



UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTIC

EDUCATIONAL PROJECT

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR OBTAINING
THE DEGREE IN SCIENCE OF EDUCATION**

SPECIALIZATION: ENGLISH LANGUAGE AND LINGUISTICS

TOPIC:

THE INFLUENCE OF MODAL VERBS IN THE WRITING SKILL

PROPOSAL:

SYSTEM OF WRITING ACTIVITIES FOCUSED ON MODAL VERBS

RESEARCHER:

GREGORY QUAYSHEN LEÓN LÚA

ADVISOR:

GALO RAFAEL DONOSO NOBOA, MSc.

GUAYAQUIL – ECUADOR 2020.



**UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS**

AUTHORITIES

MSc. Santiago Galindo Mosquera
DEAN

MSc. Pedro Rizzo Bajaanã
SUB-DEAN

Lic. Sara Anaguano Pérez, MSc.
DIRECTOR

Ab. Sebastián Cadena Alvarado, MSc.
SECRETARY



FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUAS Y LINGÜÍSTICA

MODALIDAD PRESENCIAL

Guayaquil, 7 de Octubre del 2020

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DEDICATION

This thesis project is dedicated to my family: my mom, my dad and my sister. The ones who saw and will see me grow not only at the household level, but also in my development as human being inside the professional and academic levels. Without their support and advice, I would not be able to conclude my studies.

Additionally, I dedicate this thesis project to my grandmother, Jenny, who currently is not among us but that always watched over me, my wellness and the one who wished see me graduate from college.

Gregory Quayshen León Lúa

ACKNOWLEDGEMENTS

Many were the people who, thanks to their precious help, I could execute an excellent thesis work. Among them, I will mainly mention my parents, Rubén and Silvia. Thanks for understanding me and giving me the necessary time to develop my thesis with tranquility. The next in the list are the ones who somewhen were my classmates at the School of Languages and Linguistics: Jorge Bajaaná and Diego Muñoz; without their vast knowledge in scientific matters and without their wise pieces of advice I would not have finished mi project on time. On the other hand, I feel the importance of including my aunt Celeste and my grandfather Félix for giving me tips and for providing me of technological tools to carry out my thesis.

Finally, and the most important my beloved: Damaris Vite. She was the only one who stayed with me, day and night giving me emotional support, and the one who did not let me wave the white flag in this long process. She was in every single moment I needed her, helping me in so much possible ways. Thanks to her brilliant ideas, creativity and ingenuity I could design my proposal. I dare say that part from this thesis possesses her essence.

Gregory Quayshen León Lúa

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La influencia de los verbos modales en la habilidad escrita.

Sistema de actividades escritas enfocadas en verbos modales.

Autor: Gregory Quayshen León Lúa

Tutor: Galo Rafael Donoso Noboa, MSc.

RESUMEN

Este proyecto de tesis tuvo como finalidad determinar la influencia de los verbos modales en la habilidad escrita en los estudiantes de 2°BGU de la Unidad Educativa “Juan Javier Espinoza”. Para ello el autor realizó una investigación exhaustiva con la que se evidenció que los estudiantes poseían un nivel muy bajo en cuanto a habilidad escrita se refiere. Debido a esto, el autor indagó información esencial acerca del tema para llevar a cabo la investigación. Para recabar información, el autor implementó instrumentos y técnicas de recolección y análisis de datos tales como: la encuesta, observación de clases y la entrevista al docente. La investigación pudo determinar que los estudiantes no poseían un conocimiento muy amplio sobre verbos modales lo que le impedía desarrollar actividades escritas que involucraban estos verbos. Además, se evidenció que las actividades y estrategias empleadas por el docente para desarrollar la habilidad escrita y enseñar verbos modales eran tradicionales y obsoletas. A raíz de esto fue necesaria la creación de un sistema de actividades escritas enfocadas en verbos modales que permitan tanto al estudiante como al docente desarrollar de una manera más atractiva la habilidad escrita aplicando verbos modales.

Palabras claves: verbos modales, habilidad escrita, sistema de actividades escritas.



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The influence of modal verbs in the writing skill.

System of writing activities focused on modal verbs.

Author: Gregory Quayshen León Lúa

Advisor: Galo Rafael Donoso Noboa, MSc.

ABSTRACT

This thesis project aimed to determine the influence of modal verbs in the writing skill of students of 2°BGU from “Juan Javier Espinoza” high school. To do this, the author carried out an exhaustive research with which was evidenced that students possessed a very low level in which writing skill concerns. Due this, the author inquired essential information about the topic to carry out the research. In order to gather information, the author implemented a series of techniques and instruments of analysis and collection of data such as: the survey, the class observation and the interview to the teacher. The research could determine that students did not possess a large knowledge about modal verbs that prevented to develop writing activities that involved these verbs. Furthermore, it was evidenced that the activities and strategies employed by the teacher, in order to develop the writing skill and to teach modal verbs, were traditional and obsolete. As a result of this, it was necessary the creation of a system of writing activities focused on modal verbs that allows the student as well as the teacher developing in a more attractive way the writing ability applying modal verbs.

Keywords: Modal verbs, writing skill, system of writing activities.

INTRODUCTION

As time goes by, the mankind has been immersed in a world influenced by the globalization. Due to this, the learning of foreign languages has become an essential necessity in our daily life in order to develop ourselves in different aspects such as, in business field, professional as well as in the educational area. Regarding this, Guillén (2000) mentions: “(...) the learning of languages plays a key role, due to the fact that maximizes individuals’ skills in order to interact with the environment and therefore to get access to the knowledge” (p.4).

That is why, English language has become one of the most required and studied languages around the world due to the facilities that this language allows to develop the four communicative competences, becoming one of the most widely spoken and important languages worldwide. As the following author mentions:

It is often suggested, for example, that there must be something inherently beautiful or logical about the structure of English, in order to explain why it is now so widely used. ‘It has less grammar than other languages’, some have suggested. (Crystal, 2003, p.7)

For that reason, in Ecuador, initiatives are being generated by government entities such as the Ministerio de Educación del Ecuador (MinEduc, 2016) to implement English language as mandatory in private and public educational institutions as stipulated in the Ministerial Agreement Nro. MINEDUC-ME-2016-00020-A.

In Ecuador, the government has created programs to promote the teaching of English which consist on talks and seminars aimed at teachers due to the fact that a suitable level of knowledge is needed so that students can emerge with the profile required by the Curriculum of compulsory education levels in English as a foreign

language section which mentions that the student must possess a B1.1 when graduating from Bachillerato General Unificado.

In order to obtain the B1.1 level, the Ministry of Education to strengthen the English language learning has implemented a series of techniques to reinforce each skill which are reflected in the Curriculum of compulsory education levels. One of these abilities which are being reinforced is the writing skill; due to the fact that the proficiency in writing is a meticulous procedure which must be mastered in succession over the school years of a student (MinEduc, 2019).

For all mentioned previously, it is there where the importance of teaching modal verbs lies in order to improve written ability in English language, considering that through observations in students of the 2°BGU from “Juan Javier Espinoza” high school, deficiencies in writing skill due to the lack and incorrect use of modal verbs were evidenced, hence it will be carried out the proposal which consists in a System of Writing Activities focused on Modal Verbs.

This thesis project is divided into four chapters that are detailed hereunder:

CHAPTER I: It denotes the context of the research carried out, the statement of the problem is detailed here in which the external manifestations, the conflict situation, the scientific fact and the causes that generate the research problem are specified.

CHAPTER II: It contains the historical background that supports the research; in addition, it contains investigations and authors that have referred to the topic as well as the different types of approaches that will be used in the development of this project.

CHAPTER III: It possesses the methodological design of the research, which specifies the population and the sample to which the data collection instruments were applied for the analysis and interpretation of results.

CHAPTER IV: This chapter encloses the proposal which consists in a System of writing activities focused on modal verbs in order to improve the writing skill in students.

CHAPTER I

THE PROBLEM

1.1 Context of the research

Teaching and learning a foreign language unrelated to our mother tongue in Spanish-speaking countries is a great journey for many teachers and students. In the case of Ecuador, it is not the exception, according to the report published by the EF EPI Association (English Proficiency Index) in 2019, it positions our country in 81st place out of 100 countries or regions worldwide and in Latin America, it positions Ecuador in the position number 19 of 19 countries being in this way the worst Latin American country with the command of the English language having a very low level of aptitude.

As a result of this, the importance of improving the techniques and methods of teaching the English language in educational establishments is emphasized so that students during the learning process develop the four essential skills of the English language.

This research takes place at “Juan Javier Espinoza” high school. It was founded on April 1st, 2011. The name of this educational institution was adopted in honor of the ninth president of the Republic, Juan Javier Espinosa y Espinosa.

Nowadays, the principal of this high school is Mgs. Marjorie Arias Cedeño, who has been in charge of this educational institution since 2015. It is located in Sergio Toral I, in Casuarina Avenue and Checoslovaquia Street, in the northwest of Guayaquil. Initially, “Juan Javier Espinoza” high school was a primary school. Currently, the high school counts with initial education and baccalaureate and works in the morning and afternoon journey.

