



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

“STAR strategy to improve writing skills for teenagers”

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title “**STAR strategy to improve writing skills for teenagers**” prepared by Ana Carolina García Santacruz, 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,

A handwritten signature in blue ink, reading "Sara González Reyes", is written over a horizontal line.

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STATEMENT OF AUTHORSHIP

I, Ana Carolina Garcia Santacruz with ID # 0953165230, student from Universidad Estatal Peninsula de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of Nationals and Foreign Languages, in my role as author of the research paper "STAR STRATEGY TO IMPROVE WRITING SKILLS FOR TEENAGERS" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



GARCIA SANTACRUZ ANA CAROLINA

AUTHOR

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The researcher is glad to thank Ana Noemi Santacruz and Diego Garcia Jacome trusted her and giving her their support. They always help her to carry on her college degree. The researcher will do her best as professional.

DEDICATION

First of all, the researcher dedicates this research project to each teacher who contributed to her academic training, and each person who trusts in her potential. Also, the researcher dedicates it to all students of Pegagogia de los Idiomas Nacionales y Extranjeros so that this project will be considered by future researchers and as inspiration to complete their English degrees. In addition, the researcher dedicates this project to all passionate teachers and to those who carry out this hard work in a classroom.

With love

GARCIA SANTACRUZ ANA CAROLINA

ABSTRACT

The development of writing skills in teenagers is relevant to reaching the basic requirements as students and impacts their academic profile. Taking into consideration, the writing process is essential that students handle a variety of strategies to develop their writing skills, for this reason, this research project has as its main objective to analyze the use of innovative strategies for the development of writing skills in teenagers for this cause the researcher used qualitative method to study the recent methods used by teachers, benefits of STAR strategy to enhance writing skills and be aware of that translator is an obstacle to the development of critical thinking. In 2020, a study demonstrated that this digital tool is not appropriate to enhance writing skills. As results of this research project can be described as the appliance of the STAR strategy is beneficial to students who are able to determine the strengths and weaknesses of their texts.

KEY WORDS: Writing skills, STAR strategy, writing process

RESUMEN

El desarrollo de la escritura en los adolescentes es importante para alcanzar los requisitos básicos como estudiantes e impacta en su perfil académico. Tomando en consideración, el proceso de escritura es fundamental que los estudiantes manejen una variedad de estrategias para desarrollar sus habilidades de escritura, por tal razón, este proyecto de investigación tiene como objetivo principal analizar el uso de estrategias innovadoras para el desarrollo de habilidades de escritura en adolescentes para esta causa el investigador utilizó el método cualitativo para estudiar los métodos utilizados por los profesores recientemente, los beneficios de la estrategia STAR para mejorar las habilidades de escritura y ser consciente de que el traductor es un obstáculo para el desarrollo del pensamiento crítico. En 2020, un estudio demostró que esta herramienta digital no es apropiada para mejorar las habilidades de escritura. Como resultados de este proyecto de investigación se puede describir que la aplicación de la estrategia STAR es beneficiosa para los estudiantes que son capaces de determinar las fortalezas y debilidades de sus textos.

PALABRAS CLAVE: habilidades de escritura, estrategia STAR, proceso de escritura

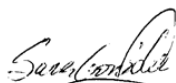
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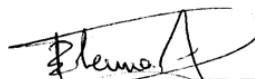
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INTRODUCTION

This research project refers to an analysis of the STAR strategy with the purpose of investigating how effective it is and if it is appropriate for teenagers. The main characteristic of this study is to examine the strategies used by teachers to develop writing skills in teens since a process is required to produce an organized, coherent, and grammatically correct text. To analyze this problem, it is necessary to mention that, as evidenced by official rates, Ecuador does not have an excellent level of English despite the fact that it is taught in all private institutions.

In the academic field, as a student of the major of Pedagogía de los Idiomas Nacionales y Extranjeros, it is vital to address issues such as the aforementioned, since it shows the reality of the educational field in terms of learning the English language. The research was carried out through a bibliographic search in addition to having a series of interviews with the objective of knowing the position of the teachers regarding the STAR strategy to enhance writing skills, in addition to investigating its effectiveness and the strategies that are in use in the current academic period. The research is of a qualitative type since it investigates the open-end questions with the purpose of limiting it to the sources of information.

The research is divided into five chapters

Chapter 1, The Problem; In this section, the researcher explains the problem and the importance of this research project, the researcher achieves to explicate the problem in context and addresses it with precision. Also, the researcher shows the relevant information as a contribution to the development of this research project. Therefore, establish the main objectives and three specific objectives.

Chapter 2, Theoretical Framework; in this section, the researcher looks for relevant information that supports the study. In addition to organizing the information into the theoretical basis, the pedagogical basis, the legal basics, and determined the variables of this study.

Chapter 3, Methodological Framework; in this section, the researcher determines the type of research. Also, the researcher explains the characteristics of the qualitative method. Furthermore, the researcher looks for the definition of Phenomenological research to give information about its type of research. As a data collection technique, the researcher establishes to work with one-on-one interviews. As an instrument, the researcher uses an online questionnaire and determines the population and sample.

Chapter 4, Analysis of Findings; in this section, the reader will find analysis and interpretations of data obtained by the interviewee. In this section, the researcher uses cloud words to analyze the responses of English teachers. And, the researcher contrasts the information provided in chapter II of the theoretical framework.

Chapter 5, Reflections of the Study. In this section, the researcher explains the findings and compares them with the objectives of this study. Also, take into account the limitations of the researcher and talk about the experience carrying out the study. And, explain some changes that will apply in a study with the same aspects in the education field.

The development of each chapter was taken into account to completely cover the broad field of education with the purpose of studying strategies that are effective and therefore make a difference in the development of writing skills as a fundamental part of student development.

CHAPTER I

THE PROBLEM

1.1 Research Topic

Didactic Resources and Writing Skills

1.2 Research Title.

STAR strategy to improve the writing skills for teenagers

1.3 Problem Statement

English as a second language is a globalized language around the world. According to Preply researchers “English is recognized as an official language by law in 55 countries worldwide. That’s 28.5% of the world’s countries. If we include countries that have English as an official language by fact, this increases the total to 75, therefore meaning that 39% of the world’s countries have English as one of their official languages.” (Preply, 2021)

Taking the rated mentioned before English has a relevant value around the world, the 39% of the total citizens worldwide has English as mother tongue for this reason, English is taught as a second language in non-native speakers’ countries. Non-native speakers thought a challenge situation trying to acquire a second language, the challenges can be focus on exogenous and endogenous aspects.

Taking into consideration the exogenous features, which are focus on the external issues that learners do not be able to change. One of them is the limited appliance of current strategies as OECD mentioned in *Innovating Education and Educating for Innovation: The Power of Digital Technologies*. “Over the past decades, recognizing the urgent need for innovation in education, several initiatives have tried to develop general frameworks, principles and guidelines

for innovation strategies in education.” (OECD, 2016) The initiative to develop strategies comes from the deficient results of the traditional education.

The worldwide students who decided to learn English faced endogenous difficulties. As Cristina Comben mentioned the learners confronted five main problems during the learning process such as fear, lack of opportunities, being set in learner’s ways, lack of time, and issues with the inner voice. (Coben, 2016) Each trouble affects the English learning process in a specific area of the development.

As El Comercio mentioned Ecuador has on average an A1 level of English proficiency. (Comercio, 2021) In Ecuador the level of English is one of the lower, the EF EPI located Ecuador in 90th place considering 112 countries around the world. This rate reflects that Ecuador is one of the two Latin America countries with the worst level of English proficiency.

The MINEDUC announced the implementation of the 41014 deal to improve the education system focus on English as a second language. According to MINEDUC “This deal forces to the teachers be prepared pedagogically to teach with B2 level of English” proficiency (MINEDUC, 2017) which is a problem due to the limited professionals in the English area due to the requirements of the government.

In schools located in Muey includes English as a second language in its curriculum during the learning and teaching process. There is a problem, the limited use of techniques focused on writing skills, this skill is one of the challenges that teachers deal though the process of teaching a second language. Besides this, the writing skill has not been applied correctly because the students are not conscientious about the importance of developing the ability to build from paragraphs to essays. For this reason, the teacher is worried about how to improve this skill,

this project focus on writing skill because the students have limited knowledge in order to develop this skill given that it is a productive skill.

