two categories, with the first being strategies that contribute directly to the development of the learner's language system:

✟ Cognitive Learning Strategies

✟ Metacognitive Learning Strategies

Cognitive Learning Strategies

They are the stages or activities utilized in learning or problem-solving that need direct analysis, transformation, or synthesis of learning materials. O'Malley, Chamot, recognized six major cognitive learning processes that directly contribute to language learning:

o Clarification / Verification o

Guessing / Inductive Inferencing o

Deductive Reasoning o Practice o

Memorization o Monitoring

Metacognitive Learning Strategies

These strategies have been used to supervise, control, or self-direct language acquisition. They entail a variety of activities such as planning, focusing, goal setting, and self-management.

2.1.3.2 Communication Strategies

According to Spromberg (2011), are less directly tied to language acquisition since they concentrate on the process of engaging in a conversation and conveying meaning or understanding what the speakers intended. Speakers employ communication

techniques when their communication aims outnumber their forms of communication or when they are confronted with misinterpretation by a co-speaker.

2.1.3.3 Social Strategies

According to Mehmet (2016)**,** social strategies are actions that students engage in that allow them to be exposed to and apply their knowledge. Even though these strategies give exposure to the target language, they only contribute indirectly to learning so they do not directly lead to language acquisition, memorizing, retrieval, and use.

2.1.3.4 Teaching Strategies

Whitton (2015), teaching strategies are methods and techniques that a teacher could employ to assist their students in their learning process; a teacher will select the most appropriate teaching approach based on the material being studied, the learner's degree of competence, and the stage in their learning journey. In one class, a teacher may employ a variety of teaching strategies with diverse end goals. The most successful teaching strategies are those that have been tested on a wide scale. There is no necessity for a teaching method to be creative, though some of them undoubtedly are.

2.1.3.5 Collaborative Learning

Collaborative learning enriches the classroom for students. It begins with meaningful tasks that involve students participating in negotiating roles, responsibilities, and outcomes. Collaborative learning is different from delegated group work. It actively encourages learning and focusing together, rather than delegating parts of a task.

Group selection is a vital consideration, one that you will need to vary depending on many factors:

•   The purpose of the activity

•   Individual learning goals

- Friendships and working relationships

- Facilitating that building of new relationships

- Delegation of skills and strengths

Group learning activities are specially designed so that student collaboration is required to effectively accomplish the task, and includes sharing roles, responsibilities, and the ownership of outcomes.

The challenge that is considered fundamental when applying collaborative learning in a classroom is that conflicts may arise within the work groups, because there are people who prefer to work alone, but it is up to each teacher to make it work, using different strategies to make it work smoothly. Within these techniques we can highlight the following as the most important ones to be applied in this research:

Positive Interdependency: When the teacher finds it necessary to create a classroom environment where students generate their own dependence in the moment of elaborating their own documents and the satisfactory way in which the group develops.

Direct Interaction: Students in cooperative learning participate in dialogues, make eye contact with one another, and help.

Individual and Collective accountability: Each student has an own job or duty in a group activity. This can assist the organization in reaching its aim.

Group behaviors: To understand how to collaborate with others, students might acquire behavioral approaches such as interpersonal skills, social engagement, and collaborative abilities.

Processing in groups: Members can evaluate the efficacy of a group at the conclusion of a project or assignment by assessing how they and others worked.

2.1.3.5 Writing Strategies

Rahmawati (2019), is described as the order in which a writer plans, composes, revises, and engages in other writing-related tasks. The sequence is also broken down into three distinct phases: planning, composing, and editing the work. They do, however, identify another connected behavior that is not fully explained.

Source Inspiration For Your Writing From The Common Events That Your Students Share.

According to DeLuca (2013) as it is wrote, spoke, and reflected about who we were, what we did, what we thought, and how we thought about it, the whole classroom resonated with our tales.

Instead of the traditional teacher-led debate, these techniques encouraged pupils to engage in autonomous discourse. Students were not allowed to discuss the play in class until they had finished all their email communication. Although teachers were not participating in student online dialogues, these talks exhibited many of the same reading techniques that are advocated in teacher-led discussions.

European Frame

The Council of Europe (2004), refers to CEFR (Common European Frame References) which is a tool that provides assistance to teachers, assessors, publishers of textbooks, instructors and authorities. It also has a significant influence on language and education policy across the world since it completely explains what foreign language students must be able to accomplish at various stages of the learning process, as well as the information and abilities they must acquire in order to communicate effectively.

Ecuador's educational system presents a six-level language competence scale, ranging from A1 for those who are just starting out to C2 for those who can utilize language at

higher levels of discourse. Consequently, the CEFR assists educational institutions in comparing this permission in order to establish a common foundation for language acquisition. The CEFR also provides evaluation indications for each language competence (listening, speaking, reading, and writing).

The six levels proposed by the CEFR were described by the entity as: A1- A2: as the most basic use of the language; B1- B2: as the use of independent users wanting to know a little more of that language; C1- C2: this level is considered as the advanced use of language with the particularity of being at this level the user can be considered as a native speaker of the language.

The level A2 is attempted to be achieved when language learners can comprehend widely used phrases in branches of study, such as basic facts about themselves and their families, shopping, and interesting places. They can also communicate at around this level to carry out simple chores and routine activities that do not require much verbal contact and in which the material is connected to habitual previous activities, environment, and immediate requirements.

The components of language proficiency are triggered through the development of the four language skills listed below:

LANGUAGES SKILLS	PROFICIENCY LEVEL	
	A2.1: By the end of the 10th year EGB, students will be able to:	A2.2: Besides what was learned in the 10th year EGB, by the end of 1st baccalaureate, students will be able to:
LISTENING	Perceive, memorize, and note down words and expressions not previously encountered in the personal, educational, and public domains as well as note their situational context and functional value.	Perceive, memorize, and note down words and expressions encountered in the public and vocational domains—complementary to the personal and educational background with which they are already familiar—as well as note their situational context and functional value.

READING	Understand and identify longer, more complex transactional and expository texts (e.g. formal letters, biographies, etc.) than those presented in 9th year EGB. The texts should contain the highest frequency vocabulary and include a proportion of shared international vocabulary items (e.g. hamburger, restaurant, hospital, etc.).	Understand and identify longer, more complex transactional, expository and informational texts than those presented in 9th year EGB texts as well as simple procedural and narrative texts (e.g. traveling forms, recipes, short personal stories etc.). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items (e.g. television, sandwich, football, etc.)
SPEAKING	Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the personal and educational domains. Handle very short social exchanges within the personal and educational domains even though they can usually understand enough to keep the conversation going themselves.	Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks within the public and vocational domains—complementary to the personal and educational background with which they are already familiar. Handle very short social exchanges within the public and vocational domains even though they can usually understand enough to keep the conversation going themselves
WRITING	Produce longer, more detailed, complex transactional and expository texts (e.g. formal emails, imaginary biographies, etc.) than those presented in the 9th year EGB with more variety in sentence structure and lexical range.	Produce longer, more detailed, complex transactional, expository, and informational texts than those presented in previous years and with more variety in sentence structure and lexical range. Produce simple procedural and narrative texts with some detail and variety in sentence structure yet may contain some usage error

Source: Curriculum Guidelines EFL
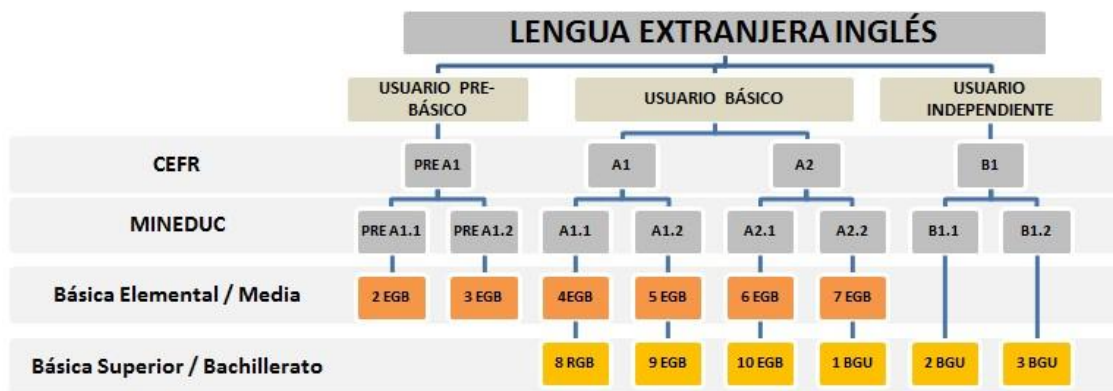**Author: Ministerio de Educacion de Ecuador**

Essential Assessment Indicators Per School Year.

LANGUAGE SKILL	PROFENCY LEVEL	
	A2.1: 10th year EGB	**A2.2: 1st Baccalaureate**

Writing	Write short words that are in their vocabulary with reasonable phonetic accuracy (but not necessarily full standard spelling). • Write longer descriptions about their family, living conditions, and educational background. • Write a series of follow-up questions for an interview with the aid of a dictionary. • Write short definitions for people, things, places, etc. by indicating their features or use. • Write short descriptions of events, past activities, and personal experiences. • Write short, simple formal letters and imaginary biographies.	Write short sentences on everyday subjects (e.g. directions: how to get somewhere). • Write about everyday aspects of their environment, e.g. people, places, a job, or study experience in linked sentences. • Write a series of simple phrases and sentences for product packaging, safety notices, brochures, etc. • Complete travelling forms. • Write short 'how to' instructions and recipes. • Write short narratives such as adventure or realistic fiction3

Source: Curriculum Guidelines EFL
Author: Ministerio de Educacion de Ecuador

Organizer Of English Levels Established In Ecuador

Source: Ministerio de Educacion Author:
Ministerio de Educación

Pecorari (2018) was one of those who developed Teachers of English to

Speakers of Other Languages (TESOL) for organizations working with children and

adolescents in the public education system. This text is divided into five areas, some of

which are linked to English language teaching and learning, and some of which

correspond to those specified for the general curriculum:

- Language structure and communication, language acquisition and development, and language fluency are all part of the first domain.