This prestigious and honorable institution has as a fundamental principle to promote the active participation of its students in the educational community that together with an excellent training of teaching staff and the use of pedagogical tools allows low-income families to benefit them from a quality education for free. On the other hand, we can realize that all the teachers of this educational institution have as a goal and purpose outlined, the constant innovation of teaching methods and strategies so that the acquisition of knowledge is more effective in students so that it awakens interest in them for keeping learning. In addition to this, teachers consider the importance and duty of teaching ethical and moral values to their students so that there can be mutual well-being between the teacher and the students to achieve an environment conducive to a good education and consequently, forming them as good citizens thus fulfilling the norms established within the constitutional framework of Ecuadorian law.

That is why, this educational community will be provided with innovative strategies to enhance the learning of the English language, which is of the utmost importance for future students to make their way in this globalized world where learning a foreign language is essential in the world labor plane. With this contribution, it will be placed a special emphasis on the development of the writing skill, which is one of the most important skills in English, since it is a connector to strengthen the reading and speaking skills. Including a series of written activities using modal verbs will help the students of this institution to perform this skill since for some students it becomes a headache when they want to express their ideas and feelings in writing through essays or writing.

1.2 Approaching the research problem

The current thesis project is performed at “Juan Javier Espinoza” high school focused on students of 2°BGU of the 2020 – 2021 school year. Following the standards of the Curriculum of compulsory education levels (English language section), is established that students from 2°BGU must own a B1.1 English level, a level which categorize students as independent users, according to the Common European Framework. However, through a diagnosis executed to the students mentioned before which consisted in classroom observations, it could be detected that they do not manage to reach that specific level yet, due to the following external manifestations:

- Limited vocabulary that prevents students to write simple essays and short paragraphs.
- Limited use of techniques and strategies by the teacher to develop writing in class.
- Inadequate use of teaching material in order to improve writing skills.
- Lack of motivation in students to practice writing exercises.

These previous manifestations show an evident conflict situation in writing skills which is stated as the dependent variable of this research. Thus, the scientific fact of this research is called: Deficiency in writing skills in students of 2°BGU from “Juan Javier Espinoza” high school, 2020-2021 school year.

Regarding to the main causes why this conflict situation exists, it could be identified the next ones:

- Insufficient emphasis in modal verbs teaching in order to enhance writing skills.
- Teacher does not cover the whole list of modal verbs in class.

- Limited skill to identify the differences and specific uses of each modal verb to write texts.
- Students show difficulties to distinguish modal verbs with similar meaning.
- Activities and exercises focused on modal verbs are barely applied by the teacher.

Consequently, the independent variable is: Modal verbs.

1.3 Problem statement

How does the modal verbs influence in writing skill in students of 2° BGU from “Juan Javier Espinoza” high school, 2020 – 2021 school year?

1.4 Research objectives

1.4.1 General objectives.

To determine the influence of modal verbs in the writing skill through a field, bibliographical and statistical research to design a system of writing activities focused on modal verbs.

1.4.2 Specific objectives.

To assess the development of the writing skill in students of 2° BGU from “Juan Javier Espinoza” high school through a field, bibliographical and statistical research.

To value the use of modal verbs through a field, bibliographical and statistical research.

To design a system of writing activities focused on modal verbs based on the interpretation of theoretical and empirical data obtained.

1.5 Research questions

1. Which is the current situation that students of 2° BGU from “Juan Javier Espinoza” high school, 2020 – 2021 school year show respecting with the development of writing skills?
2. Which are the main causes that influence the use of modal verbs in writing skills?
3. Will the appropriate use of modal verbs develop the students writing skills?
4. Will a system of writing activities let improve the writing skills?

1.6 Justification

Modal verbs are an extremely important topic that Spanish-speaking students find very complex when putting them into practice, interacting either with native English speakers or with Spanish speakers who practice the English language. This is because proper teaching is not applied to this topic. Because of this, students often have flaws that do not allow having harmony and dexterity in writing skills.

Therefore, the present research will aim to determine the influence of modal verbs in the writing skill that, through an exhaustive diagnosis made to students of 2° BGU from “Juan Javier Espinoza” high school, it was possible to show that there is a deficiency in writing skill. This research is pertinent since it allows studying the manifestations about the scarce emphasis on modal verbs at the classroom.

According to Tangpermpoon (2008): “Teaching writing skills to non-native students is a very challenging task for teachers because developing this skill takes a long time to see the improvement” (p.8). In simply words, this author tries to transmit the lector that is quite important to teach writing skills during a long period of time that

by transferring it to the Ecuadorian educational context, it should be taught from the 1st year of EGB in order to polish and master this skill in students.

In addition to this, it can be said that not only an emphasis on teaching techniques is needed to master the writing skill, it is also essential to teach grammar structure in order to perform a coherent writing, and last but not least the proper use of verbs is important; in this case, the modal verbs, to be capable to transmit the ideas that people want to express through writing as well as feelings that the student wants to portray on paper, since English is not our mother tongue, the student usually interprets the modal verbs according to the context in which it unfolds, slightly changing the meaning of what he or she wants to express. Due this, Yamamoto (1999) in his thesis explains the need to study the use of modal verbs by expressing the following:

Understanding how NSs use and select modals in certain contexts may help NNSs learn English modals more effectively. It could also be beneficial for instructors to have students analyze essays written on various writing topics by students from different socio-cultural backgrounds in order to experience and understand how different social backgrounds influence modal choices and uses. (pp. 64-65)

Another authors detail other misconceptions in which students usually fall as it is mentioned by Celce-Murcia & Larsen-Freeman (1999): “Some of your students, who have been told time and time again that present-tense verbs with third person singular subjects require an -s ending, over generalize this rule to modals” (p.137). This evidences the need to enhance the teaching of modal verbs to avoid misunderstandings based on the meaning of these verbs at the moment when the student wants to associate them with regular verbs. As a result, the teaching of modal verbs will allow in turn

improving the writing skill based on the application of the proposal which will be implemented as the investigation is carried out.

This project will have as direct beneficiaries, the students and teachers of the 2° BGU from “Juan Javier Espinoza” high school since this pedagogical contribution will be a great help in their academic performance. It is essential to mention that the community also plays an important role, being the indirect beneficiary.

This research is innovative due to the fact that with a system of writing activities focused on modal verbs, it has been established as an objective to give the guidelines for the teacher to apply an adequate teaching of modal verbs, putting into use the various activities in the system of writing activities mentioned before.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research's background

The study of the variables Modal verbs and Writing skill in educational aspects has been one of the most important topics touched by linguists and scientists. In such a way that national and international researches have been carried out in this regard.

One of these investigations that can be mentioned at national level is: Influence of the use of modal verbs in the development of linguistic competence by Chacón & Arreaga (2017). This investigation has as a main objective to demonstrate the degree of importance that modal verbs have just at the moment of learning the English language grammar, since they possess a very easy structure to be comprehended by students when it comes to make sentences, apart from that modal verbs allow them to convey to their classmates, actions they perform day by day as well as degrees of possibility. This research was carried out at Pedro J. Montero high school from Guayaquil city and it had as population the students from 1° BGU and teachers of English language obtaining as a sample, a total of twenty-nine students. The results forthcoming from this investigation were that exists the need in students in learning modal verbs so they upgrade their language proficiency; moreover, the authors verified that the students, involved in this analysis, were aware of the magnitude to domain English language in order to get a more successful life. As a proposal to this, the authors designed a booklet with activities based on modal verbs on the basis of the following arguments: the consequences that incur the restricted usability of modal verbs in the development of linguistic proficiency require in urgent need to rethink in the implementation of new strategies and attractive techniques for the teaching and learning process of modals to catch the students' attention (Chacón & Arreaga, 2017).

Another research of high importance is: Influence of grammar structure in the development of writing skill developed by Aguilar & Nazareno (2017) which has a close relation with our dependent variable: the writing skill. This research was developed at Eloy Alfaro high school located in the city of Guayaquil, Ecuador. It had as a subject of study students from 8th grade of EGB, its aim was to ascertain in which way could the use of grammar contribute to enhance the writing ability employing as the proposal a manual with writing exercises to improve writing skills. The results of the polls conducted to the students concluded that the absence of interactive activities prevented students to keep a good performance in class to learn English language. This led to the low encouragement and interest in the students' learning process being of extreme urgency to implant innovative activities, in this case a manual with writing exercises that let them develop written works with a coherent and quality grammar structure (Aguilar & Nazareno, 2017).

The impact of vocabulary in the writing skill of English language from the 8th grade students carried out by Ghislaine Granda in 2019 that belongs to the University of Guayaquil, Ecuador. The author establishes that writing's nature is to make students to acquire the most possible quantity of proper vocabulary that through the practice let them to apply different styles of grammar structure that in previous stages were difficult for them (Granda, 2019).

This author mentions the qualities that students develop at the moment they start to practice writing grasping new and complex vocabulary.

According to Cali & Bowen (2007) stated: "Part of the difficulty in teaching and learning writing is that few tasks involve complex, interwoven layers such as writing"

(p.1). For an apprentice who is learning writing in a foreign language, results difficult for him / her due to its complex tasks (Krashen & Lee, 2004).