One important aspect to consider is the deficiency information about writing as a productive skill. It is necessary that the students will be able to manage vocabulary and grammatical structures to produce a paragraph. Moreover, the students need to know the types of texts, types of essays, and the structures of these texts so the students write sentences with grammatical errors, missing word-choice, and repetitive sentences in the paragraph. As the researcher mentioned before, it is an obstacle to carrying out the teaching-learning process effectively and results in students completing the tasks but not leaving any significant learning in them, not to mention low grades.

Another issue is the incorrect usage of the translator, this tool is useful to translate unknown phrases or words but when it is used to translate paragraphs can be mistakes in personal pronouns, conjunctions, and prepositions because it is a literal translation and there is no correct usage of punctuation and law usage of connectors that all of them is a set of tools that enrich the writings this shows the lack of interest of the students.

1.4 Problem Formulation

1.4.1 Main question

- How will the application of innovative strategies improve writing skills in teenagers?

1.4.2 Specific questions

- What are the limitations students have to develop the writing skills?
- How will innovative strategies contribute to the development of writing skills in teenagers?

- What are the benefits of application of the star strategy to develop their writing skills?

1.4.3 General objective

- To analyze the use of innovative strategies for the development of writing skills in teenagers

1.4.4 Specific objectives

- To analyze limitations to develop the writing skills of teenagers.
- To identify the current innovative strategies for the improvement of writing skills for teenagers.
- To reflect on the usage of innovative strategies for the improvement of writing skills for teenagers.

1.5 JUSTIFICATION

The low interest of the students with respect to developing the skill of writing, due to the lack of follow-up of the same and the limited of implementation of methodological techniques that allow exploiting the performance of the students, so the application and follow-up are necessary to develop this skill. as a productive skill in which all the knowledge acquired is evidenced in addition to making correct use of the available tools that contribute to the teaching and learning process.

Currently, students must manage the four linguistic skills of the English language, in such a way that it is possible to achieve the objectives according to the needs of their potential. In this way, students will not only be able to excel academically if they cannot communicate in a second language such as English, in this way fulfill the main objective which is that students learn, manage and apply knowledge inside and outside the classroom.

This investigation can be carried out since the institution involved made available to us the resources and sources of information necessary to carry it out. The population is the English teachers, they have been working with teenagers this report seeks to analyze of usage of writing strategies, and It will be an in-depth investigation in which the application of the star strategy to enhance the writing skills will be taken into account.

This report has a methodological utility since future research could be carried out using compatible methodologies, in such a way that analysis is possible, and it will be taken as a reference for future research in the educational field to benefit the student population. will be obtained by conducting the study. In the professional aspect, the study aims to contribute to the pedagogical studies that are carried out at the national level, and in the province of Santa Elena, on the importance of the implementation of methodologies that allow the development of linguistic skills such as writing as an essential element in learning a foreign language to improve the quality, efficiency, and effectiveness of the teaching and learning process.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

2.1.1 Didactic Definition

A few years ago, the study of “didactic” aroused the interest of researchers. This term is related to the education field being relevant in non-traditional education which is being applied in order to improve the systematic teaching and learning process as an alternative of excellence education.

The Merriam Webster Dictionary defines Didactic as something “designed or intended to teach” (Webster, Definition of didactic, 2022) as a general term didactic has as a purpose to teach something through a specific process in order to achieve the goal, it can be applied in many fields of teaching. A didactic procedure looks for that the learner finds a creative manner to solve a problem.

2.1.2 Didactic interaction in education

According to (Sobirjonovich & Kamoldin, 2021) “The didactic interaction of a teacher and students is one of the values of education, which makes it possible to lay the foundations in the formation and development of a system of social and personal values in teaching, upbringing and self-development of a person”

Taking the information mentioned before the didactic interaction is a crucial aspect of education that contributes to society's interpersonal values and development. The students do not acquire academic knowledge without social skills.

2.1.3 Methodology Definition

Merriam Webster defined methodology as “a body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedures” (Webster, Merriam Webster Dictionary, 2022) They refer to a sequence of steps to reach an objective and refers to how they will be carried out.

2.1.4 Techniques Definition

Oxford University Press defined techniques as “a particular way of doing something, especially one in which you have to learn special skills” (Press O. , s.f.) it can be applied in many fields in addition to those already exposed in addition, the techniques play the role of a tool that fulfills a purpose in a specific context.

2.1.5. Skill Definition

Cambridge University define skill as “an ability to do an activity or job well, especially because you have practiced it” (Press C. U., 2021) The skills can be developed in any personal, work, and human field. These skills are developed through practice, and application of knowledge.

2.1.5.1 Four Basic skill of English as a second language

The language can be described in four basic language skills and when a new language is acquired, the following skills are divided into four:

A) Speaking

According Essberger the term speaking is defined as “the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.” (Essberger, English Club, s.f.) Speaking is a productive skill, when a teacher assesses the speaking skill, he measures how the student put in practice his knowledge about grammar rules and usage of English.

B) Writing

According Essberger the term writing is defined as “Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.” (Essberger, EnglishClub, s.f.)

C) Listening

According Essberger the term Listening is defined as

“Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.” (Essberger, EnglishClub, s.f.)

D) Reading

According Essberger the term Reading is defined as

“Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.” (Essberger, English Club, s.f.)

The fourth skills of language can be divided into two groups receptive skills (listening and reading) and productive skills (speaking and writing). The students will be assessed by the teachers in order to know what the level of management of each skill is, the students must achieve to reach an acceptable level and work with the teacher on students' weaknesses and how to improve them.

The language is known as a unit and when studying one aspect, in this case, writing, the other skills cannot be left aside, since they are related to each other, since if a person can write correctly, they will also be able to communicate verbally. an appropriate way without excluding important information in addition to helping to develop their reading or listening comprehension to identify general or specific information because the purpose is to promote bilateral communication.

2.1.6. The writing processes

Create a text is a complex process, this process is divided into six parts such as Discovery or Investigation, Prewriting, Drafting, Revising, Editing, and Formatting, Inner-text citation, and Works Cited. The last step should be optional depends on the type of text that the learner will work on. According to Wilmer Writing Center Online Writing Lab in the article named "The Writing Process" expresses that each stage has a purpose that contribute with the development of writing skills.

A) Discovery/Investigation

According to University of Lynchburg writers "Once the writer has finished an active reading of the primary source, it may be necessary to obtain secondary sources to back up the thesis." (University of Lynchburg, s.f.) The writer needs to establish which resources they will

use to support their idea, it is necessary to seek information that will be considered reliable, preferably facts that are tested and supported by scientific support.

B) Prewriting

As University of Lynchburg writers expressed “Prewriting is the step in which tools such as free writing, brainstorming, outlining, or clustering are used.” (University of Lynchburg, s.f.) The tools mentioned before are crucial to organized information in order to choose the most relevant data. Also, “the writer needs to make a decision about audience. Asking questions like: “Who is going to read my paper?”, “What is the purpose of this paper?”, and “Why are they going to read my paper?”” (University of Lynchburg, s.f.) In this stage it is crucial that the writer knows what type of public is going to be directed to adapt the text so that it is understandable and appropriate, to achieve this the writer needs to know who is going to read it, what is the purpose of the text in addition to knowing the reasons why the reader will feel interested in reading it.

C) Drafting

“In drafting, the writer should use materials created in the prewriting stage and any notes taken in discovery and investigation to frame and build body paragraphs.” (University of Lynchburg, s.f.) In this step, you begin to build the paragraphs in which you will explain in detail the information that was previously established as appropriate, in this step the paper is going to be changed.

D) Revising

In this step, it is divided into two important parts. According to experts “Global revision involves looking for issues like cohesion and the overall progression of your paper.” (University

of Lynchburg, s.f.) When the writer is in this stage it is important to have the ability to relate the first paragraph to the second, all the paragraphs must have a direct relationship. If the text is not related, the sense of coherence would be lost.

In addition to, the excerpts expressed “Local issues involve looking for clarity in sentences, ensuring coherence with your ideas. The greatest asset to avoiding and fixing local issues is to use varied sentence structure and to avoid using the same words repeatedly”

(University of Lynchburg, s.f.) The second part of this step is characterized by reviewing each paragraph to check that each idea is clear and that it is related to the main topic.

E) Editing

In this important stage, it “requires a review of what you have written. In this last read of your paper, you should look for any grammar, spelling, or punctuation errors that have slipped through the cracks during the revising stage, or that were introduced in your revisions.”

(University of Lynchburg, s.f.) In this last step we proceed to edit the entire paper in order to improve it. Editing stage focus on errors in tenses and use of English. The writer should Editing many times in order to make sure that the writing is reliable.