- The second domain is dedicated to the topic of "Culture." As a result, Ecuadorian English teachers must be familiar with various cultures and understand how culture influences students' learning of English in Ecuador.

- The third area is devoted to "Curriculum Development," with a focus on topics such as planning for guidelines in English, implementing and managing standards, and efficiently utilizing resources and technology.

- The fourth area is devoted to "Assessment" (i.e., the collection and assessment of information relevant to English language acquisition) and covers both learnerrelated concerns as well as language competency and classroom-based assessment.

- The fifth category encapsulates the issue of "Professionalism and Ethical Commitment," which aims to keep English instructors up to date on new instructional approaches, research findings, and developments in the field for professional development.

2.1.4 Skill

According to Abdel-Wahab (2005), capacity to do a certain skill or activity at a high level across practice and devotion, it is possible to learn and develop talents to perfection (or close to it). Learning and developing a talent entails much more than a conceptual grasp of facts or concepts.

Vernier (2008), considers that there are four skills that every student must develop when learning a language to communicate effectively. Typically, the learner

first learns to listen, then to speak, then to read, and finally to write in his or her native language. The following are the most basic skills when learning this language

2.1.4.1 Listening Skills

Helms (1966), refers to the ability to listen and correctly understand signals throughout the communication process is called listening. It is essential for any effective communication; without the ability to actively listen, messages are easily misinterpreted. As a result, communication breaks down and the sender of the message may feel disappointed or annoyed. If there is one communication skill you should strive to perfect, it is listening.

Listening is so crucial that many of the world's most successful companies give listening skills training to their staff. This is not unexpected given that strong listening skills may lead to higher customer satisfaction, enhanced productivity with fewer errors, and more information exchange, which can lead to more creative and inventive work.

2.1.4.2 Speaking Skills

Shrouf (1998), defines it as the ability to communicate clearly and eloquently is something that students will learn in school and will benefit them throughout their lives. are described as the abilities that enable us to communicate successfully. They enable us to communicate information vocally and to the listener's comprehension.

2.1.4.3 Reading Skills

Bottino (2014), refers like the process of looking at what is written and some people's capacity to comprehend written material Reading can take the form of mental reading, in which words enter our heads without being expressed, or oral reading, in which other people can hear us. Some people do not comprehend what they are reading

when reading in another language, but in such case, it is important to deduce from the circumstances of the words.

2.1.4.4 Writing Skills

Keith Cameron (1999) defined Writing is a productive skill as it is an indirect communication and the nature of the character is significantly different from that communicated by speaking directly, thus it is included as an ability. Writing also helps with language learning; it fosters critical thinking and allows students to express themselves freely in English, just as they would in their native language.

This research emphasizes the power of the writing process and its significance in the use of English for communication. The instructor must utilize a variety of tactics and ideas to help pupils develop communicative writing skills based on their age and language level. Teachers should have certain goals in mind when teaching.

2.1.5 Types Of Writing Skills

According to Anglais (2016), the writing style varies greatly depending on the situation. As a result, people must use a variety of writing styles to meet a variety of writing needs. Expository, descriptive, persuasive, and narrative writing are the four major styles of writing. Each of these writing styles serves a distinct function. A single text may have many writing styles.

2.1.5.1 *Expository Writing*

Ninla Falabiba (2019) says that is a form of writing that is quite prevalent. When an author writes in an expository manner, all they are attempting to do is explain an idea to a larger audience by transferring knowledge from themselves. Expository writing excludes the author's ideas and instead concentrates on recognized facts about a topic, such as statistics or other proof.

2.1.5.2 *Descriptive Writing*

According to Grigorenko (2012),descriptive writing is when an author writes in a descriptive manner, they are painting a picture in words for their audience of a person, place, or object. The author may use metaphor or even other literary strategies to depict the author's impressions via their five senses.

2.1.5.3 *Persuasive Writing*

CSSC (2005),define as the primary style of writing you will employ in academic articles. When an author writes persuasively, they are attempting to persuade the reader of a certain perspective or opinion. Persuasive writing includes the author's ideas and prejudices, as well as arguments and arguments provided as evidence of the author's position's validity.

2.1.5.4 *Narrative Writing*

Tucker (2018), found in practically every lengthy work of literature, fiction, or nonfiction. When an author writes in a narrative style, they are attempting to develop and express a tale, replete with characters, conflict, and places.

2.1.2 Activities To Improve Writing Skills

According to Elizondo (2010), there are some activities to improve the English language, which help to reinforce the traditional exercises in class, like:

- Freewriting is enabling the writer to follow their mind's instincts so that thoughts and inspiration seem uncompromising. Set a timer and start writing whatever that falls on your thoughts for a period. It needs to be meaningless or coherent in no way—nobody is going to read it but students. Free writing is an exercise that keeps the mind busy and can assist the author to brainstorm and get past the block of the writer.

- Build on a random sentence is choose a random phrase from a book or other written item and use it as the first phrase of a short narrative. The tale can run all the way to anything students choose but begin with the words of someone else.

- Read other writing it is considered like take notes from outstanding writing that students admire. Pay attention to the author's tone and writing style to ensure readability.

- Edit another's work it is considered like good writing means that students can also edit correctly. They can find a blogging site by random, select an article and try editing the work (it may help to avoid bloggers you know to remain objective). Marks any badly constructed or run-on sentences, clichés, passive voice instances, wordiness and areas where the structure of your sentence could be enhanced for greater clarity. Practicing editing helps student to write your entire writing process, knowing what to look for before you write it.

- Make a guide is find a topic about which students usually know and create an essay about it. Practice breaking down a notion into simple parts and rebuilding it in a new structural approach.

2.2 Pedagogical Foundation

2.2.1 Construstivism

Constructivism is a learning philosophy that holds that knowledge is not something that can be simply imparted to students in their desks by the instructor at the front of the class. Rather, learners generate knowledge through an active, mental growth process; learners are the builders and producers of meaning and knowledge. Constructivism is based on Piaget's developmental studies.

A productive, constructivist classroom, then, consists of learner centered, active instruction. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher's role is to facilitate this process.

2.2.2 Constructivism And Education

According to Taber (2018) currently, the constructivist method has had the greatest influence on psychotherapy and the empirical study of literature. For example, among family therapists, the concept that each individual builds his or her own experience reality has led to the conclusion that, in order to reduce interactional problems, subjective constructions, rather than components of an objective situation, must be adjusted.

The discovery in literary studies that meanings are not literally inherent in words or texts but must be provided by readers from their own stores of experienced abstractions has emphasized the fact that interpretations are inherently subjective and that the source of interpersonal agreement on an author's intentions must be sought in the development of a consensual domain.

The instructor will endeavor to preserve the impression that pupils are trying to make sense of their experiential environment. As a result, he or she will be interested in students' blunders and, indeed, on any occasion when students stray from the teacher's expected route, because these deviations shed information on how the students are structuring their experiencing world at that moment in their development. This final aspect is critical for educational research as well, and it has led to the invention of the Teaching Experiment, an extension of Piaget's clinical approach that attempts not only to infer the student's conceptual structures and processes, but also to identify methods and means of altering them.

2.2   Epistemological Foundation

2.2.1 Humanism

It is a way of living that prioritizes the well-being of humanity over the wellbeing of a fictitious God or gods. Humanism holds that there is no evidence that a supernatural force has ever required or desired anything from humans, communicated with them, or intervened with natural laws to help or hurt anybody. The focus of humanism is thus on employing human efforts to fulfill human needs and desires in this world. History has shown that attempts that combine compassion with the scientific method, which involves reliance on reason, evidence, and unfettered inquiry, are the most effective.

According to humanism, people may find meaning in their lives and optimize their long-term pleasure by honing their skills and putting them to good use in the service of mankind. Humanists think that this way of living is more productive and provides a deeper and longer-lasting sense of fulfillment than the hedonistic pursuit of fleeting financial or sensual pleasures. While Humanism emphasizes service to others, it also recognizes the need of pleasure and relaxation for long-term health and enjoyment.

2.3   Legal Foundation

2.3.1 Constitution Of The Republic Of Ecuador

In the Constitution of the Republic of Ecuador(2008), in the article 27: Education will be centered on human beings and will guarantee their holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will promote gender equity, justice, solidarity and peace; it will stimulate a critical sense, art and physical culture, individual and community initiative,

and the development of competencies and capacities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country and constitutes a strategic axis for national development.

This article establishes the innovation in education that allows teachers to make the necessary changes in education, preparation of the student, this right is supported by chapter 343 of the good living that says:

The National Education System will have as its purpose the development of individual and collective capacities and potentialities of the population, which make possible the learning, generation and use of knowledge, techniques, knowledge, and culture. The system will have as its center the subject who learns, and will operate in a flexible and dynamic, inclusive, effective, and efficient manner.