It is quite important to mention that for a second language learner student, to study a foreign language becomes a little difficult even if we talk about the writing skill. As the following authors mention: If developing writing in first language (L1) demands time and a series of steps to master it, mastering writing in a foreign language becomes the double of difficult than in a first language (Koç & Bamber, 1997).

The influence of transition words in the development of writing skills is a thesis project elaborated by García & Veloz in 2019. In their research, they promote the implementation of educational activities applying the use of transition words, since the students involved in this study could not identify those words in writing activities. Additionally, the authors emphasize the significance of using rules and parameters so that written works of students content cohesion and coherence (García & Veloz, 2019).

Sigüencia (2020) performed his thesis focused on the influence of the use of determinate and indeterminate articles in writing skill prior to obtaining his degree as teacher in English language in the University of Guayaquil specifically in the School of Languages and Linguistics in the Faculty of Philosophy, Letter and Sciences of the Education. His study methodology was based in researches of descriptive, explicative and field type. In his study, conducted at Julio Viteri Gamboa high school, Sigüencia (2020) proved that one of the factors that affected students of 8th grade to possess a poor dexterity in writing skill was the lack of didactic resources in order for the teacher be able to teach determinate and indeterminate articles. Hence, the author offered the proposal of creating an exercise guide with dynamic activities based on the development of these articles the one that will allow the student to gain extensive knowledge of

determinate and indeterminate articles and to domain, thereafter the writing ability complying with the established parameters by the Ministry of Education.

At international level we have so many authors who have carried out relevant researches with regard to the implementation of the variables of the study.

One of the many researches that can be quoted is the use of modals in ESL academic writing performed by Natsuki Yamamoto in 1999 that belongs to the Faculty of California State University, San Bernardino. His study consisted in analyzing how modal verbs were utilized in academic writing by natives and non-natives speakers and how the use of these differed when were used by Ns and NNs, respectively. For that purpose, the author supports his investigation in two dimensions: in the grammatical functions and forms, and in the meaning and uses. Yamamoto chose as data base for his investigation, essays and biodata from students of the expository writing courses of the University. According to the analysis of data, Yamamoto (1999) concluded that the usage of modal in Ns and NNs in academic writing substantially differs in syntax and morphology and in semantics and pragmatics. Due this, he recommends the teaching's reinforcement of the grammatical functions and forms as well as the concepts and uses of modals.

Tianshuang Ge (2015). The research carried out is entitled: The use of modal verbs to express hedging in student academic writing. In this study it is created an analysis of how academic writers use modal verbs to express hedging since in academic writing the author does not express his / her personal opinions. His study focused on students of Chinese universities at the moment of redacting writing homework in English. The analysis of data led to the conclusion that native as non-native speakers recognized the importance of using modal verbs to avoid compromise in their academic

writing. Also, Ge (2015) evidenced that in academic writing from non-native speakers was an excessive use of the modal “should” and a low usage of the verbs “may” and “would”. And he suggested English learners to read models of texts to have knowledge of how Ns utilize modal verbs to establish niche.

A corpus-based study of modal verbs in Chinese learners' academic writing executed by Xiaowan Yang (2018) is a study published by Canadian Center of Science Education that focuses on how Chinese students and professional writers employ modal verbs in order to express their ideas in academic writing. The study concluded that Chinese students employed in an excessive manner the modal verbs, the double that professional writers did. Yang (2018) proposes that this excessive use of modals is due to the fact that English teachers in China focuses in the exactitude of the verb the most than in the pragmatic part of them.

The use of English modal verbs may, might, can and could by Czech speakers of English by Kousalíková (2020). This study focuses on how Czech students use modal verbs may, might, can and could and what is the oftenness of their usage. Further, the author implements the use of a web page called Linguee for the corresponding translation of modals to Czech language. In the practical side of this study, Kousalíková made two exercises to a total amount of sixty six students matching the 5th, 6th and 7th grades; the first consisted in students must complete a set of sentences with the modal verbs that they believe it adjust to the meaning of the sentence, and the second one consisted in translating sentences from Czech language to the English one. The results obtained were that students tended to use the verb “can” in comparison with the rest of the modals. And the least modals used were “may” and “might” verbs. She assimilates

this phenomenon with textbooks used in schools that use the verb “can” the most in all their units than the other verbs.

There is another thesis performed in 2020 called: An analysis of English modals in modal verb phrase structures in educational essays by the author Ikrar Genidal Riadil in which he makes a deep analysis about educational essays by the writers Sherry Johnson and Tamjid Mujtaba specifically how both writers use modal verbs in their writing. Riadil demonstrated that the verbs commonly used in both essays were the verbs “can”, “may”, “will”, “should”, “would” and “must”. To discover this constant, he applied the qualitative research method. The objective of this research is to let learners know the characteristics of all modal verbs in a detailed way so that ESL could learn and use them in writing in the most appropriate way (Riadil, 2020).

2.2 Conceptual theoretical framework

2.2.1 Independent variable: Modal verbs.

2.2.1.1 Definition.

The main objective of modal verbs is to express possibility or necessity about an action in particular (Kiefer, 1987; Eastwood, 1994). “We can use modal verbs to tell or allow people to do things; or we can use them to say how certain or uncertain we are” (Eastwood, 1994, p.113). This meaning is affirmed by the following authors who mention:

The modal verbs are the first step in the tense realm. It is the basic sentence and the easiest one to learn because it can be related to the everyday things people do, the basic routines people do and general truths. (Chacón & Arreaga, 2017, p.1)

To get a deep comprehension about modal verbs is essential to know what modality is, the one that has a close relation with the verbs taken into account for this research. Đorđević (2020) refers that: Modality is a linguistic characteristic which have been constructed by a series of linguistic events that make modal verbs developing a substantial facet. “Modality, as one of the complex areas of English grammar, reflects the writer’s attitude and is extremely important in academic written discourse” (Yang, 2018, p.122).

Brown & Miller (1999): “The essence of 'modality' consists in the relativization of the validity of sentence meanings to a set of possible worlds” (p.223). The possible worlds refer to the uncountable ways an individual perceives his / her environment according to his / her point of view and the likelihood which may exist in it.

According to Quirk, Greenbaum, Leech & Svartvik (1985) a definition for modality may be the perception of an individual in determining the odds in which an event or an action may happen through the message he or she conveys in spoken or written words. In simply words, modality is absorbed to the significance of modal verbs.

Additionally, Eastwood (1994) brings more detailed and specific information about modal verbs: 1. a modal verb always comes at first place than the main verb that complements the sentence. Its form is not altered and does not possess infinitive or gerund. The verb that precedes the modal verb does not use the particle to; 2. Modals are essential for making questions and negatives sentences as the other auxiliaries have, do and be. In questions the modal verb is placed at first position; 3.They can be used to express present and future; 4. Continuous, passive and perfect are compatible to use with modals. 5. Another verbs, adverbs and adjectives and expressions with “be” and “have” take the same function of modal verbs.

It is quite obvious that modal verbs carry out a series of functions in the grammar aspect of English language. That is why, in this educational research it is emphasized the teaching and learning process of modal verbs since with them, people can express info that with another verbs can't; in addition that they allow, with the correct use of them, to express yourself appropriately not only in written matter but also in the another three skills due to the fact that both of them are linked together.

2.2.1.2 Types of modal verbs.

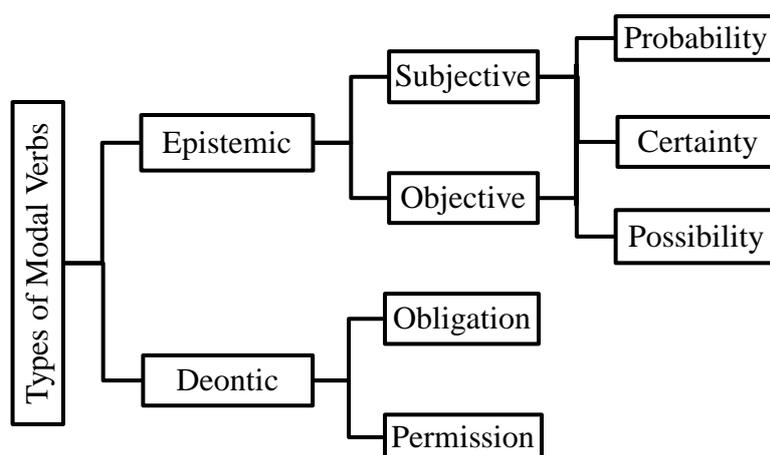


Figure 1 Types of modals

Source: Thesis

Author: Gregory León Lúa

“Modal verbs are used to express a writer’s stance, expressing either the degree of certainty of the proposition (epistemic modality), or meanings such as permission, obligation, or necessity (deontic modality)” (Vásquez, 2010, p.79). Modal verbs are divided into two types: epistemic modality and deontic modality, although some authors give to them other terms like extrinsic and logical referring to epistemic modality, and intrinsic and personal for deontic modality (Quirk et al., 1985; Biber, Conrad & Leech, 2003). In this case, it will be chosen the former terms: epistemic and deontic in order to have a better understanding of them.