2.2 Pedagogic Basis

2.2.1 Constructivism

Constructivism study was developed by Jean Piaget, as declared in The Students’ Guide to Learning Design and Research Jean Piaget’s theory. Breki Brau mentioned that “ humans create knowledge through the interaction between their experiences and ideas. His view of constructivism is the inspiration for radical constructivism due to his idea that the individual is at the center of the knowledge creation and acquisition process.” (Brau, 2018)

Constructivism is defined as “an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner” (Elliott et al., 2000). Constructivism theory suggests that learners construct their knowledge through their set of thoughts, and beliefs about the world. It allows learners to acquire knowledge to be applied in many contexts.

2.2.2 Characteristics of Constructivism

Keep in mind the definition of constructivism. Chung who was author of Collaborative Learning Strategies, explain that the constructivism has as principal features the following four aspects (Chung, 1991)

1. Shared knowledge among teachers and students;
2. Shared authority and responsibility among teachers and students;
3. The teacher’s new role as guide in instruction; and
4. Heterogeneous and small groupings of students.

Also, Tam in his research called Constructivism, Instructional Design, and Technology mentioned that “ The primary responsibility of the teacher is to create and maintain a collaborative problem-solving environment, where students are allowed to construct their own knowledge, and the teacher acts as a facilitator and guide.” (Tam, 2000) It reinforces the idea of four characteristics of Chung, J. because the teacher becomes to a guide who is in charge of promote the coloboration in the classroom. In other words, the process of learning and teaching is usfull if both of the agents work together to achieve the goals. In addition to that, the teacher plays an important role reinforcing the equallity value inside of the classroom.

2.3 Theoretical Basis

2.3.1 Teaching Methods Definition

Devault defined method as “The idea of a method that had shifted away from the scientific, and was thorough and broad, and topic oriented, lent itself to a broader application and has appeared in other research areas such as nursing, education, social work, planning, and marketing” (Devault, 2006) In general, the method can be oriented in a specific field and is a set of steps in order to achieve a goal.

2.3.1.1 Teaching methods to teach English as a second language

A) Grammar Translation

According Rhalmi grammar translation is

“The method views language learning as consisting of memorizing a set of grammar rules and trying to understand and manipulate the morphology and syntax of the target language. Another feature of the method is that the mother tongue is maintained as the reference system in the acquisition of the second language. It is the vehicle of language teaching” (Rhalmi, 2009)

The grammar translation method is used in young learners, they learn a foreign language and mother tongue language at the same time with translation. It gives the opportunity to expand the students’ lexicon in both languages. Also, the teacher focusses on teach grammar rules. It is an effective method with a moderate use and focus on reach objectives.

B) Lexical Approach

In order to comprehend the definition of lexical approach, Medina explains that lexical chunk is a group of words that are commonly found together. (Medina, 2008) it allows to understand that lexical approach focuses on the usage of lexical chunk instead of an innumerable

grammatical structures and vocabulary, lexical chunk guarantee a fluency and manage the use of English. Also, Lewis explains that “Language is grammaticalized lexis, not lexicalized grammar” (Lewis, 1993) It means that lexis focus on creating meaning to improve the stock of phrases of learners instead of grammatical structures. And the management of the lexical approach can expand of word choice in texts.

C) Direct Method

According to the direct method “is characterized, above all, by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of the translation as a technique.” (HARJO, 2012) this method is useful to enhance English as a second language because the students immerse in an English environment developing the language skills. The principal function of this method is that students learn and think in English

c) Avoidance the usage of translator

According to Christanta Rejuna Phanes S. Brahmana, Rudy Sofyan, and Dian Marisha Putri “Although Google Translate has provided such advanced features, many students still cannot produce a qualified translation. Moreover, the user is still not quite sure whether the translation results from Google Translate already have the correct grammar or not.” (Brahmana et al., 2020) Based on this statement Google translate is not appropriated resource because is a system which is in charge to translate word by word.

D) B-learning as an alternative to recent challenges

The B-learning methodology is presented as a substitute to face the current challenges due to the social chaos. According to Greg Akai blended learning “is an alternative that I

define blended learning as the purposeful, coordinated, and synergistic employment of varied learning approaches (classroom, hybrid, and online), exercised through various learning modalities (small group, collaborative, independent, and online), to collectively expand, extend, and enrich the opportunities for learning. (Akai, 2022)

Taking the definition mentioned before the e-learning is an online course to continue with the education of many learners to avoid the desertion and the students will be able to continue to study and finish the superior academic formation. Take this idea into account the application of blended learning is a relevant aspect. Nowadays, the usage of TIC's and current methodologies is necessary to afford the new digital era and the problems that the students faced focus on academic development.

2.3.2 Strategies Definition

According to Juneja in Management Strategy Guide strategy defines strategy as “Strategy can be defined as knowledge of the goals, the uncertainty of events and the need to take into consideration the likely or actual behavior of others.” (Juneja, 2015) Well, the use of strategies is intended to meet objectives depending on the field in which they are applied.

A) STOP strategy to improve the writing skill

This strategy contains four steps abbreviated as stop; where "S" means suspending judgment and in this step, students are encouraged to write more. Writing in this step is free writing without any kind of restriction. The second step which is taken from "T" refers to taking a side, in this stage; students decide and choose which ideas they should concentrate on. The third step is taken from "O" and refers to organizing ideas. In this stage, students try to put ideas according to their importance in constructing their paragraphs. The fourth step is taken from "P"

and it means planning more as students write. In this stage, students modify, rectify and revise what they had written. (Okasha & Hamdi, 2014)

The STOP strategy is one of the most suitable strategies to improve writing skills for teenagers, STOP are abbreviations to filter the information when the learner produces a text in order to check, re-write and obtain a well-organized text. This strategy has 4 steps, the first step invites to the learners feel motivated to write more and feel free because in this step the student does not have any obstacle to continue writing. The second step focus on relevant ideas. On the other hand, the third step refers to the organization of these ideas, and the last step focuses on revising in order to improve the text.

B) DARE Strategy

Strategy comprises four steps; where "D" means developing a topic sentence. In this step, students are asked to focus on the first sentence to be clear and meaningful. In the second step "A" stands for adding supporting ideas. In this stage; students write sentences closely related to the main sentence. The "R" in the dare step stands for rejecting arguing with the other side. In this stage, students are asked not to focus on specific details. In the fourth step "E" refers to elaborating on each main idea. (Okasha & Hamdi, 2014)

The DARE strategy is useful to encourage students to write sentences and organize their ideas. DARE strategy comprises four stages such as "D" focus on writes the topic sentence, the following step "A" focus on supporting ideas related to the sentences written before. The step denominated "R" refers to precise details. Finally, The last step "E" focus on the development of each idea. All these stages provide as a result a well-organized text. Also, encourage the students to improve writing skills.

C) STAR Strategy

This strategy contains four steps abbreviated as STAR; where "S" means substitution. In this step, students are asked to substitute overused words, weak verbs and weak adjectives. In the second step "T" stands for taking things out. In this stage; students delete unimportant and irrelevant information. In the third step "A" means add new information and description. The "R" in the fourth step means rearranging the sequence to produce a desired effect. (Okasha & Hamdi, 2014)

STAR strategy should be applied now to check the learner's text because these stages focus on substitution, the first step invites to the learner replace the words that sound repetitive or unappropriated. The second step encourages filtering unimportant information so the student should delete and obtain a short text with direct content. Besides this, the learner will add more information in order to support the ideas written before this new information will improve the quality of the text. Finally, the last step focus on rearranging the sequence.

According to Jana Vlasáková Natalia Manuhutu STAR “offered the meaningful learning for students in mastering vocabulary. By using this strategy, teacher will be creative in designing lesson while students will think critically.” (Vlasáková & Natalia, 2018) The most important aspect that must be considered according to this strategy is the content. For this reason, it must be taken into account that the writer must write with a wide range of vocabulary to enrich and improve writing skills.

2.4 Legal Basis

2.4.1. Constitution of Ecuador Definition

According to CEP the Constitution of the Republic of Ecuador is “the Supreme Norm, to which all Ecuadorian legislation is subject, where the fundamental norms that protect the rights, freedoms and obligations of all citizens, those of the State and Institutions are established. of the

same. It consists of 444 articles.” (CEP, 2019) The constitution is the highest norm for the citizens of Ecuador. It watches over the rights of citizens, below the articles that watch over students and guarantee education will be mentioned. In addition, those related to the teaching of English as a foreign language will be mentioned.