2.4. Hypothesis

2.4.1 General Hypothesis

The desing of a didactic guide will promote the development of good English writing skills in students of first baccalaureate at Unidad Eductiva Eugenio Espejo.

2.4.2 Variables Of Study

2.4.2.1 Independent Variable

A didactic guide

2.4.2.2 Dependent Variable

Development English writing skills

Chapter III
Methodology Framework

This chapter establishes the methodological framework, determines the type of study, methods, techniques, research instruments, population, and sample of the study, and performs the diagnosis based on the analysis and interpretation of the results obtained.

3.1 Research Approach

The purpose of this study is to build on quantitative approaches that will enable the students from Unidad Educativa Eugenio Espejo to achieve optimum outcomes in

improving their writing skills. These competencies are framed in the skills that a student should master according to the CEFR.

3.1.1 Quantitative Method

According to Petzer (2016), refers to the process of gathering and evaluating numerical data is known as quantitative research. It may be used to look for patterns and averages, make predictions, evaluate causal links, and extrapolate results to larger groups.

This approach will be beneficial in gathering all the necessary data, as well as allowing to measure and evaluate the whole data linked to the usage of a didactic guide for the development of English writing abilities in 1st baccalaureate students from Unidad Educativa Eugenio Espejo.

3.2 Type Of Research

This work is classified as follows, based on the needs of the researcher:

3.2.1 Bibliographic Research

Allen (2017), defines as well as any research that necessitates the collection of data from publicly available sources. These sources can also include more conventional materials like books, periodicals, journals, newspapers, and reports, but they could include digital devices like audio and video recordings, films, and websites, blogs, and references.

For the acquisition of significant and highly relevant information regarding the subject under study, the selection of scientific and theoretical information about the use of the educational guide to help teachers to foster the development of writing skills in academic Google, reading books, article, and another research concerning the topic.

3.2.3 Descriptive Research

According to Nassaji (2015), descriptive research is described as a investigation technique that outlines the characteristics of the population or phenomenon under investigation. The descriptive research approach focuses on defining the characteristics of a population rather than on the "why" of a specific event. In other words, it "describes" the problem of the study without explaining "why" it occurs.

3.2.3 Field Research

Reyes & Sunderlin (1995), define field research is a way for observing behavior in natural circumstances. is typically contrasted with laboratory or academic research, or study that relies solely on existing, or secondary, data.

This is field research because the author extracted the information from the place where the object of study is located, which will help to identify the writing skills of the students of the first year of high school of the Unidad Educativa Eugenio Epejo.

3.3 Research Design
3.3.1 Techniques

Valunaite & Sliogeriene (2020), are research methods used to collect quantitative data, data that can be sorted, categorized, and quantified. The section that follows describes the primary quantitative research methodologies used in social research.

Some approaches are used in this research such as direct observation and survey.

3.3.1.1 Direct Observation

According to Rolfe (2020), is a technique of acquiring data that involves observing behavior, events, or noting physical qualities in their natural context.

This approach is beneficial if research phenomena are to be observed and information collected for subsequent examination.

3.3.1.2 The Survey

Glasow (2005), a survey is a research approach that collects data from a specified group of respondents to acquire information and insights on a variety of topics of interest. They can serve many functions, and researchers can carry them out in a variety of ways depending on the technique used and the objective of the study.

This approach is used to obtain accurate data by direct inquiries about the problem and the solution presented, it will allow to get results about the advantages of the use of a didactic guide for the improvement the writing skills to 1st baccalaureate students from Unidad Educativa Eugenio Espejo.

3.3.1.3 The Interview

Wang (2011), is an interview used to acquire information. An interviewer manages the progress of the conversation and asks questions during a research interview, while an interviewee answers to those questions.

3.4 Population And Sample

According to Wani (2017), refers to any specific number of human or nonhuman things such as objects, academic institutions, time units, geographic locations, wheat prices, or individual wages. of this research was composed by 150 students of first baccalaureate, and an English Teacher from "Unidad Educativa Eugenio Espejo

Dian Ramadani (2006), the sample is a chosen collection of certain components from the whole of the population. The examination of this sample reveals and confirms information about the entire population. The presumption is that what is disclosed about the sample will be true for the entire population. It is necessary to delineate the

characteristics of the group of people studied in order to establish its relationship to

either a population or a sample

The sample is composed by the students mentioned in the population section because it

is more than 100 students. The sample is 42 students of first baccalaurate.

Chart Nº 1: Population

N°	DESCRIPTION	QUANTITY	PERCENTAGE
1	**English Teacher**	**1**	**4%**
2	**Student from First baccalaureate**	**42**	**96%**
	TOTAL	**43**	**100%**

Source: Secretary Department at Unidad Educativa "Eugenio Espejo" **Author:**
Washington Michael Serrano Jama

3.5 Analysis And Interpretation Of Results

3.5.1 SURVEY DIRECTED TO UNIDAD EDUCATIVA"EUGENIO ESPEJO" STUDENTS

Objective of the survey: To analyze the opinion of first baccalaureate from Unidad

Educativa "Eugenio Espejo" about the importance of developing writing skills and the

influence of using a didactic guide to achieve this goal.

QUESTION 1: Do you think that Writing is a difficult skill to learn?

Chart 2: ABLE TO UNDERSTAND SENTENCES AND DIFFERENT EXPRESIONS

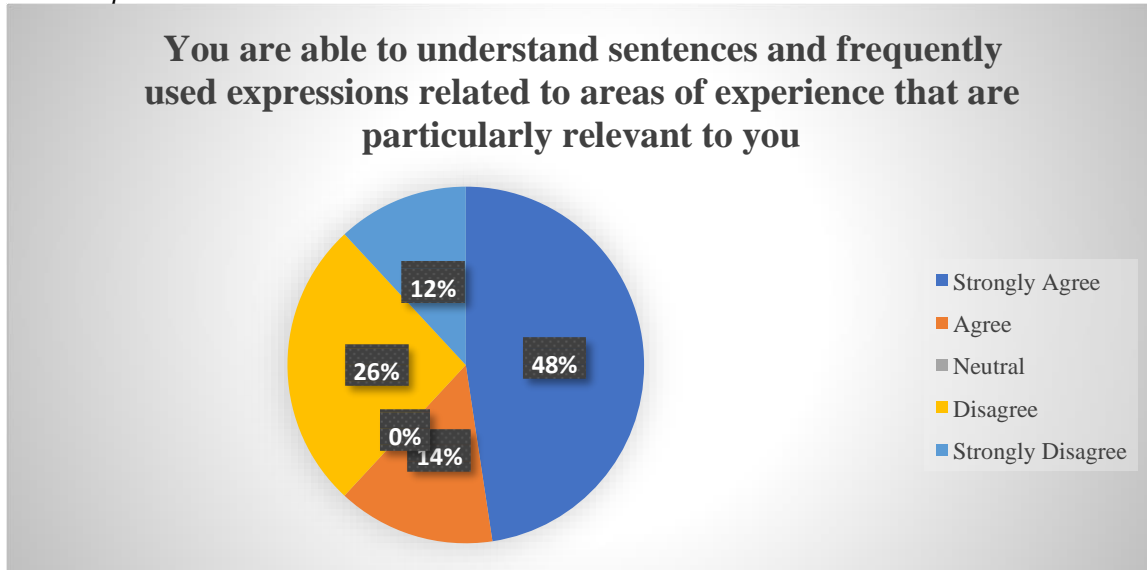| YOU ARE ABLE TO UNDERSTAND SENTENCES AND FREQUENTLY USED EXPRESSIONS RELATED TO AREAS OF EXPERIENCE THAT ARE PARTICULARLY RELEVANT TO YOU?		QUESTION N° 1
ALTERNATIVES	**FREQUENCY**	**PERCENTAGE**
STRONGLY AGREE	**20**	**47.61%**
AGREE	**6**	**14.30%**
NEUTRAL	**0**	**0%**
DISAGREE	**11**	**26.19%**
STRONGLY DISGREE	**5**	**11.90%**

| | TOTAL | 42 | 100% |

Graphic 1: ABLE TO UNDERSTAND SENTENCES AND DIFFERENT EXPRESIONS

You are able to understand sentences and frequently used expressions related to areas of experience that are particularly relevant to you

Analysis: According to the survey 48% of students strongly agreed that the students are able to understand the different sentences and related different expressions, 14% of the student agreed that they are able to understand sentences, 26% of students disagreed with this statement and 12% are strongly disagreed that they are not able to understand sentences and different expressions..

Statement 2: Can I write short and simple postcards simple postcards, for example, to send greetings?

Chart 3: Can I Write Short And Simple Postcards Simple Postcards?