It is quite important to highlight that epistemic and deontic modality are not possessors of a rigid list of modal verbs for each one due to the fact that there are some of them which have both meanings. For instance, the verb “will” has the meaning of volition (deontic) and prediction (epistemic), the verb “may” is used for permission (deontic) and possibility (epistemic), the modal “must” is commonly used to demonstrate obligation (She must take a shower) or certainty (You must be drunk). To get a better comprehension, it is provided the following chart:

Table 1
The uses and meanings of modal verbs

Modal verbs	Meanings	Deontic	Epistemic
Can/Could	Permission	You can leave now. Could I go now please?	
	Possibility Ability	I can speak German.	Can it be sent?
May/Might	Permission	You may smoke. Might we have another one?	
	Possibility		He may be at home. It might get too hot.
Will/Would	Volition	I will answer you in a minute.	
	Prediction		That will be the doctor. Who would have guessed he was so young?
Shall/Should	Obligation	You should write more legibly?	
	Regulative	The committee should consider the hearings.	
	Volition	We shall promise you to bring your father back home.	
	Probability Prediction		I shall be leaving soon. He should be very unhappy on the continent.
Must	Obligation	You must be patient.	
	Certainty		It must be your sister on the phone

Source: The difference between modal verbs in deontic and epistemic modality

Author: Chart adapted from Greenbaum (1996) as cited in Winharti (2012)

2.2.1.2.1 Epistemic modality.

Epistemology comes from the Greek *epistēmē* which means knowledge (Suhadi, 2011). This term is used to define this type of modality since the action or event made is

according to what the person knows about if it is probable or not. Yamamoto (1999) states the previous statement by expressing the following:

The modals in their epistemic meaning are largely known for the expression of probability, necessity, and prediction. Although, each of the epistemic modals share similar meanings, these modals are slightly different from each other in the degree of certainty or possibility that they convey. (p.14)

What it is expressed above it is also affirmed by another authors who gives more extra details. The epistemic modality refers to the judgment of a person about events but in which the person does not take the control of actions, status, etc. This means the belief an individual has respecting terms of logical necessity, probability, possibility, in which the action concerns (Quirk et al., 1985; Brown & Miller, 1999; Biber et al., 2003; Suhadi, 2011; Đorđević, 2020). In brief, epistemic indicates how people disclose their necessities, queries and certitude that, in other words, refers to the knowing modes they have.

2.2.1.2.1.1 Kinds of epistemic modality.

Epistemic modality is divided into two sorts: objective and subjective (Lyons, 1977). This division permits to identify under which conditions modals are used in a sentence and which is its epistemic meaning.

Objective epistemic modality is based on reality. In other words, it is based on real facts which can be noticeable and quantifiable and it is not altered by judgment or personal perceptions.

Subjective epistemic modality, on the other side, refers to personal opinions, beliefs or interpretations a person does about something in particular and does not have support; in resume, it is what speaker thinks or assumes.

An example given by Quirk et al, (1985) of both types of epistemic modality could be the next one: in the sentence “Dominick may be dead” it may be interpreted by the speaker as a possibility that Dominick is dead by a supposition the speaker creates in his head without any support that verifies that probable situation. So, it is considered an epistemic subjectivity. This supposition might be transmogrified into objective if the speaker proves it by giving credible facts and not by guessing or thinking Dominick may be dead.

2.2.1.2.2 Deontic modality.

The word deontic comes from the Greek which means “obligatory”. In linguistic terms, it refers to all the actions or situations that are produced by obligation or duty.

According to some authors like Quirk et al. (1985), Biber et al. (2003) and Downing & Locke (2006) deontic modality makes reference to the control an individual possesses about actions, doings and events. “Deontic modals communicate two types of social information: obligation and permission” (Saeed, 2003, p.136). These commitment, permissions or intentions are intertwined with laws, convention or the morality of the subject involved (Suhadi, 2011).

2.2.1.3 Characteristics of modal verbs.

Modal verbs count with characteristics also called functions (Hykes, 2000) that allow the speaker to express notions of disposition or compromise that he or she has regarding the situation. These characteristics are the following: probability/possibility,

permission, ability, habit, advice, obligation, making offers and suggestions (Bensaid, 2015).

2.2.1.3.1 Probability/Possibility.

Brown & Miller (1999): “Possibility thus means that the proposition in question is true in at least one possible world” (p.223). Suhadi (2011) proposes a scale of probability with the following points: possible, probable, and certain. In which possible is less convincing than certain. The modal verbs that describe probability are: can, could, may, might, can’t, must (Đorđević, 2020). Examples of probability using modal verbs are given hereunder:

1. He may be the new boss of the enterprise.
2. They must be from our same school.
3. Our teacher might be the new principal of the institution.

2.2.1.3.2 Permission.

The term permission refers to the formal consent given to a subject in order to do any action (Winiharti, 2012). The permission might be granted, requested or imposed. The modal verbs used for permission are can, could, may, might, and the quasi-modal “be allowed to” (Đorđević, 2020). Examples about permission are detailed below:

1. You can go with your friends to the cinema. (Granted permission)
2. May I go to the restroom? (Requested permission)
3. I am not allowed to talk to strangers. (Imposed permission)

2.2.1.3.3 Ability.

Ability, in modal verbs, refers to the skill an agent has to execute a determined activity. The modals used for expressing ability are: can, could and the semi-modal be able to (Simon, 2013). Examples are given below:

1. The plumber is able to repair the spigot.
2. My husband can drive a six-wheel trailer.
3. The gymnast broke her own record and could establish a new mark.

2.2.1.3.4 Habit.

It describes the frequency an action is performed and it is also related to the behavior pattern of a person. The term “habit” it is also known as usuality (Suhadi, 2011). The verbs utilized for telling habits that are used to performed are: would, used to (for the past) and will (for present) (Eastwood, 1994). As example of habit we have:

1. When Benjamin lived in Durán, he would always go to the rail station.
2. Every single day, Dewy will work out at six o’ clock in the afternoon.
3. When I was a child, I used to play with a yo-yo.

2.2.1.3.5 Advice.

The verbs “should” and “ought to” are used to bring advice (Eastwood, 1994). According to The Merrian-Webster dictionary (1974) advice is defined as: “recommendation with regard to a course of action” (p.29). In other words, it refers to the recommendations a person does to another in order to prevent or carry out an action.

For example:

1. You should sleep early.

2. They ought not to spend so much money.

3. The student should study hard.

2.2.1.3.6 Obligation.

Obligation involves two individuals: the one who receives the order and the one who commands it. The characteristic given previously it is not always like this because there are moral obligations that are imposed by the same person. This function of modal verbs is from deontic type. “Must” and “have to” are the verbs used for demonstrating obligation (Imre, 2017). For instance:

1. You have to stay there until I return.

2. The students must conclude their exams in an hour.

3. You mustn't step on the grass.

2.2.1.3.7 Making offers.

The verbs for making offers are used to propose something to a person specially something that requires an amount of money; these are: shall, may, can, will and could as well (Simon, 2013). They are also used to proffer to do something for the other person involved in the situation. To a better understanding, it is shown some examples:

1. Shall I give you a flower?

2. I could help you if you want.

3. I will make this job for you.

2.2.1.3.8 Suggestion.

It is the action of suggesting doing something to a person in a polite way. The modal verbs used to give suggestions are: shall, would, might, may, could and should.

Examples are shown below:

1. Shall we go for a stroll today?
2. I think my girlfriend might like this chocolate.
3. You should finish your thesis in this week.

Table 2

Characteristics or functions of modals

Characteristics	Modal verbs	Examples
Probability/Possibility	Can, could, may, might, can't, must	She may be the new secretary of the enterprise. They must be from our same college.
Permission	Can, could, may, might, be allowed to	Your father can borrow my suitcase. Are we allowed to eat at classes?
Ability	Can, could, be able to	Shawn can produce music. I'm able to read five books in a week.
Habit	Would, will, used to	I used to dance every day. My parents would take me to McDonalds when I was a child.
Advice	Should, ought to	You should not use your Smartphone one hour before sleeping. You ought to buy a pain killer.
Obligation	Must, have to	You mustn't tell anyone this secret. I have to take care of my son this day.
Making Offers	Shall, may, will, could	May I take your coat, sir? I could help you with your homework.
Suggestion	Should, could, might, may, shall and would.	You might consider taking vacations. If I were you, I wouldn't go there.

Source: Thesis

Author: Gregory León Lúa

2.2.1.4 Division of modals.

Generally, during the large students' learning process at elementary school and high school, they have believed that when it is talked about modals, it is just referred to the common ones (can, will, should, etc). It has been a misconception due to the fact it has been mentalized the modals shown previously, as the unique modal verbs that exist.

In fact, the division of modals covers not only the main ones. According to Yamamoto (1999) modals are divided into two groups: modal auxiliaries (mainly known as central modals) and periphrastic modals, while Kukucz (2009) states that are divided in central modals and marginal modals. For that reason, it has been taken into consideration the research line of Biber, Johansson, Leech, Conrad & Finegan (1999) to this project, who establish that modals are divided into three groups: central modals, periphrastic modals and marginal modals.