2.4.2 Articles focus on Education

Article 3 Section 1, the State’s prime duties are “Guaranteeing without any discrimination whatsoever the true possession of the rights set forth in the Constitution and in international instruments, especially the rights to education, health, food, social security and water for its inhabitants.” (Ecuador, 2008)

Article 26- Section 5 “Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education.” (Ecuador, 2008)

Article 28 -Section 5 “Education shall be for general welfare of the public and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation without any discrimination shall be guaranteed, as well compulsory attendance of initial schooling, basic education and secondary education or their equivalent.” (Ecuador, 2008)

Article 29 – Section 5 “The State shall guarantee the freedom to teach, academic freedom in higher education, and the right of persons to learn in their own language and cultural environment.” (Ecuador, 2008)

According to the MINEDUC the main objectives of the English as a Foreign Language curriculum are:

“Develop students' understanding of the world, other cultures and their own and their ability to communicate their points of view through the foreign language.”

“Develop the personal, social and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world that operates in other languages.”

“Create a love of language learning from an early age, through engaging and positive learning experiences, in order to encourage students' motivation to continue learning.”

(Ministerio de Educación , 2019)

The articles mentioned above as part of the legal basis of this investigation are part of official documents of the Republic of Ecuador since it allows the researcher to have a legal notion of the educational situation focused on the acquisition of the foreign language and its incorporation in the current curriculum.

2.5 Variables:

2.5.1 Independent Variable

-Didactic

2.5.2 Dependent Variable

-Writing

CHAPTER III

METHODOLOGICAL FRAMEWORK

3. Methodology Definition

The research methodology is defined as “Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology.” (Rajasekar S, 2013) Taking this concept in consideration, this project of investigation has a socio-educational approach for this reason, there are authorities, teachers, representatives, and more people who belong to the educational society.

The present investigation focuses on the branch of pedagogy and education, considering the health crisis that the study agents went through since for that reason the classes changed from face-to-face to virtual and vice versa. Also, the research is qualitative, this method is the most suitable for this study because it allows to the researcher obtain crucial information that contributes to the research.

3.1 Design Method

The Department of Education and Training defines research as follows:

“Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings.” (training, 2020) Considering this concept, it should be noted that all the agents involved in this project need to understand how to use it in order to take advantage properly.

3.1.1 Qualitative Method

The researcher applied the qualitative method, according to Philipsen and Vernooij a qualitative method is the “study of the nature of phenomena”, including “their quality, different manifestations, the context in which they appear or the perspectives from which they can be perceived”, but excluding “their range, frequency and place in an objectively determined chain of cause and effect” (Philipsen & Vernooij, 2007)

This method is useful to obtain information that is provided by a specific group of people. In addition to that the qualitative method includes observation in order to establish a phenomenon which will be observed the purpose is obtaining results with no numeric data and write conclusions.

3.1.2 Characteristics of Qualitative Method

The qualitative method has five characteristics. According to Gail M. Sullivan, and Joan Sargeant in their report about Qualities of Qualitative Report in table 1 Quantitative versus Qualitative research this method “Explore hypotheses, semi-structured, rigidly categorize answers, flexible to elicit more answers, largely deductive reasoning, and appreciate contextual variables” (Sullivan & Sargeant, 2011)

The characteristics mentioned before are crucial to this research. The researcher must explore the hypotheses that existed around the learning of English as a second language, applying a questionnaire with precision and organized answers. The researcher has to be open-minded to accept more than one answer. Also, the researcher must select relevant information and take advantage of the objectives’ answers.

3.2. Phenomenological Research

This research is phenomenological taking into account the following concept “The phenomenological method aims to describe, understand and interpret the meanings of experiences of human life. It focuses on research questions such as what it is like to experience a particular situation” (Bloor & Fiona Wood, 2006) The phenomenological method allows to obtain information from phenomenon in specific context.

This method is useful to obtain information that is provided by a specific group of people. In addition to that the qualitative method includes observation in order to establish a phenomenon which will be observed the purpose is obtaining results with no numeric data and write conclusions.

3.3 Data collection Techniques

As a technique, the researcher will apply an individual interview. According to Bringham and Moore “The interview is a conversation with a purpose. Divergence among interviewers is frequent. Unreliability may be due to the interviewer, the interviewee or their relation. The interview should be planned and should start with some interest of the interviewee.” (Bringham & Moore, 1931) The interview is a tool its purpose is collect data with questions focus on specific situations the interviewer could focus on general or specific aspects it depends on the necessity. Also, the researcher will include objective and subjective questions.

3.4 Data Collection Instrument

As an instrument, the researcher applies a questionnaire. According to Thwaites and Murdoch “if appropriately designed and administered, can be an easy and efficient way to collect data. However, a well-designed tool is essential to provide meaningful answers.” (Dennis

Thwaites Bee, 2016) A questionnaire can provide useful answers when it is used properly, the questions must have consistency and be objective. Moreover, the researcher has to avoid redundancy and ambiguous information. Also, the researcher will apply open-ended questions.

3.4.1 Type of Questions

In the present research, the interviewee has the option of expressing his own opinion to answer the questions. In other words, the questionnaire contains open-ended questions. As the Zull C. mentioned in his research called Open-Ended Questions. GESIS Survey Guidelines the open-ended questions are “Open-ended questions require respondents to formulate a response in their own words and to express it verbally or in writing. Respondents are not steered in a particular direction by predefined response categories.” (Züll, 2016) The questionnaire provided by the researcher will contain six questions, and they are crucial for the research because it focuses on the effectiveness of STAR strategy to improve the writing skills for teenagers. Besides this, the application of teaching methods, innovative didactic strategies, and the application and importance of STAR as a strategy to improve writing skill.

3.5 Data Collection Processing and Resources

To apply an interview as an instrument to collect information the research takes into consideration the following steps. According to Virginia Polytechnic Institute, there are three steps. The first one is “design interview questions”. The second one is “develop an interview guide”, and the last one is “plan and manage logistics”. (Institute, 2018)

In Research Methods Guide: Interview Research quoted in the previous paragraph contains pivotal information that can be interpreted in the following way. First, the interviewer needs to establish who is going to be the interviewee. Also, establish what kind of information

and details need. Second, the interviewer needs to have a sequence of questions to promote the organization in addition to that, the interviewer encourages clarity and ease in questions and avoids the leading questions. Finally, the interviewer makes sure that the information provided by the interviewee is correctly saved so in this stage the researcher will establish the way of transcription.

For this research, the author decided to combine the notes and recorded strategy to encourage obtaining relevant information provided by the agents. Taking into account the information mentioned in the previous paragraph the researcher decided to establish between 20-30 minutes to perform the interview. The interview will take place online through Google forms to avoid distractions. The results obtained in the interview will be analyzed in the following chapter 4.

Table 1

Data Collection Basic Questions

Basic Questions	Explanation
1.- What?	Interviews
2.- Where?	Google Forms
3.- When?	Academic Period 2022-1
4.-How?	Questionary, open-ended questions
5.-What for?	To analyze the use of innovative strategies for the development of writing skills in teenagers

3.5 Population and Sample

The population can be defined as “all the people who live in a particular area, city, or country; the total number of people who live there” (Press O. U., s.f.)

The population of the study will be made up of English teachers that work on Muey in private schools, who have experience working with teenagers during 2022-2023 period.

Table 2

Description of population and Sample

Description	Number	Percentage
English teachers	5	100%
Total	5	100%

CHAPTER IV

ANALYSIS OF FINDINGS

The following findings are the product of anonymous interviews and the results are based on their experiences as a teacher of English as a foreign language. The resulting interpretations will be explained with cloud words that allow have a clear idea, cloud words show the repetitive words into a circle here the researcher can interpret the results with the aim of analyze the responses of the interviewees. Also, the researcher will do a correlation between the theories, concepts, and the information collected from the interviews.

The results of the interviews are beneficial as a contribution for the development of this research project. The results of the interviews show a wide range of information taken into account as relevant data to satisfy the main objective. In addition, the questions were designed to seek specific information as a result, there are different points of view, obtained from the same question.

The results show that teachers use methods that allow them to immerse students in a bilingual environment. Also, the teachers ensure that the students develop critical-thinking skills. In addition, some of the teachers firmly believe that the STAR strategy is more appropriate for students with an intermediate-advanced level of English since basically, this strategy seeks to discern the information of an academic text and add relevant information. Finally, most of the interviewees affirmed that the translator is an obstacle to the development of writing skills.