Can I write short and simple postcards simple postcards, for example, to send greetings?		QUESTION N° 2
ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	3	7.16%
AGREE	2	4.76%
NEUTRAL	2	4.76%
DISAGREE	25	59.52%
STRONGLY DISGREE	10	23.80%
TOTAL	42	100%

Graphic 2: Can I write short and simple postcards simple postcards?
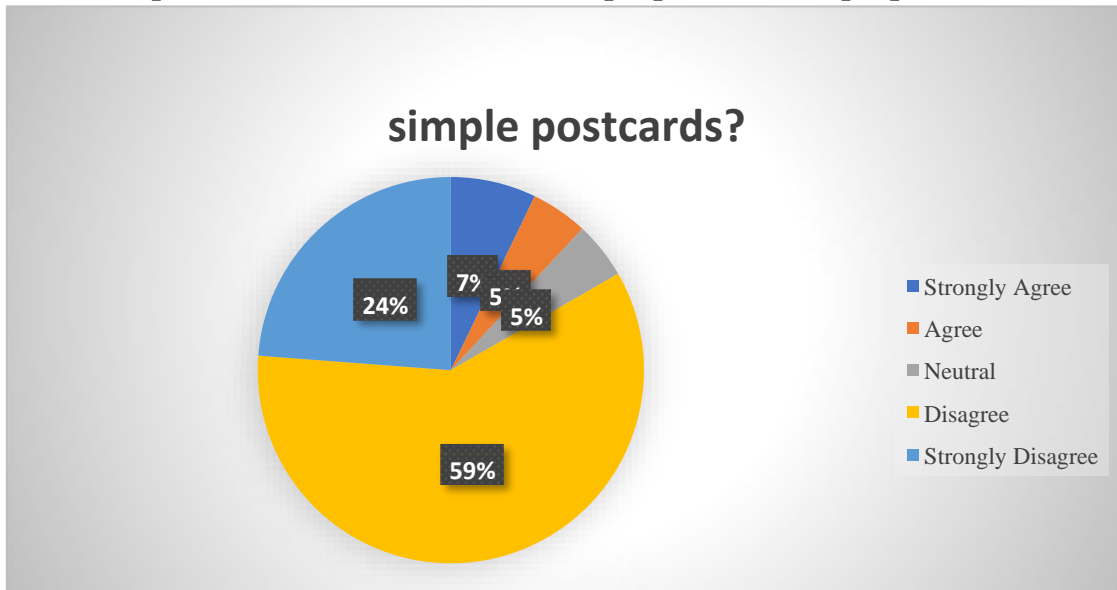
Can I write short and simple postcards

Interpretation: According to the survey 7% of students know how to write short texts, 5% They only write sentences that are not too complex, 5%in this part the student remains neutral regardless of whether he/she is able to write and finally 24% who cannot write any short text.

STATEMENT 3: Can I write a series of simple phrases and sentences linked with simple connectors?

Chart 4: Can I Write A Series Of Simple Phrases And Sentences Linked With Simple Connectors

CAN I WRITE A SERIES OF SIMPLE PHRASES AND SENTENCES LINKED WITH SIMPLE CONNECTORS		QUESTION N° 3
ALTERNATIVES	**FREQUENCY**	**PERCENTAGE**
STRONGLY AGREE	27	64.30%
AGREE	10	23.80%
NEUTRAL	0	0%
DISAGREE	0	0%
STRONGLY DISGREE	5	11.90%
TOTAL	**42**	**100%**

Graphic 3: Can I write a series of simple phrases and sentences linked with simple connectors?

Can I write a series of simple phrases and sentences linked with simple connectors?
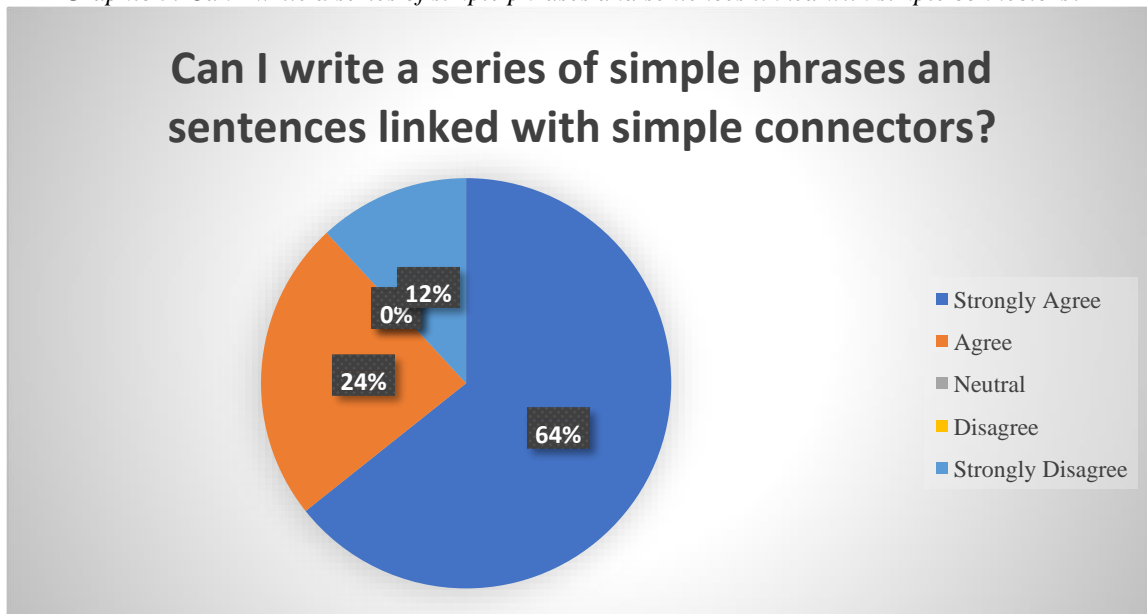
- 64% Strongly Agree
- 24% Agree
- 0% Neutral
- 0% Disagree
- 12% Strongly Disagree

Interpretation: According to the survey 64% of students strongly agreed that that they can write simple sentences and in turn use connectors, 24% of the student agreed that they can write simple sentences and 12% of student are strongly disagree with this statement.

QUESTION 4: Can I write about everyday aspects of their environment, in linked sentences; for example, people, places, and study or work experience?

Chart 5: Can I write about everyday aspects of their environment?

Can I write about everyday aspects of their environment?		QUESTION N° 4
ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	21	50%
AGREE	0	0%
NEUTRAL	0	0%
DISAGREE	21	50%
STRONGLY DISGREE	0	0%
TOTAL	42	100%

Graphic 4: Can I write about everyday aspects of their environment?

environment?

- ■ Strongly Agree
- ■ Agree
- ■ Neutral
- ■ Disagree
- ■ Strongly Disagree
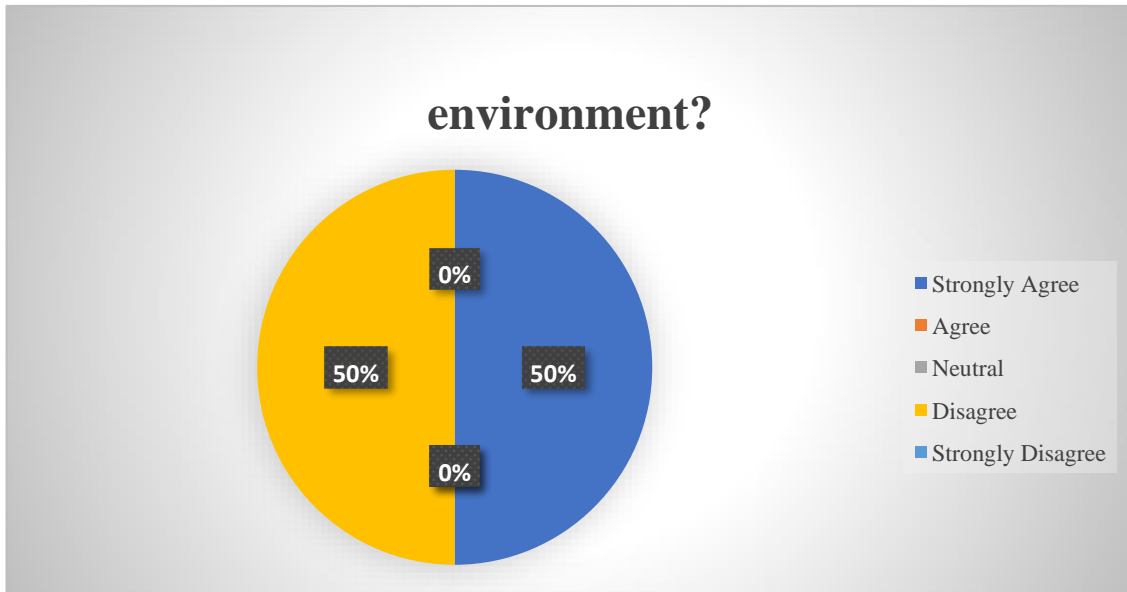
Source: Unidad Educativa "Eugenio Espejo"
Author: Washington Michael Serrano Jama

Can I write about everyday aspects of their

Interpretation: According to the survey 50% of students consider that they have improved their writing skills since they have been in school and 50% of the students do not think that they have improved your writing skills since you have been in school.

QUESTION 5:

Can I give very brief and basic descriptions of events, past activities, and personal experiences?

Chart 6: Can I give very brief and basic descriptions of events, past activities and personal experiences?

Can I give very brief and basic descriptions of events, past activities and personal experiences?		QUESTION N° 5
ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	0	0%
AGREE	6	14.30%
NEUTRAL	0	0%
DISAGREE	11	26.19%
STRONGLY DISGREE	25	59.52%
TOTAL	42	100%

Source: Unidad Educativa "Eugenio Espejo"
Author: Washington Michael Serrano Jama

Graphic 5: Can I give very brief and basic descriptions of events, past activities and personal experiences?

Source: Unidad Educativa "Eugenio Espejo"
Author: Washington Michael Serrano Jama

Interpretation: According to the survey 60% of students are unable to give brief descriptions of actions related to their past, 14% consider that they can give brief

QUESTION 6:

descriptions of actions related to their past and finally 26 % consider that they cannot

give brief descriptions of actions related to their past.

| **Am I able to write a series of simple phrases and sentences about**

your family, your living conditions, your studies, your present job or the last one

you had?