2.2.1.4.1 Central modals.

This group of modals is known by students of English as a foreign language the most. According to some authors like Quirk et al. (1985), Kreidler (1998), Biber et al. (1999), Hinkel (2009) and Simon (2013) the verbs corresponding to central modals are: can, could, may, might, will, would, should, shall & must. Eastwood (1994) gives them another term calling central modals as modal auxiliaries.

Central modals mainly characterize for being different from lexical verbs (also called main verbs). These differences are for they are not tensed marked (e.g. musted, canned) nor agree in the subject of the sentence (e.g. she shalls, it woulds) (Yamamoto, 1999). They can't be used in imperative mode. They do not have -ing ending (e.g. shoulding, coulding) (Eastwood, 1994; Yamamoto, 1999; Simon, 2013). And they are not preceded by the particle "to" (e.g. to will, to might).

These central modals have some characteristics that will be described below:

1. To form questions the verb goes in the first position of the sentence (e.g. Can I take a candy?) and to form negative sentences, it is used the negation “not” after the modal (e.g. you should not stand in the middle of the street) (Eastwood, 1994; Simon, 2013). It is not permitted to use the verbs “to be” and “do” for making negative and interrogative sentences using central modals.

2. The verbs will and would have their respective contraction in positive form (will=’ll, would=’d) (Quirk et al., 1985; Simon, 2013). And the central modals that can be contracted in negative sentences are can, could, will, would, should, must (e.g. can’t, couldn’t, won’t, wouldn’t, shouldn’t and mustn’t) (Simon, 2013). The verbs might, may and shall do not have contraction.

3. The main verbs that complement the sentence go after the central modal and without the particle “to” (Foley & Hall, 2012). E.g. Ross won’t travel this year (correct) – Ross won’t to travel this year (incorrect). It is important to stress that modal auxiliaries can be used to refer to the past tense of other ones of the same type as shown in Table 3.

Table 3
Past tense of central modals

Central modals expressing present and future tense	Central modals used for past tense
Can	Could
May	Might
Shall	Should
Will	Would

Source: Longman student grammar of spoken and written English
Author: Biber et al. (2003)

This research will be focused on this group of modals for they are the main modals ESL students apply in spoken and written language in order to express

certitudes, permissions, etc. Moreover, that despite they seem easy to apply, they have a series of rules that confuse students, as well.

2.2.1.4.2 Periphrastic modals.

This group of modals is a combination of words (that is why they take the “periphrastic” term) which have similar meanings than central modals but they act syntactically different than them; e.g. the central modal “must” and the periphrastic “have to” both indicate personal obligation or imposition, but the difference between them is that the periphrastic “have to” can be conjugated in 3rd person in present while the central “must” cannot (Yamamoto, 1999). According to Quirk et al. (1985) the periphrastic modals are: have to, be about to, be able to, be bound to, be going to, be obliged to, be supposed to, be willing to and, by the way, these authors called them semi-auxiliaries. Other authors like Biber et al. (2003) give them other names like semi-modals and quasi-modals. Some of the characteristics that periphrastic modals have are:

1. The only quasi-modal that can be contracted is “be going to” which is “gonna”;
2. A periphrastic modal and a central modal, or sometimes another periphrastic, can be in the same sentence; e.g. She might be obliged to stay at home (central and periphrastic); you have to be able to repair the engine (periphrastic with periphrastic) (Biber et al., 2003)
3. Generally, they are preceded by the verb to be, except the verb “have to” (Kukucz, 2009).

Another particularity about periphrastic is that when negation, they can take the negative prefix un- or the negation “not”, (e.g. I’m unable to or I’m not able to) but the verb “have to” cannot use the prefix un-; instead of that, this verb must be

complemented with the auxiliary “do” to make negation (Kukucz, 2009). Something in particular about periphrastic modals is that some of them have their equivalent in central ones (Celce-Murcia & Larsen-Freeman, 1999).

Table 4
Equivalents of periphrastic modals

Periphrastic modals	Central modal equivalent
Be able to	Can, could
Be going to, be about to	Will, shall
Have to	Must
Be supposed to	Should
Be allowed to, be permitted to	May, might

Source: The grammar book: An ESL/EFL teacher’s course
Author: Celce-Murcia & Larsen-Freeman (1999)

2.2.1.4.3 Marginal modals.

Biber et al. (1999) and Sujatna, Sujatna & Pamungkas (2019) establish that marginal modals cover the verbs dare, need, ought to and used to. The name marginal is applied to this group of verbs for they stay at the margin of lexical and central modals. Khaleel & Abd Alkariem (2018) affirms this by expressing that marginal verbs are that sort of special verbs that may work as auxiliary and main verbs. To clarify this statement, it will be detailed its reasons underneath.

1. In the case of the marginal verb “need to” they syntactically can be used as central and lexical verbs, for instance: “Need you go there?” (Central modal syntax) Do you need to go there? (Lexical verb syntax), consequently, they are similar semantically (Kreidler, 1998).

2. The verb “dare” as the marginal “need” carries out functions of lexical verbs and central modals (Kukucz, 2009). Dare as central modal does not have tense, in questions, the verb comes first and for negative sentences is applied the negation “not”

(e.g. Dare you insult me?; They dare not steal him). Although, for some native speakers are so strange to use dare as modal verb, it is acceptable. And as lexical verb, it possesses tense, it requires of the verb “do” to make question and deny, and it need of the particle “to” for the verb that precedes it in a sentence (Quirk et al., 1985). For example: 1. the thief was so aggressive that nobody dared to catch him (Dare in past tense). 2. Does he dare you to fight? (Dare supported with do to formulate questions). 3. She does not dare to complain (Not used to deny)

3. Quirk et al. (1985) establish that ought to is the other marginal verb that may have both functions but mainly it is used for native speakers as lexical verb due to it is less common the usage of ought to as modal verb in English. This verb can act as central modal (without “to”) only in negative aspects and also in ellipsis (when a word is omitted by inferring it) (Radford, 2004). For instance: They ought not drink alcohol (negative aspect); I guess I ought (“to” omitted at the end). An exception of ought to as modal is that it is not permitted to make positive sentences (Quirk et al., 1985). For instance: you ought to raise them salaries. (Correct) 2. You ought raise them salaries (Incorrect). Relating to lexical verb, ought to can be applied in both positive and negative aspects. In a dialectical way, the use of the auxiliary do is permitted such as in: He did not ought to fire him; but in spoken English is seldom to hear it. Moreover, ought to is not marked by tense neither as central modal nor lexical. That is why; this marginal verb is scarcely employed by English speakers due to its complexity.

4. Finally, the marginal used to. This verb is used to express something that often was done in the past (Eastwood, 1994). It is difficult to establish easily why the verb used to can act as central modal and lexical verb since it is a verb which denotes past. One of the points that we can affirm why “used to” can act as central modal is that it can

be employed without the necessity of the auxiliary “do” in negative sentences while as lexical verb it needs the auxiliary do in past to make the negative ones; e.g. She used not to wake up early (acting as central), she didn’t use to wake up early (acting as lexical). However, for making questions it is always required “did” so that the grammar structure “used (subject) to...? is almost never employed (Quirk et al., 1985).

Table 5
Division of modal verbs

Division	Other names given	Verbs
Central modals	Modal auxiliaries	Can, could, may, might, must, should, will, would, shall
Periphrastic modals	Semi auxiliaries, semi-modals, periphrastic modals, quasi-modals	Have to, be about to, be able to, be bound to, be going to, be obliged to, be supposed to, be willing to.
Marginal modals		Dare, need, ought to, used to

Source: Thesis

Author: Gregory León Lúa

2.2.1.5 Dimensions.

When modal verbs are employed in spoken or written English, they must be used in the most appropriate way in order to transmit exactly what the speaker means. For the majority of students of ESL to apply modal verbs in conversations or written works becomes a little bit hard to carry out since at the moment of using modals they mix some aspects in which are included their social and cultural background, even their native language that make ESL students to make mistakes when they try to utilized them.

For that reason, this research is focused in two dimensions: grammatical functions and forms, and meaning and uses the ones that will allow observing in which manner they apply modals, and if the grammar structure they employ is the correct one. In that way, it could be detected in which dimension students have flaws.

2.2.1.5.1 Grammatical functions and forms.

This dimension consists in analyzing how students place each element that compose a sentence according to grammar rules to determine if students do it in the right way and, on the other hand to discover in which part of grammar it is necessary to dig into to avoid common errors in students.

Grammatical functions and forms are based on the syntactic and morphological analysis (Yamamoto, 1999). The syntactic analysis permits to verify if the sentence has sense studying the function of each grammatical category involved in the sentence in detail as well as the structure that must be used at the moment of inserting an adjective or a verb in it. The morphological analysis consists in determine in which category each word of a sentence belong. In the case of ESL students these aspects are essential since when they assimilate modal verbs that exist in their mother tongue to the modals of English language it appears a series of grammar mistakes due to the fact, they try to conjugate modal verbs (in this case central modals) when it is not permitted (Yamamoto, 1999). In modal verbs matters the rules applied to modals depend on whether the modal verb is central, periphrastic or marginal; these rules allow knowing their grammatical function and form depending if they act as lexical verbs or modal verbs as it is described in specific details in the section of division of modals.