Each teacher has a unique style of teaching and motivating students to achieve the teaching objectives. The role of the teacher is to know the needs of their students to convert their weaknesses into strengths. The teacher uses methods appropriate to the needs of the students and will adapt to the thematic unit. The five participants confirmed that they used an adequate teaching method, the Direct Method stands out, being mentioned by participant 2 participant 3, and participant 4.

Base on participant responses Direct Method has a principal base the didactic interaction. As the researcher includes in Chapter II, in Didactic interaction in Education, this method with a correct approach has benefits in education. In contrast, the participant 1, participant 4, and participant 5 mentioned that they use different methods such as audio-visual method, total physical response and ERCA. which makes it evident that students learn with different methods, in addition to finding an appropriate method to expand the vocabulary of the teen, Participant 5 mentioned that using the ERCA method invites students to reflect, conceptualize and apply whenever and when there is previous experience.

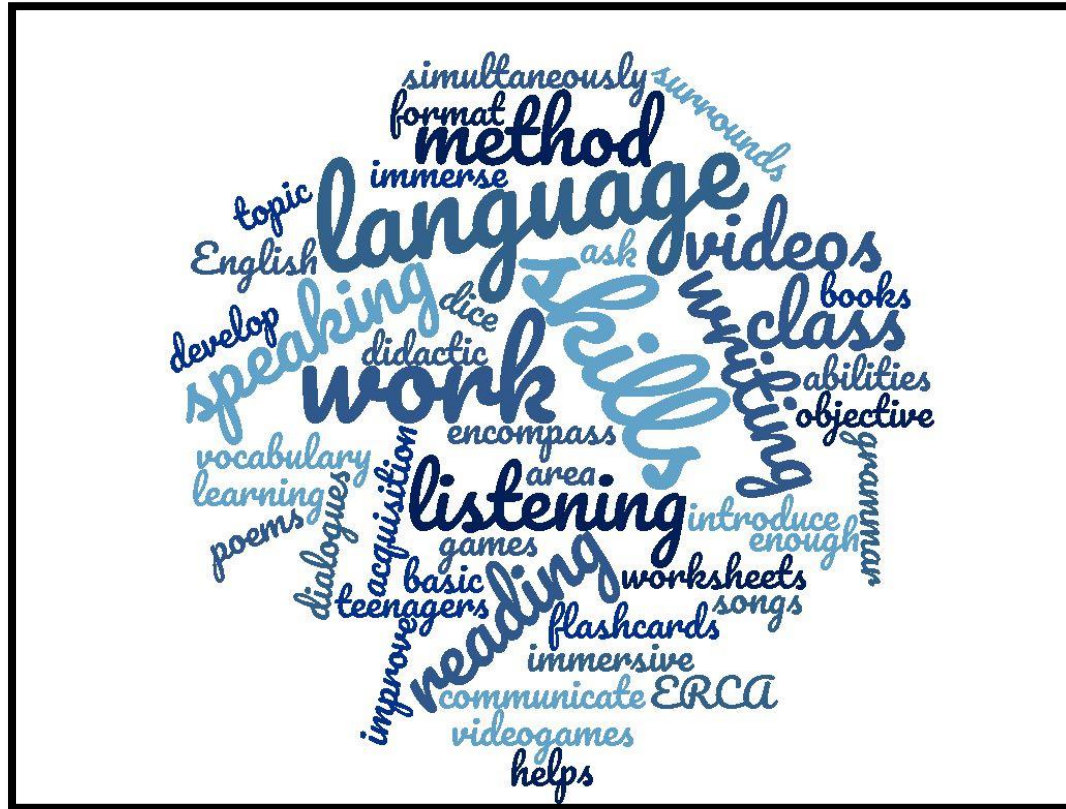
..... *I do use music, videos and any other tools to help the students get acquainted with the language.....* **Participant 1**

..... *I use TPR to enhance new vocabulary.....* **Participant 4**

..... *I apply the "ERCA" it means, experience, reflection, conceptualization, and application.....* **Participant 5**

Figure 2

Resources to Improve the Language Skills



Author: Ana Carolina Garcia Santacruz

Keywords: Worksheets, flashcards, poems, games, books, videogames

According to participant 1, participant 2, and participant 3 the development of language skills must be worked on simultaneously since they are skills that have a clear relationship with each other. Its objective is that students to acquire knowledge about a foreign language in a natural and fun way to avoid the fatigue and lack of motivation that they face in the face of unknow how develop these skills in English.

.....the methods one uses in class have to encompass all the skills. This helps not only to focus in one area of the language..... **Participant 1**

..... as a teacher I try that students develop these skills simultaneously..... **Participant 3**
the students need to immerse with the four basic language skills..... **Participant 3**

..... I ask students about the topic and I use games to introduce the language skills at the same time during my English class with teenagers..... **participant 4**

Besides this, the use of games is evidenced as a result of the interviews since the participants affirm that they are an effective way to teach English to teens. In addition to the use of audio-visual material which supports a constructivist approach mentioned in chapter II section, 2.2.1 Constructivism which mentions that the student uses the resources provided by the teacher to contribute to their learning

..... I use songs, dialogues, and poems..... **Participant 2**

.....usually use videos, to work with writing skills I use books or worksheets..... **Participant 2**

.....I usually use didactic resources such as dice, flashcards, videos, or videogames. **Participant 3**

.....The objective of this language teaching method is for students to learn to think and communicate in the language they are learning..... **participant 5**

Take into account the definition of techniques in the chapter II, it is assumed that the techniques are ways of carrying out a specific activity that is developed through resources according to participant 1, participant 2, and participant 3, they use online resources such as: video games, live worksheets, web pages that contribute to learning the English language, and online resources offer tools that allow teachers to assess students' homework to find out what their weaknesses are and prevent students from cheating

..... I work mainly with web pages my favorite web page is live worksheets.....

participant 1

.....I can notice what are the shortcomings or weaknesses..... ***participant 1***

.....they know the grammar rule but they don't know how to write a certain word or a certain verb.... ***Participant 1***

.....I approach these tasks as formative assessments.... ***Participant 1***

*.....Most innovative ideologies I use include, verb games, videos and music.....****participant 3***

.....they can notice if there are mistakes with grammatical rules, choice word or punctuation... ***participant 4***

.....to detect plagiarism and mistakes..... ***participant 3***

In addition, the contribution of participant 4, when he claims that speaking and writing are being worked on at the same time, supports what was previously imposed, which explains that language skills must be worked on simultaneously. Also, it contributes with the

intervention of participant 2 who explains that students develop writing skills unconsciously as part of the acquisition of a language

*..... I use game such as board and table games which students speak a lot and at the same time they write.... **Participant 4***

*..... in my experience, students learn to write unconsciously... **participant 2***

Finally, there is evidence of the use of common techniques such as the student having to write sentences or at the same time complete them with the verb in its correct form.

Another technique is to write a journal, roleplay, and poems which have a strong relationship with the essence of B-learning mentioned in chapter 2 section B-learning and alternative....

.....or role plays which helps you to qualify the child in an online and fast way.....

participant 1

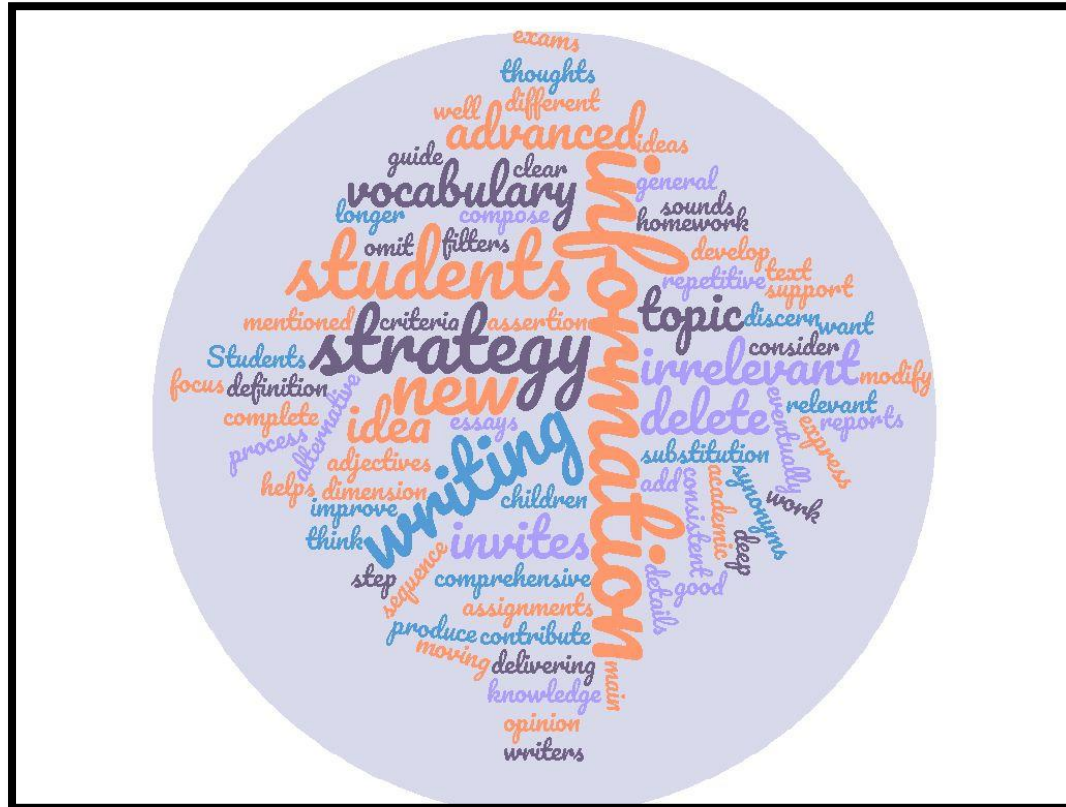
*... with brainstorming, worksheets, or journals because adolescents must learn to write step by step.... **participant 2***