Chart 7: Am I able to write a series of simple phrases and sentences?

AM I ABLE TO WRITE A SERIES OF SIMPLE PHRASES AND SENTENCES?		QUESTION N° 6
ALTERNATIVES	**FREQUENCY**	**PERCENTAGE**
STRONGLY AGREE	0	0%
AGREE	5	11.90%
NEUTRAL	27	64.30%
DISAGREE	0	0%
STRONGLY DISGREE	10	23.80%
TOTAL	42	100%

Graphic 6: Am I able to write a series of simple phrases and sentences?
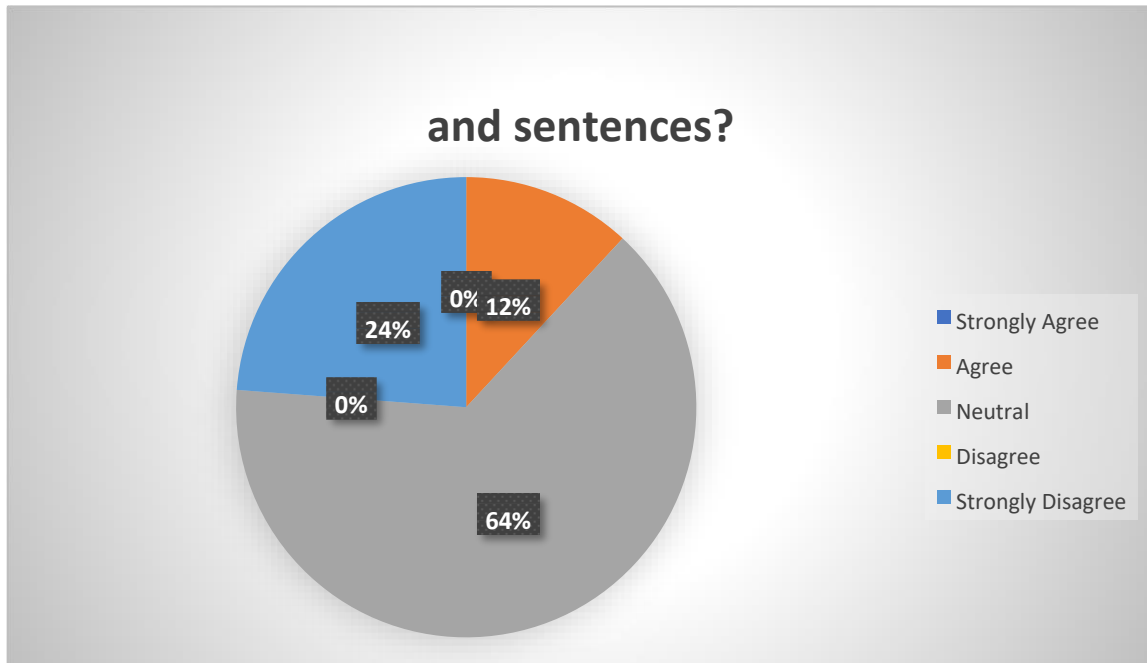
Am I able to write a series of simple phrases

QUESTION 7:

Analysis: According to the survey 12 % of students can write sentences and simple phrases, 64% of students are not concerned about whether they know how to write sentences and 24% of student are strongly disagree with this statement.

The English Teacher uses audiovisual resources?

Chart 8: The English Teacher uses audiovisual resources?

THE ENGLISH TEACHER USES AUDIOVISUAL RESOURCES?		QUESTION N° 7
ALTERNATIVES	**FREQUENCY**	**PERCENTAGE**
STRONGLY AGREE	10	23.80%
AGREE	0	0%
NEUTRAL	0	0%
DISAGREE	30	76.20%
STRONGLY DISGREE	0	0%
TOTAL	**42**	**100%**

Source: Unidad Educativa "Eugenio Espejo"
Author: Washington Michael Serrano Jama

Graphic 7: The English teacher uses audiovisual resources?

QUESTION 8:

RESOURCES?

THE ENGLISH TEACHER USES AUDIOVISUAL

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

24%
0%
76%

Analysis: According to the survey 24% of students consider that they have improved their writing skills since they have been in school and 50% of the students do not think that they have improved your writing skills since you have been in school.

QUESTION 8: Can I write short, simple imaginary biographies and simple poems about people?

Chart 9: Can I write short, simple imaginary biographies and simple poems about people?

CAN I WRITE SHORT, SIMPLE IMAGINARY BIOGRAPHIES AND SIMPLE POEMS ABOUT PEOPLE?		QUESTION N° 8
ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	5	11.90%
AGREE	0	0%
NEUTRAL	17	40.50%
DISAGREE	20	47.60%
STRONGLY DISGREE	0	0%
TOTAL	42	100%

Source: Unidad Educativa "Eugenio Espejo"
Author: Washington Michael Serrano Jama

Graphic 8: Can I write short, simple imaginary biographies and simple poems about people?
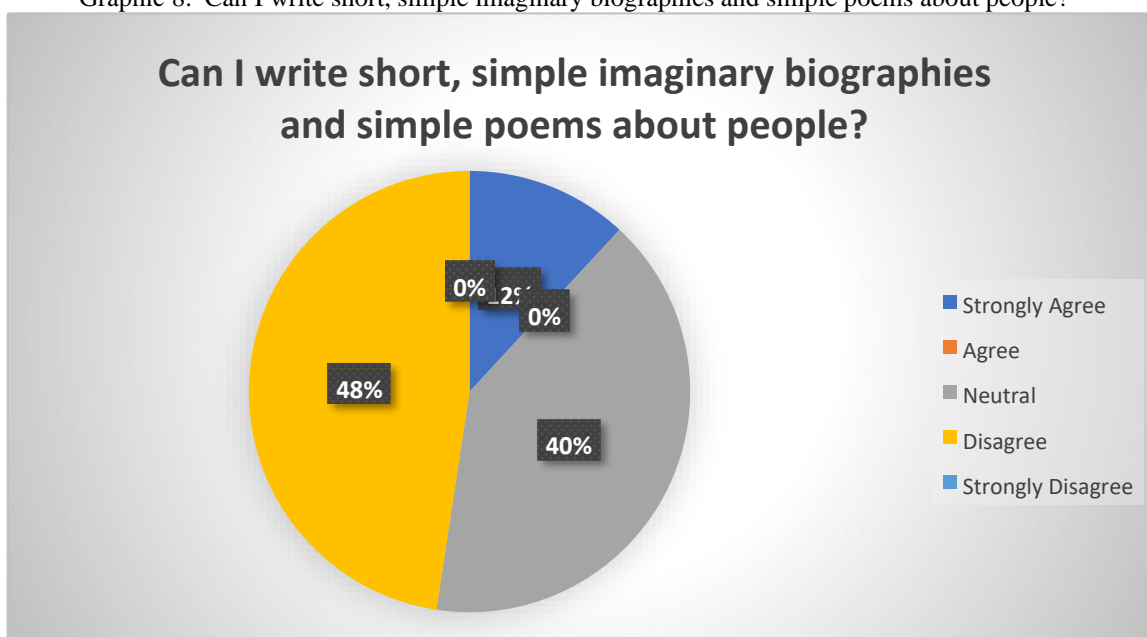
Source: Unidad Educativa "Eugenio Espejo"
Author: Washington Michael Serrano Jama

Analysis: According to the survey 12 % of they can write short texts such as poems,

40% of they are unable or do not want to write short texts such as poems, or to describe

other people and 48 % of student are strongly disagree with this statement.

QUESTION 9: Do I understand and reproduce key words and phrases or short sentences from short texts?

Chart 10: Do I understand and reproduce key words and phrases or short sentences from short texts?

DO I UNDERSTAND AND REPRODUCE KEY WORDS AND PHRASES OR SHORT SENTENCES FROM SHORT TEXTS?		QUESTION N° 9
ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	0	0%
AGREE	7	16.66%
NEUTRAL	10	23.80%
DISAGREE	25	62.50%
STRONGLY DISGREE	0	0%
TOTAL	42	100%

Source: Unidad Educativa "Eugenio Espejo"
Author: Washington Michael Serrano Jama

Graphic 9: Do I understand and reproduce key words and phrases or short sentences from short texts?