2.2.1.5.2 Meaning and uses.

Meaning and uses of modal verbs depends on the general significance of the verbs (semantics) and the personal use a speaker gives to them (pragmatic). According to Someya (2010) the semantic meanings of modals are probability, necessity, ability, habit and so on, which are described in detailed in the section of characteristic of modal verbs of the present project.

Saeed (2003) establishes that semantics allows the speaker to understand in general terms the meaning of each word, in this case modal verbs. While, pragmatics permits to know the deep significance of what the speaker transmits depending on the context (Kreidler, 1998).

Olivares & Barrantes (2016) emphasize the application of pragmatics in English language due to the fact it allows to develop the communicative proficiency by expressing and understanding ideas, perfectly. According to Bensaid (2015) the social part and pragmatics influence a lot in EFL learners, but this has been not taken into consideration by many English teachers as they, in most of the cases, teach modal verbs as if it were only a one-more-topic of grammar, conveying to students that modals do not express something deeper than only their significance.

In order to teach pragmatics to students, Richards (2006) proposes the application, into the classroom, of an important key component of the Communicative Language Teaching (CLT) called: “holistic learning” which consists in discovering methods to assimilate what is explained in class with the external world, thus, generating in students an own pragmatic significance according to their point of view; improving, in that way, the communicative proficiency of ESL learners. This indicates the importance of the analysis in how students employ each modal verb regarding their way of thinking and the influence of their cultural roots when using English language. In modal verbs this is intertwined respecting with the type of usage of each of them that are classified into deontic and epistemic modals. This type of modals is specified from page number 19 of this current research.

2.2.2 Dependent variable: The writing skill.

2.2.2.1 Definition.

The writing skill is so essential for the English learning process so that many authors have studied this competence. According to Muhammad, Wu Xiao & Saima (2013) a meaning that can be given to writing ability is the dexterity to form correct sentences with appropriate use of grammar with the intention of transmitting a definition to the reader. Elbow (1998) contributes with another definition in which says that writing is a method that lets the writer not to forget the ideas, thoughts and conceptions that he / she wants to reflect when redacting at once on paper. Moreover, Elbow (1998) indicates that writing is constituted in two parts; in the first part the writer must know what he or she wants to transmit and the second part consists in transmogrifying ideas into words; in order to do that, he proposes the writer to start with previous ideas and not starting without anything.

Another definition of writing given by Nunan (2003) is the intellectual process that is required in order to come up with ideas, pondering the way to communicate them depending of the audience and then, arranging them into phrases, sentences and paragraphs so that the reader may understand, easily.

Brown (2001) stirs up the practice of writing due to the fact it is cataloged by the Communicative Language Teaching (CLT) as a process in which the individual gets involved in a series of instructions and strategies focused exclusively, on the learner that through the reading makes students understand written works in order to know the different styles employed to write; and through the writing allows students to come up with many ideas and to develop in them the art of the meticulous analysis. For this, the

teacher carries out an important role being the guide for students in order to create their own style of writing.

Krashen & Lee (2004) explain that writing contributes to the cognitive development of the writer due to the fact that at the moment of portraying ideas on paper the person must represent their feelings and thoughts and this makes the brain react in order to keep creating ideas for a better representation in words. This theory is confirmed by Aguilar & Nazareno (2017) who mention that writing guides ESL learners to transmit facts, opinions and thoughts in the simplest way furthermore, that this ability shows that the capacity of the learner is improving as he or she expresses clearness ideas in essays, texts and so on.

But writing is not always easy to teach and to develop it. According to García & Veloz (2019) this skill becomes a challenge for the teacher and the students in the teaching-learning process. This happens due to the series of steps that the teacher must teach in order that students could grasp that knowledge and try to carry them out to have a good written piece. Moreover, it becomes a headache for the student since writing is not only based in having a good structure, or having an introduction, a body and a conclusion, but also is so intertwined with grammar in which sometimes some of the words use to change its meanings to other ones. Servati (2012) affirms that by stating: “Writing is a complex form of literacy. It’s made up of small units in a symbolical system yet the symbols used are in no way connected to their meaning when combined” (p.7).

Muhammad et al. (2013) indicate that: writing is one of the most complex skill in a foreign language in which not only the ESL learners present mistakes when it comes to do written works but also the native speakers who pass through certain troubles in

writing activities. Writing depends on a constant training, while learners practice the most, the best they can hone it and, in that way avoiding mistakes. Despite writing is one of the most difficult skills to master for an ESL learner, it is one of the most indispensable since writing connects one skill to the other. According to Raimes (1983) writing brings many benefits to students, from finding the correct words for carrying out writing, to shape the ideas that will be expressed; moreover, the author establishes that writing must not be taught apart, it must be developed at the same time with the other three skills.

Raimes (1983) proposes that after the development of a writing task, students under the guide of the teacher, read their works to the audience, then explaining the main idea of the work and finally, to establish a discussion or formulate questions among the classmates about the topic. This activity potentiates the reading, listening and speaking skill, due to the fact that when the student reads what he / she wrote, the audience listens carefully in order to receive the message and when formulating question or making a debate about the topic; students improve their speaking skill due to the necessity of transmitting their point of view to the other classmates.

2.2.2.2 Features of effective writing.

Muhammad et al. (2013) argue that students, through the interaction with other classmates at school, find out how to use writing as a tool for communication. Writing has always become part of our life, since students begin at elementary school, they start developing their writing by doing simple statements or phrases. But, as the student passes through intermediate courses, the difficulty level in writing tasks will be higher and he / she will require of an academic writing system to make of those tasks, the good ones. In order to facilitate the writing process and make of it effective, Cali & Bowen

(2007) show five features for an effective writing: focus, organization, support and elaboration, style and convention that will be described below.

2.2.2.2.1 Focus.

Focus is essential to develop writing. It has been cases where students present a well-content in their written works but these ones lack of an exact point to what students try to convey. According to Cali & Bowen (2007) a writer will always need of a focus to start; this lets the reader knows what was the main purpose of the writer that conducted him / her to elaborate that written piece. Brown (2001) establishes that one of the common practices that make efficient writers is to focus on a specific goal in their masterpieces. By the way, authors must know clearly, what is the main point of their works; in case they are not sure or confident with their focus, the final product might be a compendium of not-connected ideas and as a consequence, without coherence.

In order to find a focus in writing, (Zamel, 1982) argues that revision must be the principal component in where teachers got involved to help students to polish up ideas. Cali & Bowen (2007) bring three guide questions that are suggested to be used during the revision process with the teacher:

- “1. What is the most important point in your piece?
2. Does the piece stay focused on the most important topic or the main event?
3. Are there any ideas or events in your story that do not strengthen the main focus?” (p.8).

2.2.2.2.2 Organization.

Once a writer got a clear focus to what he / she is going to carry out it comes the organization. According to Cali & Bowen (2007) a good organization shows a well-

performed sequence of ideas characterized by an order from the introduction, body to the conclusion. Tribble (1996) gets deeper by establishing a structure that will conduct the writer to an effective organization that consists in the introductory part with its main purpose, the proceeding or description of the topic, the results and effects of the events involved in the written piece and finally the conclusion and in some cases the solution of what is commonly applied in realistic writing in which the writer focuses on a problem in order to solve it.

Hertzberg (2018) remarks the importance of organization in writing because it makes writing the most clearly possible in such a way the reader could understand the purpose of your topic and could assimilate essential information that writers want to transmit through that mean.

2.2.2.2.3 Support and elaboration.

This feature consists in given fundamental and credible basis to the type of writing we develop so that the reader. Obviously, the type of argumentation implemented must be according to the organization of the process (Tribble, 1996). The foundation in which writers base their works on must be concrete and pertinent (Cali & Bowen, 2007). Moreover, these authors indicate that support and elaboration are so important in narrative writing due to the fact this feature let the writer create descriptions of each stage of the text making readers wakes up their sensorial part by creating images of what the writer is narrating in the story.

2.2.2.2.4 Style.

Nunan (2003) stated that writers generally, have to adapt to a style of writing depending the type and the perspective they are going to go deeper. The style in writing lets the author use the appropriate language and structure to catch the audience. Style,

besides, allows showing the writer’s attitude through the specific words and sentences structures he applies in the text, being complex or simple, that determines the capacity of the writer to connect one idea to other. In style, the vocabulary takes an important part since it is required an extended diversity of words to determine the writer’s voice (Brown, 2001).

2.2.2.2.5 Conventions.

Cali & Bowen (2007) highlight the importance of conventions because it makes written compositions understandable to the reader by following punctuations, grammar structures, and other factors. Cook (2008) indicates that punctuation not only consists in marks but also in capitalization, word spaces and the prose that will guide the reader what the writer developed. In order to have a more detailed knowledge about each essential point a writer must keep in mind; Raimes (1983) details each of them:

Table 6
Essential points to compose a written piece

Essential points for a written piece	Details
Syntax	Structure of the sentence, boundary of the sentence, stylistic choice, etc.
Content	Relevance, logic, originality, clarity, etc.
The writer’s process	Getting, ideas, getting started, writing drafts, revising.
Audience	The reader.
Purpose	The reason for writing.
Word choice	Vocabulary, idiom, tone.
Organization	Paragraphs, topic and support, cohesion and unity.
Mechanics	Handwriting spelling punctuation, etc.
Grammar	Rules for verbs, agreement, articles, pronouns, etc.