*..... writing poems using music as an example..... **participant 3***

*.....The inductive learning of grammar and vocabulary is worked on, showing its practical use always through sentences..... **participant 5***

Figure 4

STAR Strategy Reliable to Improve Writing Skills



Author Ana Carolina Garcia Santacruz

Key words: Advanced, irrelevant, substitution, repetitive, filters, modify

In this category, information was obtained about the STAR strategy is a strategy that is effective for modifying the text, by replacing syntax or vocabulary errors, since each step that this strategy mentioned in chapter 2 item STAR strategy proposes mainly eliminate information through filters so that it is replaced by important information and that it is adequate and avoid repetition.

.... the strategy invites us to modify the text in order to improve it..... **participant 1**

.....we use substitution to delete irrelevant information and add new information that supports the topic that is consistent with what is being worked on.... **Participant 1**

.....it also invites us to work on the sequence of ideas..... **participant 1**

..... Learning the synonyms new vocabulary and alternative adjectives or vocabulary..... **participant 2**

.....To express a topic or idea into a more advanced and comprehensive assertion..... **Participant 2**

.....It is clear that this strategy helps students to discern information through filters of different kinds..... **participant 3**

.....here children can develop their criteria to delete information that sounds repetitive or that does not contribute anything to what they want to say.... **Participant 3**

..... It organized, manages and helps the write to think of other better ways to express or write..... **participant 4**

.....Substituting words with other synonyms or related vocabulary not only helps to write better but also exudes high level of construing alternatives..... **Participant 4**

..... better information has to be added and used, arranged and organized with a better syntax..... **participant 4**

The ideas of participant 2, participant 4 and participant 5 affirm that STAR strategy is designed for an advanced level in which the student will be able to write academic texts with an organized composition, since the purpose is to write with a formal language to fulfill with the demands that come with writing longer essays, reporters, or advanced script

.....STAR is a bountiful style or tool to help the students write way better than a basic normal script..... **participant 4**

..... Students need to be good writers in order to do well on exams, complete homework assignments..... participant 5

.....compose longer essays and reports..... **Participant 5**

According to the information provided by each of the interviewees, we can conclude that the STAR strategy has a high effectiveness and helps improve writing skills in children, adolescents, and adults who are capable of discerning information, in addition to having knowledge about of basic grammatical tense and that all previous knowledge is used to apply each step of this effective strategy.

..... it not only modifies the text but also modifies the meaning, the sequence, the vocabulary, and words that are misused..... participant 1

.....spelling, adjectives, and verbs that are used incorrectly.....participant 1

.....The students must have prior knowledge about the grammar or the topic that they are working on at the moment because if the student is not able to identify the weaknesses of his text by himself.....participant 1

..... this strategy should be used in adults or students with an advanced intermediate level participant 1

.....it will be very effective if it is applied step by step we cannot ask the children to work on a text that has not yet been presented previously..... participant 2

..... cannot be applied to students who do not have a good level of English..... participant 2

.....it will demotivate them and they will think that it is impossible to acquire another language..... participant 2

.....This strategy is according to the students since childhood to teenagers.....participant 3

.....*this strategy includes important vocabulary and good structured sentences*

participant 3

..... *The most important about this strategy that the students avoid redundancy*

participant 3

..... *Writing or expressing without limits*

Participant 4

..... *Writing is how to kids shows what he or she knows and what has been learned*

Participant 5

In this category, two different positions must be considered for their respective reasons. First of all, the translator is a tool that can influence the teaching and learning process. The opinion of participant 1, participant 3, participant 4, and participant 5 assures that the translator delays the learning and development of the writing skill since the students choose to copy and paste the information that is literally translated from Spanish to English.

.....we must be aware that the translator is an automated system that translates literally from English to Spanish..... **participant 1**

.....choose the translator only to complete the task..... participant 1

.....the students fail in the evaluations.....**participant 1**

..... a translator is not bad but if used all the time, I create a lazy mind.....

.....many novel students do not know how to analyze direct translation that comes with lots of mistakes..... **participant 1**

.....some phrases or sentences need reasoning and scrutiny, some are indirect and the meanings change from language to language which a translator cannot provide.....

participant 1

I consider thatusing translator to perform writing tasks is satisfactory for learners with low language proficiency..... **Participant 2**

.....students write the text in Spanish which is thinking in Spanish and then they translate it literally..... **participant 3**

.....the students just think in Spanish and they do not think just in English that is the goal..... **participant 4**

..... just copy and paste the information with many mistakes of grammar or vocabulary..... **participant 5**

In contrast, participant 2 and participant 3 expressed that the translator is a tool that can contribute to learning English as a foreign language. In addition, to develop other skills such as listening and speaking thanks to the fact that you can hear the pronunciation of the word or phrase.

.....meaning of an unknown word or some phrase..... **participant 1**

..... think that could help develop EFL learners' writing process in foreign languages, especially writing fluency, cohesion, and more complex sentences with accurate vocabulary..... **Participant 2**

.....To be honest, I think that the translator is a very good tool when used objectively since it can be used to listen to the pronunciation of new words or the meaning.....**Participant 3**

4.2. Interpretation of Bibliographic Review

A) Methods Used by English Teachers

Question 1 of the interview with five English Teachers investigates what are the effective methods they use to teach thematic classes. Among the most repeated response was The Direct Method, in the chapter II section The Direct Method definition we can find the definition and approach of this method whose main objective is to use English as the first language and choose to omit the mother tongue of the students. students. On the other hand, other participants mentioned that they use E.R.C.A. and TPR.

E.R.C.A. has as its purpose is to start learning from experience, which allows students to participate actively, this method also uses reflection and conceptualization to finally proceed with the application of the knowledge acquired. On the other hand, TPR is a method that uses the movement to represent words, its aspect creates a relationship between the movement and vocabulary is useful to enhance vocabulary.

B) Resources to Improve the language skills

The second question seeks to know how teachers develop the four basic language skills. As we can relate in Chapter II in the Skills definition section we can infer that each of the skills is adapted to the class. According to the participation of the interviewees, it can be known that the teachers develop these skills simultaneously and unconsciously since the activities include the main objective of acquiring knowledge about the English language as a second language.

Besides that, the interviewees commented that they use resources such as songs, dialogues, poems, videos, books, flash cards, and video games those that allow them to naturally develop the linguistic abilities mentioned above. However, according to the objective of this research project, the questions from here on will focus on the writing skill.

C) Innovative Strategies

Question number three seeks to identify which are the most recent techniques that apply to language teaching. It was found that teachers adapted to new technologies, and make use of digital resources such as live worksheets, verb games, music, videos, and journals. and that they apply properly.

Taking into account the development of the writing skill as mentioned in Chapter II in the section on the writing process in which each process of writing a document is explained in detail, one of the interviewees mentioned that applying brainstorming to develop the students writing skills, the brainstorming is suitable to apply in Step 2 named prewriting.