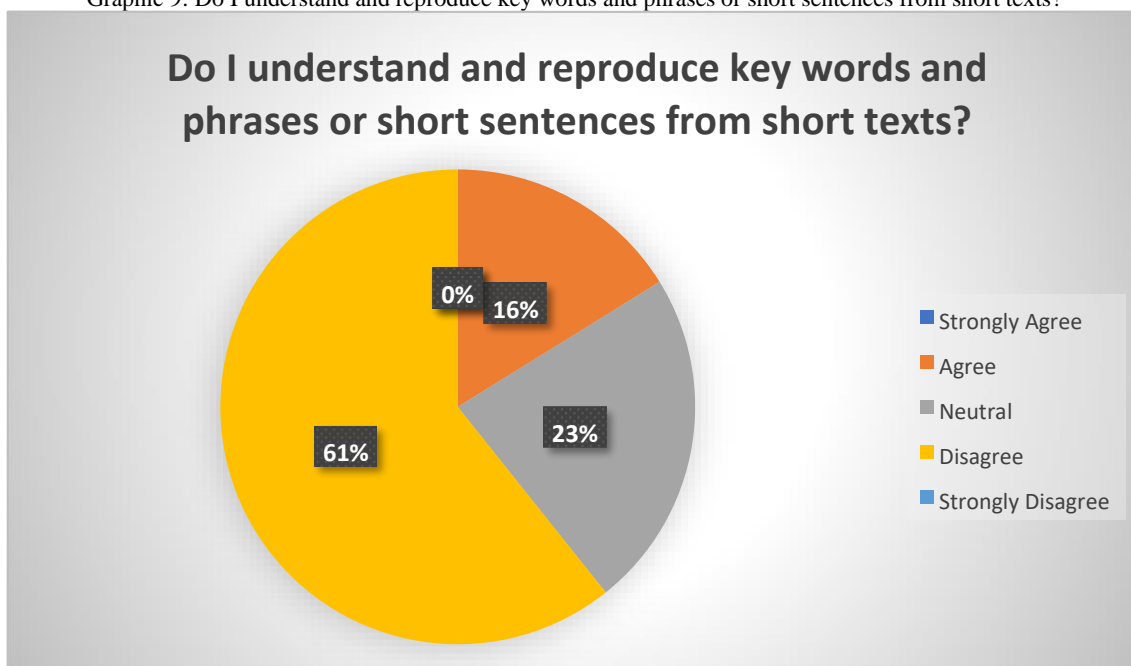**Do I understand and reproduce key words and phrases or short sentences from short texts?**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

0%   16%   23%   61%

Source: Unidad Educativa "Eugenio Espejo"
Author: Washington Michael Serrano Jama

Interpretation: According to the survey 64% of students strongly agreed that writing is importan skills for them, 24% of the student agreed that writing develop their coomunicative competence and 12% of student are strongly disagree with this statement.

QUESTION 10: When writing, does the student use some simple structures correctly, but still make basic errors consistently?

Chart 11: When writing, does the student use some simple structures correctly, but still make basic errors consistently?

WHEN WRITING, DOES THE STUDENT USE SOME SIMPLE STRUCTURES CORRECTLY, BUT STILL MAKE BASIC ERRORS CONSISTENTLY?		QUESTION N° 10
ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	27	64.30%
AGREE	10	23.80%
NEUTRAL	0	0%
DISAGREE	0	0%
STRONGLY DISGREE	5	11.90%
TOTAL	42	100%

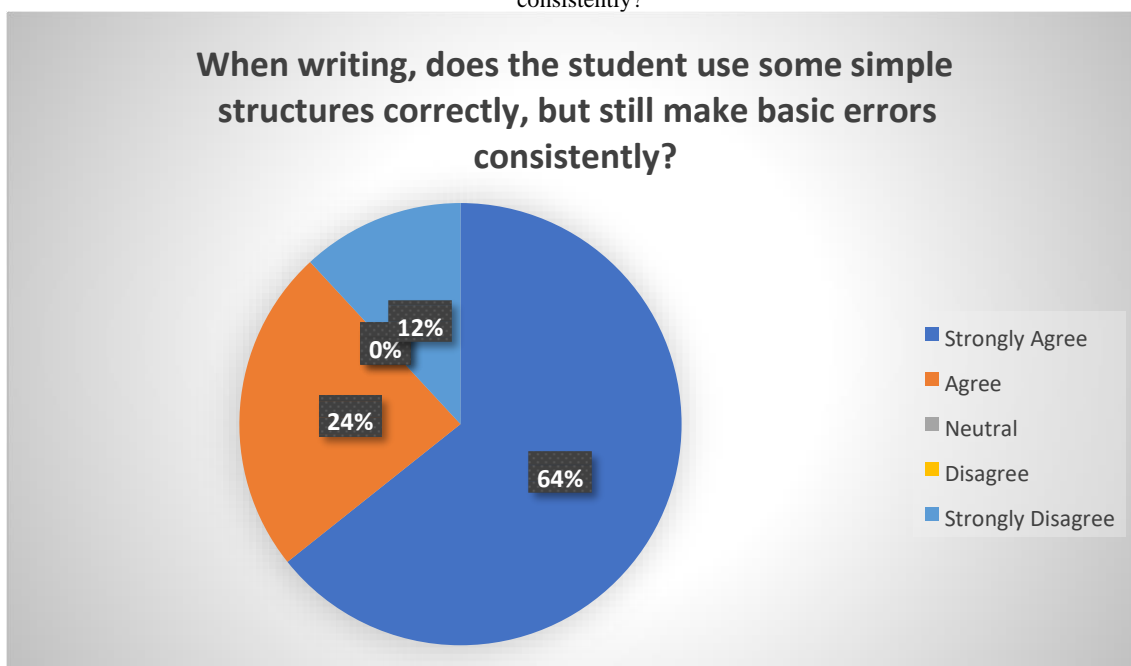**Source: Unidad Educativa "Eugenio Espejo"**
Author: Washington Michael Serrano Jama

Graphic 10: When writing, does the student use some simple structures correctly, but still make basic errors consistently?

Source: Unidad Educativa "Eugenio Espejo"
Author: Washington Michael Serrano Jama

Interpretation: According to the survey 64% of students strongly agree that they can write but make mistakes, 24% of the student agreed that that they can write but make mistakes and 12% of student are strongly disagree with this statement.

3.5.2 Interview

Question 1: What are the advantages of using different didactic strategies in the classroom?

Interpretation: The teacher expresses that the didactic strategies are very important in the teaching and learning process because teachers have more resources for using in their classes and in turn generates more participation from students as they can find solutions to their needs.

Question 2: What is your opinion about the use of didactic strategies during the teaching learning process?

Interpretation: The professor said that the use of different didactic strategies when changing or constantly adapting to the requirements of the students generates a good interaction in the teaching process**.**

Question 3: Do you agree with the implementation of a didactic guide for benefiting students to improve the development of their English writing skills?

Interpretation: The teacher agrees with the implementation of a didactic guide as it would benefit the students so that they can learn in an easier and more dynamic way.

Question 4: What benefits will obtain students if teachers use a didactic guide as a tool to create or adapt different teaching activities?

Interpretation: The professor said that when using a teaching guide as a tool to create or improve different activities that help improve the teaching process, it helps teachers achieve their teaching objectives.

Chapter IV

The Proposal

4.1 Informative Data

4.1.1 Title Proposal

Design of a Didactic Guide for the Improvement of the Writing Skills in Students of First Baccalaureate from Unidad Educativa "Eugenio Espejo"

4.1.2 Executing Institution

Unidad Educativa "Eugenio Espejo"

4.1.3 Beneficiaries

First Baccaluareate students at Unidad Educativa "Eugenio Espejo"

4.1.4 Location

Salinas, Santa Elena Province.

4.1.5 Responsibility

Author: Washington Serrano

Advisor: MSc. Rodriguez Andres

4.2 Characteristic Of The Proposal

This proposal attempts to improve the writing skills of first baccalaureate students at

Unidad Educativa "Eugenio Espejo" Additionally, this proposal has some characteristics that give it a pedagogical importance; these characteristics are described below:

- It is dynamic because students have the possibility to practice their writing skills by working on pairs or groups; this also allows students to develop collaborative skills because they work as a whole in order to achieve a single objective

- It is a pedagogical resource for the teacher and contributes in the development of students' writing competence; students can practice and reinforce their writing skills in class in order to be able to express their ideas correctly in different circumstances with foreign people.

4.3 Proposal Background

One of their main goals for second language students is effective communication. For this reason, a teacher's guide, which we introduce into our project, is intended to enhance their communication through written teaching techniques, which are a new way to learn English as well as improve the language skills of second language learners.

The finest alternatives in learning English at this level have been considered in nteractive activities such as visuals, games and other approaches. In addition, if these activities are carried out using the many teaching resources which the instructor uses, the activities will rise further.

It is highly vital and that students are driven by this crucial ability because they are accountable for improving their own language to get their desired knowledge. We hope that this teaching guide will strengthen the teacher's English lessons. Although it

has been designed to develop written skills with useful vocabulary in teaching techniques, it also helps to acquire the foreign language.

4.4 SIGNIFICANCE

English is the second most widely spoken language in the world. People from various countries need to communicate. Teachers need to increase the acquisition of students' English language by means of diverse class techniques to promote the continuous practice of the language.

The general purpose of this work is to help students of first baccaluareate from Unidad Educativa "Eugenio Espejo" to increase their writing skill through the use of an didactic guide; Didactic guides are useful tools which supplement and increase the dynamics of learning. These guides use unique teaching techniques that imitate the tutor's presence and create a dialogue, to provide students several opportunities to better comprehend and learn themselves.

4.5 Objectives Of The Proposal

4.5.1 General

To improve the writing skill of the English language by applying teaching techniques.

4.5.2 Specifics

- To provide teachers and students new vocabulary used in a writing communication.

- To encourage students to practice writing skill out of the Classroom

4.6 Development Of The Proposal

SANTA ELENA PENINSULA STATE UNIVERSITY

FACULTY OF EDUCATION SCIENCES AND LANGUAGES

CAREER OF PEDAGOGY OF NATIONAL AND FOREIGN

LANGUAGES

UPSE

COLLABORATIVE LEARNING THE IMPROVEMENT OF WRITING SKILLS TO

FIRST BACCALAUREATE STUDENTS LEVEL A2 AT UNIDAD EDUCATIVA

EUGENIO ESPEJO, SCHOOL YEAR 2021-2022.