Source: Techniques in teaching writing

Author: Adapted from Raimes (1983) (p.6)

2.2.2.3 Types of writing.

Jeffrey (2018) establishes that there are four types of writing which are expository, persuasive, narrative, and descriptive; each one with its particular purpose. There are some authors like Wilcox (2002) and Hywel (2003) that catalogue the types of writing

as sub-skills and only considered three of them: expository, narrative and descriptive. In order to not to complain about it, it will be chosen the four types of writing by Jeffrey.

2.2.2.3.1 Expository writing.

Jeffrey (2018) mentions that expository writing is the most utilized by writers. In this type of writing the author focuses in explaining the importance of a topic through facts and logic (Laishram, 2017). In expository writing is not permitted to express personal opinions or beliefs (Meer, 2016).

Text-books, news stories, how-to articles, scientific writing and thesis projects are one of the examples where the expository writing is applied (Jeffrey, 2018).

2.2.2.3.2 Persuasive writing.

Persuasive writing is used to convince the audience to believe in a point of view the writer gives in their text (Nippold, Ward-Lonergan & Fanning, 2005). As it can be seen, the persuasive writing differentiates from the expository due to the fact that persuasive writing involved personal beliefs of the writer by giving explanations or point of view in order to persuade the reader. Siraj (2002) gives another name to this type of writing calling “argumentative writing” in which the author mentions that besides opinions and point of views, this writing focuses on facts and examples, as well.

2.2.2.3.3 Narrative writing.

According to Levine, Kern & Wright (2008) narrative writing helps people to reflect about an event of real life or a fictitious situation described in that writing. Narrative writing is commonly used to tell a story even if it is true story or fiction (Meer, 2016; Laishram, 2017; Jeffrey 2018).

In narration, it is not necessary to have a focus due to the fact it is only centered in narrating an invented story moreover, it does not have topic sentence and the writer could initiate in another paragraph when he / she sees the necessity in doing it (Siraj, 2002). Activities that can develop narrative writing are: storytelling and short-story writing.

2.2.2.3.4 Descriptive writing.

McCarthy (1998) states: “descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and the sounds of words” (p.5). Siraj (2002) states that descriptive writing could be objective or subjective; depending how the writer creates the story. Mut’him & Norhasanah (2018) agree with the previous statement by asserting that in this type of writing is permitted to apply imaginary ideas or realistic facts to detail a character or a scene in the text. Descriptive writing could be assimilated in some way with narrative because in both, the writer tells a story. The only one difference is that descriptive writing possesses more detailed information about what is being written.

2.2.2.4 Steps for the writing process.

For every single individual who finds himself / herself next to write no matter if it is a letter, an essay, an academic writing or just a simple paragraph; he / she must keep in mind that exist steps to develop a good writing. According to Scott (1996) as cited in Tangpermpoon (2008) there are five steps for the writing process which are: prewriting, first draft composing, feedback, second draft composing and proofreading. There are some authors who classify in other way the steps for the writing process as Hyland (2003) who divides the writing process into four steps: planning, drafting, revising and editing. Murray (1980) argues that the steps for the writing process are three: rehearsing,

drafting and revising, and Tribble (1996) suggests that the steps are: pre-writing, composing and drafting, revising, editing, and publishing.

Due this, this study will take the steps for the writing process of Scott (1996). It should be noted that these steps do not work in a vertical way, they can occur both at the same time, since writers must always consider some changes in their masterpieces such as revising, checking their draft again and correct them in other to do a prestigious work (Hyland, 2003; Krashen & Lee, 2004). In other words, these steps work in a spiral way.

2.2.2.4.1 Prewriting.

A writer always must have a plan in order to have an idea of what he / she might keep writing during the writing process (Krashen & Lee, 2004). In this way, prewriting is an important step to generate all the possible ideas to carry out writing.

According to Raimes (1983), Brown (2001) and Hogue (2008) prewriting is used for the creation of ideas previous to begin the written piece. Moreover, Hogue (2008) admits that a good way of grasping ideas is by taking notes while the student is thinking what to write. Hossain (2015) uses other name for this step calling it planning, that lets students to get stimulated for getting ideas through writing activities and strategies that encourage them to be productive. Tribble (1996) emphasizes that is necessary to develop the ability to pre-write in students in such a way that it could benefit them to turn into excellent writers.

Some authors as Bailey (1993), Scott (1996), Brown (2001) and Nunan (2003) propose some strategies in order to come up with ideas to carry out good writing tasks like: brainstorming, listing, clustering, freewriting and other ones. These kinds of strategies will be described in **2.2.2.5 Writing strategies** section.

2.2.2.4.2 First draft composing.

In this step of writing, students start to put in order all the ideas generated in the previous step, beginning to polish the meaning of their masterpieces (Scott, 1996). Nunan (2003) and Bae (2011) indicate that in this step writers must already represent what they planned into paragraphs no matter if these contain grammatical errors because these will be revised in other drafts compositions. Hogue (2008) confirms this statement and due this, names the first draft composing as: “rough draft” (p.30). According to Byrne (1988) the first draft must be done rapid because this early version will be corrected and rearranged. The first draft composing can be applied from the complex essays, academic writing to the simplest paragraph (Mitchell, Baugh & Kelly, 2016).

Brown (2001) states that a first draft composition permits the writer, during the different process of revision to refine his / her written project in order to obtain a work of quality; creating in that way, a proper approach to develop writing.

2.2.2.4.3 Feedback.

Scott (1996) and Bae (2011) state that in this step of writing process students get recommendations and suggestions by the teacher or companions, in such a way that students reconsider these pieces of advices, reread their first composition and add or delete part of the text. It is also called by some authors as revising (Murray, 1980; Brown, 2001; Nunan 2003; Bae, 2011; Hossain, 2015)

Feedback or revising step can be made by an instructor or by the same writer. Tribble (1996) clarifies that feedback step is an immanent stage of writing and because of this, students cannot avoid or omit this part since every work needs recommendations and corrections to polish it. Nunan (2003) establishes that in case teachers make

feedback in students' texts; they have to be clear and aware of the comments they write in such a way their comments are useful and understandable for students.

József (2001) proposes some techniques in order that the message of the feedback given by the teacher could be well-conveyed to students; these techniques are: meetings in sessions and consultations scheduled by the instructor that will be complemented with the written comments.

Murray (1980) and Hossain (2015) argue that feedback makes students to revise in minimal details the way they try to convey their opinions to the audience, and by the way, it makes reorganize the content in order that the main message of the text could be successfully transmitted to the reader. Furthermore, Nelson & Schunn (2008) mention that feedback helps to localize the problem, to explain what is the problem that the student has to fix in the written piece and also give a solution to solve the mistakes.

It has to be mentioned that feedback focuses more on the revision of the content and the structural organization of ideas rather than small details such as grammar or orthography (Nunan, 2003; Bae, 2011). Here, the revision of grammar, punctuation and so forth is omitted due to the fact that proofreading takes care of it.

2.2.2.4.4 Second draft composing.

The second composition refers to the draft that will be made by students after receiving comments, suggestion and recommendations to change part of the written work. This step is also recognized as editing (Tribble, 1996; Bae, 2011; Hossain, 2015).

Byrne (1988) and Hossain (2015) state that in the second draft, writers take into consideration the corrections made by their instructors, teachers or classmates and start

to rewrite carefully taking into account new ideas, the organization of their works and all that involved mechanics.

Hogue (2008) argues that the second draft composing considers two steps which are: to verify if the impression the writer tries to transmit is clear and the second one, to scan the text in order to improve the organization of ideas, sentences, etc.

2.2.2.4.5 Proofreading.

Proofreading consists in a meticulous revision approached in grammar, punctuation, capitalization, orthography and spelling (Raimes, 1983). According to Mitchell et al, (2016) the last revising does not consist only in revision of grammar rules; it also consists in omitting words that are repeated too much, to avoid slangs, to use appropriate transitions words and to clarify ideas if the writer believes that a word is ambiguous and difficult to understand for the reader. This statement is confirmed by Scott (1996) who points out that students apart from correcting or adding punctuations, diction and all referred to mechanics; they will find themselves with the necessity of using the appropriate use of words, grammar and vocabulary.

Although it has been said that the revision of grammar, mechanics, spelling, etc do not have to be corrected in the previous steps, it is not mandatory. If the writer figures out of an error, he / she can correct them at any time during the writing process (Nunan, 2003).

2.2.2.5 Writing strategies.

Writing strategies are used in order to come up with ideas and develop, during the writing process, a well-done written piece. Some of the writing strategies that this study will focus on are: brainstorming, listing, mind-mapping, clustering, free writing and the journalists' questions.

2.2.2.5.1 Brainstorming.

A strategy that is effective in order to create ideas to write is the brainstorming. According to Maghsoudi & Haririan (2013) and Litcanu, Prostean, Oros & Vasile (2015) establish that brainstorming is used individually or in groups in order to force them to produce ideas to propose solutions for a specific problem established. Nunan (2003) emphasizes that when using brainstorming in classroom, students have to make a list of all the possible ideas of a topic given by the teacher, and if the professor does not give a topic to students they will have to brainstorm for attractive topics.