D) STAR Strategy Reliable to Improve Writing Skills

Question four determine about whether the STAR strategy is appropriate for adolescents or not. According to the interviewees, it was concluded that this strategy is more appropriate to apply to students who have advanced intermediate knowledge of English, in addition to being adults. since this strategy tries to analyze and determine the weaknesses of the writing to be able to modify and improve it

E) Efficiency of STAR Strategy for Teenagers

Considering question number five is about looking for the reasons why the STAR strategy is appropriate to improve writing skills. Interviewees provided reasons supporting the effectiveness of this strategy. The data obtained can be interpreted in that the STAR strategy is very useful to modify the text in order to improve it. Since it seeks to edit it, discern information, and add new information. According to the writing process in Chapter II, this strategy would be applicable in the last stage named Editing.

F) Negative Effects of Translators

The last question seeks to establish how the use of the translator influences the linguistic abilities of the students, as evidenced by the research called, this research is found in chapter II which reaffirms the statement that the use of the translator is only used for complete the tasks and the students only copy and paste because the translator is an automated system which cannot

differentiate between languages and does not suggest the use of punctuations. The objective use of the translator could expand the knowledge of the students if it is used in a correct way instead of use it to cheat.

CHAPTER V

REFLEXIONS OF THE STUDY

In this research project, the STAR strategy for the development of writing skills in adolescents was analyzed. It was found that it is appropriate for the development of one of the most important skills during the acquisition of English as a second language. The results themselves can be summarized that this strategy helps to edit the text with the sole objective of promoting the sense of analysis of the students. In addition, it was established that due process should have been followed for the creation of an academic text. In addition to that, relevant information was obtained that students must have a broad knowledge of English and everything that its development includes.

The application of innovative strategies influences children's learning since education is constantly evolving, teachers must seek teaching strategies whose main objective is for students to use the teacher's guide to build their own knowledge. The strategies must cover the needs of the students since they face difficulties when acquiring knowledge since they are Spanish speakers, which prevents acceleration in the process of acquiring a new language.

The main limitation that students face is that teachers do not apply writing improvement strategies in which students can write a text using their critical and analytical thinking. The strategies contribute to the development of the writing skill since it is worked on in an orderly manner, teachers should apply the writing process so that students realize that writing is not difficult and is part of their training as students. The main benefits of applying the STAR strategy is that students develop their ability to analyze what they wrote and then discern information, and add relevant information so that they have the ability to write correctly.

STAR strategy aims to improve writing, focusing on four steps which invite the student to edit their text, ensure that it is organized, and prevent students from using repetitive vocabulary, therefore the learners expand their knowledge. This strategy covers these needs of the students, which are an obstacle that does not allow them to develop a skill as relevant as writing. On the other hand, this strategy does not solve another factor that affects the learning of adolescents. Using a translator according to the experts does not guarantee that we obtain the grammatically correct information. Therefore, students may decide to use it to get information translated literally. Therefore, this fact is considered cheating which only delays the learning objectives.

In her experience, carrying out this investigation, it can be concluded that it was wonderful, since the researcher was able to face real problems in the field of education, it is clear to mention that there were challenges throughout the development of this investigation, since the people who were taken into account as data sources for its development, did not provide enough information to be taken into account as a source that would contribute to the development of the research project.

As a researcher I was able to learn that teachers have the ability to guide students to learn and change their perception that acquiring a new language is complicated or boring. On the other hand, take into account that the teacher needs to pay attention to the shortcomings of students. Therefore, the teachers have to look for strategies and methods that guide students in their learning.

My initial beliefs about the problematic were that in fact the level of English in the students cannot be improved. However, according to the research, I now think that it is possible to enhance the academic performance of students with the purpose not only that they acquire

knowledge. Also, they apply their knowledge so it set of understanding are reflected in the international standards according to the Common European Framework.

STAR strategy was an unknown strategy for me and many colleagues in the educational field after the development of this research project the researcher know the scope and effectiveness of this strategy, which if properly applied could be beneficial for adolescent students. Also, thanks to this research, a phenomenon that affects students' performance was revealed, the use of an automated tool that only translates without interpreting the text.

What I would do differently for an investigation of the same topic is to look for more English teachers to help me expand my knowledge about how to teach young learners, explore their potential, and thus leave behind the concept that English is a boring subject that students must pass. With the participation of more people, this research project would have had more information to compare their answers with each other.

Despite the event mentioned in the previous paragraph, the teachers who were considered were essential to knowing the effectiveness of the STAR strategy. In addition, the present project will be taken into account as a reference for the application of this strategy to enhance writing skills.

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ANNEXES

QUESTIONNAIRE

The results of the following questions will be part of the research project called “STAR strategy to improve writing skills for teenagers”. As an interviewee, you must be reliable. In addition to that, you must write detailed responses to contribute to the development of this research project.

1. What teaching methods do you apply in your English classes? Why? *
2. How do you include all the language skills? *
3. What innovative techniques do you apply to develop writing skills? Why? *

Take into account the following definition of STAR strategy

According to Okasha & Hamdi 2014 “This strategy contains four steps abbreviated as STAR; where "S" means substitution. In this step, students are asked to substitute overused words, weak verbs and weak adjectives. In the second step "T" stands for taking things out. In this stage; students delete unimportant and irrelevant information. In the third step "A" means add new information and description. The "R" in the fourth step means rearranging the sequence to produce a desired effect.”

4. Why is the STAR strategy appropriate for teenagers to develop writing skills? *
5. How effective will be the application of the STAR strategy for the development of writing skills? Why? *
6. Why does the use of a translator affect negatively the learning of writing skills for teenagers? *

INTERVIEW 1

The results of the following questions will be part of the research project called “STAR strategy to improve writing skills for teenagers”. As an interviewee, you must be reliable. In addition to that, you must write detailed responses to contribute to the development of this research project.

What teaching methods do you apply in your English classes? Why? *

During my classes. I do a couple of dynamics to make my classes live and enjoyable. Most time, I like practical presentations and so, there are lot of group work and presenting the speaking in class. I use music, videos, and other tools to help the students get acquainted with the language. I use PowerPoint and slides to explain the grammar part of the lesson. All these methods coupled with the normal whiteboard teaching help the students learn better and most likely faster.

How do you include all the language skills? *

The language skills are an all-round format for any language. vocabulary and grammar, listening and speaking, reading and writing. Therefore, the methods one uses in class have to encompass all the skills. This helps not only to focus in one area of the language but surround the student with enough abilities to learn and understand the language.

What innovative techniques do you apply to develop writing skills? Why?

I work mainly with web pages my favorite web page is live worksheets or role plays which helps you to qualify the child in an online and fast way so here I can notice what are the shortcomings or weaknesses that the child presents when completing the activities some

children have problems with the spelling of the words sometimes they know the grammar rule but they don't know how to write a certain word or a certain verb and I approach these tasks as formative assessments

Take into account the following definition of STAR strategy

According to Okasha & Hamdi 2014 “This strategy contains four steps abbreviated as STAR; where "S" means substitution. In this step, students are asked to substitute overused words, weak verbs and weak adjectives. In the second step "T" stands for taking things out. In this stage; students delete unimportant and irrelevant information. In the third step "A" means add new information and description. The "R" in the fourth step means rearranging the sequence to produce a desired effect.”

Why is the STAR strategy appropriate for teenagers to develop writing skills? *

In my opinion, this strategy is a new strategy since I had never heard of it. I think and I consider that this strategy can be used in the last step before delivering the writing since the strategy invites us to modify the text in order to improve it. According its definition we use substitution to delete irrelevant information and add new information that supports the topic that is consistent with what is being worked on, it also invites us to work on the sequence of ideas

How effective will be the application of the STAR strategy for the development of writing skills? Why?

I think that the effectiveness of this strategy is very high because it not only modifies the text but also modifies the meaning, the sequence, the vocabulary, and words that are misused, however, so that the student need to be aware that their writing have many mistakes

such as spelling, adjectives, and verbs that are used incorrectly. The students must have prior knowledge about the grammar or the topic that they are working on at the moment because if the student is not able to identify the weaknesses of his text by himself, his strategy would lose effectiveness. In other words, this strategy should be used in adults or students with an advanced intermediate level in order to take advantage of this strategy it can work with adolescents who can identify the errors mentioned above.

Why does the use of a translator affect negatively the learning of writing skills for teenagers?

I think that a translator is a tool that can be taken advantage of when it is used to look up the meaning of an unknown word or some phrase. However, we must be aware that the translator is an automated system that translates literally from English to Spanish, for example, if we use idioms, it will translate literally and our text would not make sense in either of the two languages. That must be applied in an effective way so that it contributes to the learning of the language as a second language. A phenomenon that has been repeated in my years of experience working with teens is that students or parents choose the translator only to complete the task, as a consequence the students only complete the tasks and they are not aware of their learning and of the importance of acquiring English as a second language and the students fail in the evaluations.