AUTHOR:

WASHINGTON MICHAEL SERRANO JAMA

LA LIBERTAD- ECUADOR

2022
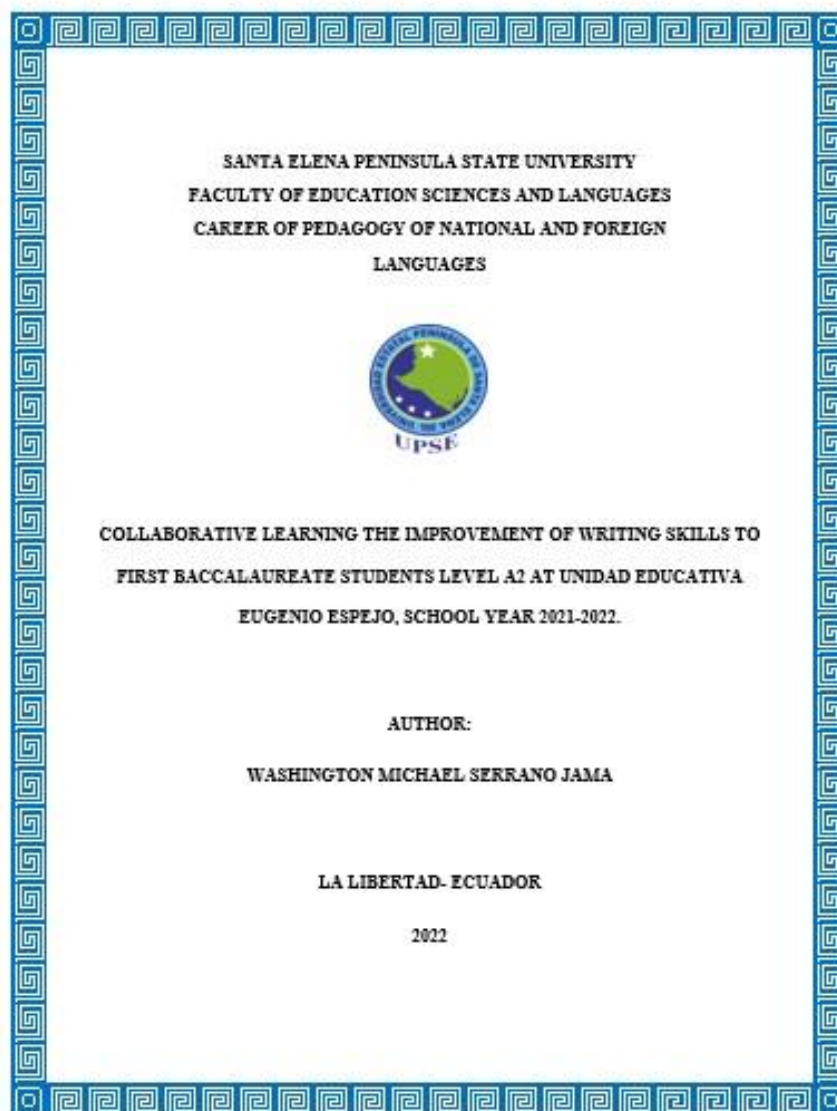
4.6.1 Introduction

English may be viewed in our globalized world as one of the most prevalent languages.It is offered to achieve academic, professional and individual objectives.. This language has nonetheless four major abilities that students must acquire in order to have English skills. Listening, speaking, reading and writing are abilities that must be continually exercised when learning:

students must improve these qualifications by highlighting productive knowledge and writing, because it is vital to be able to communicate in writing with others..

Writing skills may channel the worth of your information and your intellect. It refers to the topic that is important to others. If pupils want to succeed in speeches and debates, they will require excellent abilities in writing. In addition to facts and numbers, give your opinions and views to the public.

Effective writing ensures that a writer is intelligent enough to write with his experience and creativity. A human brain uses all parts of the brain and cells during writing anything. When a person writes their lives, travel experience, blog post, publishing or anything else, all his or her knowledge, memories, events, achievements, present and future events, everything comes from writing. In the end, this enhances awareness, memory, sharpens and strengthens your creativity and imagination.

The conception and development of this didctical guide is to strengthen the writing skills of the first bachelor of the Unidad Educativa Eugenio Espejo use 6 activities promoting writing skills in a relaxed atmosphere.. Some of the activities included in the didactic guide are: dialogues, freewriting, Build on a random sentence, Read other writing,Edit another's work and Make a guide and others

4.6.2 Content Of Didactic Guide

In this didactic guide, some activities were developed in order to improve the writing skills of students. These exercises were inspired by and tailored to the material in the English textbook. It was important to create exercises that ignite students' motivation while taking trending and intriguing subjects into account.

The content of this didactic guide is described in the chart below:

N°	ACTIVITY	VOCABULARY GRAMMAR	STRATEGY	TIME
1	INSPIRATIONAL PEOPLE	Personality Types and Attitudes Inspirational People Verb patterns in present, future and past Time Expressions	Signposting the chronological sequence of events Freewriting	30 min.
2	EXPERIENCE CULTURE	Cultural Learning Experiences Cultural Literacy Present Perfect tense in affirmative, negative and interrogative forms Since / For Yes / no-questions and wh-questions in the Present Perfect tense	Connecting similar and contrasting ideas	30 min
3	STORY TIME	Mysteries Greek Myths Fairy Tales Fantasy First and Second Conditional Past Perfect tense	Summarizing a Story	30 min
4	TRAVELING THE WORLD	Types of Travelers Going Green A Tour of Brasilia Finding Your Way in a Campsite Tag Questions Indirect Questions Placing Emphasis with much and very	Make a guide Using facts and reasons to support opinions	30 min
5	NEWS MEDIA	The Weather Crazy News Disasters Passive Voice Yes / no-questions and wh-questions in the Passive Voice Past and Past Participle forms of verbs	Generating Ideas Writing An Information Report Or News	30 min
6	A TEACH - WORLD	Digital Lives Technology TV vs. YouTube Tech Gadgets and Toys Wishes Phrasal Verbs	writing a "how to" article explaining cause and effect	30 min

4.6.3 Activities From The Proposal

ACTIVITY # 1

Activity: Inspirational People	**Course:** 1st Baccaluareate	**Time:** 30 min

Objective: You will learn how to write about goals, obstacles, important decisions, and achievements. In the same way, write about how to describe inspirational people's lifestyles and experiences.

Illustration N° 1 Describe Inspirational People

Describing Inspirational People

Instruction	**Activity**
- Put your students into pairs (or let them choose a partner).	**Write a short poem where you explain the interests, motives, difficulties and joys of past, present and future to describe inspirational people**
- Have one of the students select a title for the poem. This student who selects the title is the only one who has the option of using it in the poem (to avoid repetition).	**Writing Strategy (Tapestry Poetry)**
- Both students write a 9-line poem.	The form consists of two authors writing a 9-line poem based on the same title, and then working together to meld it into one seamless finished product. Use these phrases to connect concepts and to indicate the chronological order of occurrences.. When he began / completed... Recently, now, ultimately... Before and after... Finally…
- When they are done, the pair works together to interlace the poem into one. All 18 lines must be included. Students are permitted to make grammatical changes (singular to plural, verb tenses etc.), and adjustments to adjectives and	
adverbs, but the majority of the poems should remain the same.	

Rubric

	4	3	2	1

TITLE OF THE POEM	Presents creative titles related with the poem	Presents some creative titles related to the poem	Presents titles with little creativity	There are no clear titles
FOLLOW POETRY DIRECTIONS	All poems are written correctly according to directions	Most poems written correctly according to directions	Some poems written correctly according to directions	Little or no evidence of following poetry directions
CREATIVITY	Very creative ideas and illustrations	Has many creative ideas and illustrations	Has some creative ideas and illustrations	Shows little or no creativity
CONVENTIONS	Evidence of strong -level of grammar, capitalization,punctuation and spelling	Evidence of adequate grade- level, grammar, capitalization,punctuation and spelling	Evidence of limited grade- level, grammar, capitalization,punctuation and spelling	Little or no evidence of grade- level expectations in grammar, capitalization,punctuation and spelling
Handwriting	Handwriting is neat with little visible eraser marks	Handwriting is mostly neat with some eraser marks	Handwriting is somewhat neat with many eraser marks	Handwritng needs to improve

TOTAL POINTS : _____ **Activity #2**

Activity: Experience Culture	**Course:** 1st Baccaluareate	**Time:** 30 min
Objective: You will learn how to recommend cultural activities like reading and going to museums.		