INTERVIEW 2

The results of the following questions will be part of the research project called “STAR strategy to improve writing skills for teenagers”. As an interviewee, you must be reliable. In addition to that, you must write detailed responses to contribute to the development of this research project.

What teaching methods do you apply in your English classes? Why? *

Direct Method, because it is a methodology for teaching languages that consists of establishing a visual and immediate association between experience and expression, between words, phrases, idioms, and their physical or bodily expression in the classroom.

How do you include all the language skills? *

To work with listening skills and speaking skills I usually use videos, to work with writing skills I use books or worksheets, to work with reading I use songs, dialogues, and poems. I try to work with all skills to improve students' language acquisition.

What innovative techniques do you apply to develop the writings skills? Why? *

I believe that to develop writing skills you should work with brainstorming, worksheets, or journals because adolescents must learn to write step by step, that is why I use brainstorming, in addition to applying sheets during class, they are also sent as tasks for the student to work with the parent. In my experience, students learn to write unconsciously

Take into account the following definition of STAR strategy

According to Okasha & Hamdi 2014 “This strategy contains four steps abbreviated as STAR; where "S" means substitution. In this step, students are asked to substitute overused words, weak verbs and weak adjectives. In the second step "T" stands for taking

things out. In this stage; students delete unimportant and irrelevant information. In the third step "A" means add new information and description. The "R" in the fourth step means rearranging the sequence to produce a desired effect.”

Why is the STAR strategy appropriate for teenagers to develop writing skills? *

Basically, the process mentioned above a general guide to advanced knowledge, moving from what is basic to what is deep. Learning the synonyms, new vocabulary and alternative adjectives or vocabulary is a dimension of writing I use to express a mere topic or idea into a more advanced and comprehensive assertion.

How effective will be the application of the STAR strategy for the development of writing skills? Why? *

It will be very effective if it is applied step by step we cannot ask the children to work on a text that has not yet been presented previously so this strategy can be performed at the end of a thematic unit to deal with their experience studying. Therefore, this unit's vocabulary cannot be applied to students who do not have a good level of English since it will demotivate them and they will think that it is impossible to acquire another language.

Why does the use of a translator affect negatively the learning of writing skills for teenagers? *

In my own view, a translator is not bad but if used all the time, I create a lazy mind. When I know that every word or phrase is provided to me by a translator, I never take time to find out or learn. Therefore, a translator in the end creates lazy mind/thinking. Besides that, many novel students do not know how to analyze direct translation that comes with lots of

mistakes. some phrases or sentences need reasoning and scrutiny, some are indirect and the meanings change from language to language which a translator cannot provide.

INTERVIEW 3

What teaching methods do you apply in your English classes? Why? *

I use the Direct Method that refrains from using the learners' native language and uses only the target language, in this case, English it is a challenge not to use Spanish but I notice that students learn in an immersive environment

How do you include all the language skills? *

The students need to immerse with the four basic language skills and I think that as a teacher I try that students develop these skills simultaneously and I usually use didactic resources such as dice, flashcards, videos, or videogames.

What innovative techniques do you apply to develop writing skills? Why? *

Most innovative ideologies I use include, verb games, videos and music. but also writing poems using music as an example. From the virtual classes, I was able to incorporate technology (the use of computers and programs) to detect plagiarism and mistakes.

Take into account the following definition of STAR strategy

According to Okasha & Hamdi 2014 “This strategy contains four steps abbreviated as STAR; where "S" means substitution. In this step, students are asked to substitute overused words, weak verbs and weak adjectives. In the second step "T" stands for taking things out. In this stage; students delete unimportant and irrelevant information. In the third step "A" means add new information and description. The "R" in the fourth step means rearranging the sequence to produce a desired effect.”

Why is the STAR strategy appropriated for teenagers to develop writing skills?

Because, it is clear that this strategy helps students to discern information through filters of different kinds, here children can develop their criteria to delete information that sounds repetitive or that does not contribute anything to what they want to say

How effective will be the application of the STAR strategy for the development of writing skills? Why? *

This strategy is according to the students since childhood to teenagers and I consider that is effective, because when you apply this strategy includes important vocabulary and good structured sentences. The most important about this strategy that the students avoid redundancy.

Why does the use of a translator affect negatively the learning of writing skills for teenagers? *

I consider that using translator to perform writing tasks is satisfactory for learners with low language proficiency and benefit more from Google Translator than others with high fluency. However, that learners with a high level are likely to spot mistakes produced by Google. I think that could help develop EFL learners' writing process in foreign languages, especially writing fluency, cohesion, and more complex sentences with accurate vocabulary.

INTERVIEW 4

What teaching methods do you apply in your English classes? Why? *

I use the Direct Method because the student can understand more vocabulary and expressions that contribute to learning English. I use TPR to enhance new vocabulary and motivate the students to learn with movements

How do you include all the language skills? *

All these skills are immersed in the ERCA method, First, I ask students about the topic and I use games to introduce the language skills at the same time during my English class with teenagers.

What innovative techniques do you apply to develop writing skills? Why? *

I use game such as board and table games which students speak a lot and at the same time they write so here they can notice if there are mistakes with grammatical rules, choice word or punctuation

Take into account the following definition of STAR strategy

According to Okasha & Hamdi 2014 “This strategy contains four steps abbreviated as STAR; where "S" means substitution. In this step, students are asked to substitute overused words, weak verbs and weak adjectives. In the second step "T" stands for taking things out. In this stage; students delete unimportant and irrelevant information. In the third step "A" means add new information and description. The "R" in the fourth step means rearranging the sequence to produce a desired effect.”

Why is the STAR strategy appropriate for teenagers to develop writing skills? *

Because the students omit irrelevant information, and they focus on relevant. Also, the students can produce an academic writing they include details to support the main idea.

How effective will be the application of the STAR strategy for the development of writing skills? Why? *

The reason is because when you know the alternatives, you express yourself better. Writing or expressing without limits.

Why does the use of a translator affect negatively the learning of writing skills for teenagers? *

To be honest, I think that the translator is a very good tool when used objectively since it can be used to listen to the pronunciation of new words or the meaning. However, in my experience as a teacher, I have noticed that students write the text in Spanish which is thinking in Spanish and then they translate it literally. At this point, they only complete the task and do not apply the acquired knowledge.

Interview 5

What teaching methods do you apply in your English class? Why?

I apply the "ERCA" it means, experience, reflection, conceptualization, and application. Because at the end, I check if the students learn promoting the innovation and no traditional methods.

How do you include all languages skills?

The language skills is an all round formatt for any language. vocabulary and grammar, listening and speaking, reading and writing.

Therefore, the methods one uses in class have to encompass all the skills. This helps not only to focus in one area of the language but sorround the student with enough abilities to learn and understand the language.

Take into account the following definition of STAR strategy

According to Okasha & Hamdi 2014 "This strategy contains four steps abbreviated as STAR; where "S" means substitution. In this step, students are asked to substitute overused words, weak verbs and weak adjectives. In the second step "T" stands for taking things out. In this stage; students delete unimportant and irrelevant information. In the third step "A" means add new information and description. The "R" in the fourth step means rearranging the sequence to produce a desired effect."

Why is the STAR strategy appropriate for teenagers to develop writing skills?

Because, Students need to be good writers in order to do well on exams, complete homework assignments and eventually compose longer essays and reports.

How effective will be the application of the STAR strategy for the development of writing skills? Why? *

Writing is how to kids shows what he or she knows and what has been learned.

Why does the use of a translator affect negatively the learning of writing skills for teenagers? *

Because the students just think in Spanish and they do not think just in English that is the goal.

Translator is not important here to improve the writing skills for teenagers because they just copy and paste the information with many mistakes of grammar or vocabulary.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA LENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

La Libertad, Agosto 08 del 2022

CERTIFICADO URKUND

En calidad de tutor del trabajo de titulación denominado "STAR strategy to improve writing skills for teenagers", elaborado por ANA CAROLINA GARCÍA SANTACRUZ, estudiante 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, previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido con los requerimientos exigidos de valoración, el presente proyecto, se encuentra con un 1% de la valoración permitida, por consiguiente se procede a emitir el siguiente informe.

Adjunto reporte de similitud.

Atentamente,



Lcda. Sara González Reyes, MSc.

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