Illustration N° 2 Experience Culture

Instruction	Activity
One student starts the writing process for a timed period decided by the teacher. - When time is up, the teacher tells students to crumple up their work into a "snowball" and throw it somewhere else in the room. Get ready to see lots of confused faces. - Students retrieve one of the snowballs, smooth out the paper, and continue the writing process! (Tip: have students use a pen to make the writing easier to read for the next student) This process is repeated as needed. When all parts are completed, the paper goes back to the original writer who creates a final copy. If you want to know more about how I use this for narrative writing, read this	**Write a review of a product or service.** **a. Think about a book, movie or learning experience you wish to recommend.** **b. Think about the reasons to recommend it.** **Writing Strategy (Snowball Writing)** It can be used with almost any writing genre and is highly-engaging for even your most reluctant writers. I use this method for narrative, poetry, descriptive, and essay writing. Reviews are opinions of a product or service. State your opinion clearly and support it strongly. Connecting similar and contrasting ideas. Use also and in addition to give
detailed blog post that gives the step-by-step process in more detail.	extra similar information about an idea. Use unlike to contrast two nouns

Rubric

	5	3	2	1
IDEAS & CONTENT	Student include three or more detailed facts/definitions about the topic	Student include two detailed facts/definitions about the topic	Student include one detailed facts/definitions about the topic	Student did not include any facts/definitions about the topic
CREATIVITY	Very creative ideas and illustrations	Has many creative ideas and illustrations	Has some creative ideas and illustrations	Shows little or no creativity
CONVENTIONS	Evidence of strong -level of grammar, capitalization,punctuation and spelling	Evidence of adequate grade- level, grammar, capitalization,punctuation and spelling	Evidence of limited grade- level, grammar, capitalization,punctuation and spelling	Little or no evidence of grade- level expectations in grammar, capitalization,punctuation and spelling
Handwriting	Handwriting is neat with little visible eraser marks	Handwriting is mostly neat with some eraser marks	Handwriting is somewhat neat with many eraser marks	Handwritng needs to improve

TOTAL POINTS: _____

Activity# 3

Activity: Story Time	**Course:** 1st Baccaluareate	**Time:** 30 min
Objective: You will learn how to narrate stories and events in the past. Convey attitudes related to the events of a story. Talk about imaginary situations. React to a story in different ways.		

Illustration N° 3 Story Time

Instruction

-        Put students into groups of three and give them an object to describe.

-        As a group, they decide which of the 3 senses they will focus on (sight, taste, smell, touch, hearing). Each person is assigned a sense, and they write a short paragraph describing the object based only on the sense they receive.

-        The group combines elements from each of the paragraphs to create a final descriptive piece.

Activity

Summarize the story of Perseus and Medusa by using the map of the story

Writing Strategy (Shared Sensory Writing)

To summarize a story, identify the most basic and essential information so that you get the big picture.

RUBRIC

	5	3	2	1
IDEAS & CONTENT	Student include three or more detailed facts/definitions about the topic	Student include two detailed facts/definitions about the topic	Student include one detailed facts/definitions about the topic	Student did not include any facts/definitions about the topic
CREATIVITY	Very creative ideas and illustrations	Has many creative ideas and illustrations	Has some creative ideas and illustrations	Shows little or no creativity
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Handwriting	Handwriting is neat with little visible eraser marks	Handwriting is mostly neat with some eraser marks	Handwriting is somewhat neat with many eraser marks	Handwritng needs to improve

TOTAL POINTS: _____

Activity # 4

Activity: Traveling in the World	**Course:** 1st Baccaluareate	**Time:** 30 min

Objective: You will learn how to give and ask for directions and information in a polite way. Ask people to agree with you. Give emphasis to descriptions and comparisons.

Illustration N° 4 Traveling in the World

Instruction	**Activity**
- Once the time is up, each student passes the writing to another student in the group who will read it and draw the scene based on the description (no words allowed).

- When the drawings are done, they are given to the final student who must write a paragraph based on the drawing. In the end, have students compare and contrast the drawings to the original picture writing prompt as well as the two pieces of writing. | Think about a place. Investigate and write: General description, Give a general opinion about the place, Give a reason, Talk about the alternatives or things to do. (Include directions to get there) and Conclude (reaffirm your opinion about the city)

Writing Strategy (Sketch and scribble writing)

Give each of the students a picture as a writing prompt. The picture prompts below are the ones I use.. Their purpose is to inform and recommend the reader things to do, places to go to, and general tips to have a pleasant stay. To write a brochure, include some brief historical information, descriptions and |
| | comparisons. Don't forget to give opinions with reasons in order to support them. |

RUBRIC

	5	3	2	1
IDEAS & CONTENT	Student include three or more detailed facts/definitions about the topic	Student include two detailed facts/definitions about the topic	Student include one detailed facts/definitions about the topic	Student did not include any facts/definitions about the topic
CREATIVITY	Very creative ideas and illustrations	Has many creative ideas and illustrations	Has some creative ideas and illustrations	Shows little or no creativity
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Handwriting	Handwriting is neat with little visible eraser marks	Handwriting is mostly neat with some eraser marks	Handwriting is somewhat neat with many eraser marks	Handwritng needs to improve

TOTAL POINTS: _____

ACTIVITY # 5

Activity: News Media	**Course:** 1st Baccaluareate	**Time:** 30 min
Objective: You will learn how to tell and react to news. Describe natural disasters and extreme weather. talk about inventors, inventions, artists and artwork.		

Illustration N° 5 News Media

Instruction

Put students into groups of three and give them an object to describe.

- As a group, they decide which of the 3 senses they will focus on (sight, taste, smell, touch, hearing). Each person is assigned a sense, and they write a short paragraph describing the object based only on the sense they receive.

- The group combines elements from each of the paragraphs to create a final descriptive piece.

Activity

Write a news story based on a situation at school.

Writing Strategy (Shared Sensory Writing)

Writing a News Report When writing a news story go straight to the point by giving all the important information explaining who, what, where, when, how and why things happen. Don't forget to quote the source of your information. Provide opinions, facts and statistics that can help the reader reach a conclusion. Some news includes a leadwhich is a small summary of the article

RUBRIC

	5	3	2	1

IDEAS & CONTENT	Student include three or more detailed facts/definitions about the topic	Student include two detailed facts/definitions about the topic	Student include one detailed facts/definitions about the topic	Student did not include any facts/definitions about the topic
CREATIVITY	Very creative ideas and illustrations	Has many creative ideas and illustrations	Has some creative ideas and illustrations	Shows little or no creativity
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Handwriting	Handwriting is neat with little visible eraser marks	Handwriting is mostly neat with some eraser marks	Handwriting is somewhat neat with many eraser marks	Handwritng needs to improve

TOTAL POINTS: _____

ACTIVITY # 6

Activity: A Teach - World	**Course:** 1st Baccaluareate	**Time:** 30 min
Objective: You will learn how to tell and react to news. Describe natural disasters and extreme weather. talk about inventors, inventions, artists and artwork.		

Illustration N° 5 A Teach - World

Instruction	**Activity**
-       Set up 4 chart-paper stations around the room with the following titles: Conflicts, Character Traits, Settings, and Themes. Break the class up into 4 groups and have each group go to one of the stations.

-       The group members work together to "graffiti" the page with potential conflicts, character traits, settings, and themes that could emerge in a fictional story. I fill in a couple of my own examples to get them started.

-       Have each group spend 3-4 minutes filling the chart paper up with their ideas. Then, have them all circulate to the next station to repeat the process.

-       When they are done, have each student select one character trait, conflict, setting, | **Create a Report**

Writing Strategy (Graffiti fiction)

One of the challenging parts of creative fictional writing is developing the story elements that will form the plot. Use the graffiti fiction brainstorming technique as a way for students to work together to spark fictional writing.
A report is an objective summary of data and findings collected with the purpose of informing and describing a situation. Use an impersonal style to sound more reliable. |
| and theme from the graffitied pages to develop a unique narrative. You can choose to have them write independently or with a partner. | |

RUBRIC

	5	3	2	1
IDEAS & CONTENT	Student include three or more detailed facts/definitions about the topic	Student include two detailed facts/definitions about the topic	Student include one detailed facts/definitions about the topic	Student did not include any facts/definitions about the topic
CREATIVITY	Very creative ideas and illustrations	Has many creative ideas and illustrations	Has some creative ideas and illustrations	Shows little or no creativity
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TOTAL POINTS: _____ Conclusions

✝ Students do not enjoy their English classes, but we emphasize when it comes to writing activities because they think learning grammar or correct writing structure is a bit boring and challenging.

✝ The very low level of students' writing skills can be considered a disadvantage when developing more advanced activities. If they want to improve this, they should pay a lot of attention and practice as many times as necessary, this may help them to better understand all the activities.

✝ Students can be actively motivated during the class when carrying out the writing activity, taking as a reference point the didactic guide, since it is predestined to reinforce the student's needs.

✝ The activities from the didactic guide made students to be encourage for learning grammar and vocabulary to improve their writing skills, so that they will have a continuous progress and teachers will get the best learning outcomes

Recommendations

✝ English teachers should give more significance to the teaching of writing skills because students don not learn how to write properly as result it is essential to give more time to make students practice.

✝ English area colleagues should apply updated teaching activities based on multiple intelligence theory in order to encourage students have a continuous learning.

✝ It is relevant that students learn in an environment based on the application of multiple intelligences activities, it will benefit them to be more prepared for the future as a result we are going to attend a student success and create the opportunity of that everybody as a human with differences will find its suitable place.

✝ It is vital the use of a didactic guide created as a helpful tool to apply updated teaching activities based on the different student's intelligences because it works as a significant factor during the teaching – learning process to improve the

writing skills in the classroom. Extra dynamic activities to enhance the students´

interest for the English class

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En calidad de tutor del Trabajo de Integración Curricular denominado " **COLLABORATIVE LEARNING THE IMPROVEMENT OF WRITING SKILLS TO FIRST BACCALAUREATE STUDENTS LEVEL A2 AT UNIDAD EDUCATIVA EUGENIO ESPEJO, SCHOOL YEAR 2021-2022."** elaborado por el estudiante **WASHINGTON MICHAEL SERRANO JAMA¨**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

_____

Andrés Alberto Rodriguez Caamaño

TUTOR

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