Mariana (2016) argues that this strategy is useful for students since it allows them, previous to make the draft, to write ideas without worrying of grammar rules or mechanics that then, will let students to develop their first draft with the steps of the writing process.

Litcanu et al, (2015) show some benefits of using brainstorming showed below:

1. It lets the student to come up with ideas in an easy way.
2. Involves students to participate actively in class.
3. It wakes up the imagination, creativeness and reduce hesitation in students by applying it, constantly.
4. Generates in students the motivation of working in groups.

Salem (2011) mentions that brainstorming has other benefits in writing because it permits students to organize their ideas, getting a good content in their writing and also allowing them to figure out of mechanics involved in writing.

Authors like Brown (2001) and Mariana (2016) associate brainstorming with listing strategy due to the fact that both have similar functions. The difference between them lies in their process that will be described in 2.2.2.5.2 Listing section below.

2.2.2.5.2 Listing.

According to KU Writing Center (2019) listing is a strategy that is commonly used when a topic is so extent and writers need to specify what they are going to write; this strategy is generally applied in short periods of time and works effectively in teams, but also it can be used individually.

In order to use in an effective way the listing strategy, the KU Writing Center (2019) proposes that it is necessary to write down all the words that come to your mind about the topic selected; if the written work is made in groups, all the individuals involved can add more ideas; in this strategy it is not necessary to edit or to omit something that is thought and is not according to the topic; then, it is suggested to link all the ideas, words, sentences and phrases listed, and analyzing if that makes sense; and finally, a model of writing is already made and just only need to be edited.

Mariana (2016) argues that listing is helpful in order to develop ideas for academic writing since it allows thinking in phrases about the topic given and then students can link them together to create the written piece.

2.2.2.5.3 Clustering.

According to the KU Writing Center (2019) clustering strategy is also called mind-mapping; this strategy allows the writer to relate ideas with the main topic. Byrne (1988) suggests creating charts or mind-maps since this strategy allows writers to expand their ideas or considering if one of them is not according to their topic and rethinking in new ones, being mind-mapping a flexible tool. Tribble (1996) affirms that

clustering or mind-mapping is a good tool for students because they can associate words and images made in the chart, with the topic in order that they can find a relationship with it and then, arranging the words to portray them on paper.

According to Fowler (2001), Hogue (2008) and Toshimi (2009) clustering consists in choosing a keyword or phrase in the middle of a piece of paper that must be circled, and then, the student has to start to write ideas and images that represent them. The KU Writing Center (2019) suggests that as students create ideas, they have to write them down on the sheet and matching them with lines to the circle of the center.

Moreover, Fowler (2001) states that this strategy lets students to have a visual representation about the ideas that might be used in their writing. In clustering, students can draw images about the ideas they jot down on paper; allowing, in that way an easy association to the topic given.

2.2.2.5.4 Freewriting.

Freewriting is one of the most popular strategies to improve writing since some authors such as Raimes (1983), Elbow (1989) and Hogue (2008) have promoted the practice of this innovative strategy to create in students a daily habit in writing.

According to the KU Writing Center (2019) freewriting consists in writing all the information that comes to the student's mind, without worrying about of grammar mistakes. Elbow (1998) suggests that it should be given a determined period of time to complete the activities; at least ten minutes without stopping. Although the time established depends on the teacher's opinion. By the way, Elbow (1998) clears up that freewriting can be done by oneself or under the assistance of a teacher in class.

Hogue (2008) details the steps to do a freewriting:

1. First, it has to be chosen a topic that must be placed at the top of the sheet.
2. Then, start to write all ideas on the sheet. It could be phrases, words or incomplete sentences. The purpose of this activity is to write in sequence.
3. All the sentences, words or ideas written on the sheet must form paragraphs, not like a list.
4. In freewriting, it is not allowed to correct mistakes or look back for changing punctuation, orthography, etc.

Raimes (1983) clarifies that after this activity is already done, then students can make corrections following the steps of writing process.

Being shown the steps to perform freewriting, Elbow (1998) indicates that freewriting is not aimed to obtain speed in writing but fluency. For that reason, Ottoson, Wilkins & Sponseller (2019), remark that freewriting contributes students to get a better fluency in writing. Moreover, Elbow (1998) points out that: “the goal of freewriting is focused in process rather than the product” (p.7).

2.2.2.5.4.1 Writing prompts.

In order to gain fluency in writing, there is another activity that complements freewriting. This activity is known as writing prompt. According to Hudson, Lane & Mercer (2005) teachers turn their sight to writing prompts in order to stimulate students to write daily.

Alvior (2015) mentions that writing prompts generally are topic sentences, questions or a set of pictures in which the learner has to follow the sequence of the story by using imagination. Hudson et al, (2005) point out that a common model of writing

prompt is the one in which students are given a sentence and they have to keep writing in order to finish the text.

Cho (2019) suggests that when teachers apply this activity, it is essential to set instruction to the students to facilitate the comprehension of the task and this way improving their language proficiency.

It is important to mention that writing prompts have some benefits for students who need to master their writing skill. According to Sethna (2016) writing prompts allow the learner to get inspired due to the fact that there are no limits to imagine creative ideas to develop a story. Sethna (2016) also mentions that writing prompt prevents the frustrating writer's block by starting with a statement that lets the writer producing new content for his / her writing task.

2.2.2.5.5 The journalists' questions.

The journalists' questions are helpful to know if information in written works is less and, if what is written is well-focused according to the topic (KU Writing Center, 2019). The questions used for this strategy are: Who, What, Where, Why, When, & How, and it requires of constant practice to make the appropriate question to in order to get information of the draft a writer is composing. (KU Writing Center, 2019)

Tribble (1996) states that these questions help students getting a clear focus of the topic, creating ideas and organizing the whole text.

2.2.2.6 Writing approaches.

During several years, many linguists have designed different methods and approaches towards the growing demand of better ones that connect to the need of English language learning and teaching. According to Lavelle & Bushrow (2007) each

writing approach is based on the strategies that writers employ to get a proper final product; these approaches allow writers to get different perspectives according to the model that couple with them, the most.

As it was mentioned before, there is a variety of approaches designed for the teaching of writing. Some of these approaches vary in their concepts, terms, or sometimes share some characteristics. Due this, it will be shown a list of all the approaches given by some authors:

Table 7
Approaches to the teaching of writing

Authors	Type of writing approach
Raimes (1983)	Controlled-to-free approach Free-writing approach Paragraph-pattern approach Grammar-syntax approach Communicative approach Process approach
Shih (1986)	Pattern-centered approach Functional approach Process centered approach
Tribble (1996)	Traditional text-based approach Process approach Genre approach Intellectual-rhetorical approach Social-genre approach
Richards (2006)	Process-based approach Content-based instruction Task based approach Product-based approach Text-based instruction or Genre based approach Competency-based instruction

Source: Thesis

Author: Gregory León Lúa

For that reason, this study will only focus on product-based approach, process-based approach and genre-based approach, which are the most common approaches utilized by teachers.

2.2.2.6.1 Product-based approaches.

Product-based has been one of the first approaches applied by teachers. According to Brown (2001) this approach focuses more on the final product of the written composition following some standards such as a well-content, an appropriate use of grammar and vocabulary, the correct use of punctuation and good organization of ideas. In few words, product-based approach is useful to strengthen the syntax and grammar in students (Tangpermpoon, 2008). And to be more precise, this approach stresses more in accuracy rather than fluency (Bae, 2011).

Hossain (2015) explains that due to the purpose of this approach, the teacher must be the one who helps students to develop a good text by controlling the grammar rules and other essential points.

Raimes (1983) details that some of the exercises applied consist in given model paragraphs, or sets of sentences and students must follow the same model; in that way they are avoid to commit too much grammatical mistakes. Tangpermpoon (2008) shares more writing activities aimed for students with low and high English level, like following a model of paragraph, combining-sentences exercises and following a type of rhetorical outline.

This approach is also known as “controlled-to-free approach” (Raimes, 1983, p.6). And “product-oriented approach” by (Hossain, 2015, p.35).

2.2.2.6.2 Process-based approaches.

Also called “process-centered approaches” (Shih, 1986, p.623). This approach forces students to be independent when it is time to develop written works (Hyland, 2003). This happens, since students are free to find proper routes to convey ideas and to develop their own way of writing (Hossain, 2015).

According to Yazdani (2016) this kind of approach is so advantageous, since it encourages students to polish their written piece in order that the main message could be understood by the reader following the steps of the writing process. According to Shih (1986), Tribble (1996), Tangpermpoon (2008) this approach follows the steps of the writing process which are: prewriting, first draft composing, feedback, second draft composing and proofreading.

Shih (1986) and Graham & Perin (2007) explain that the process approach is centered to students in which they are given enough time to compose their writing giving many chances to manage themselves. Moreover, Shih (1986) clarifies that in this approach is essential the supervision of the teacher through meetings or revising sessions to guarantee a well-composition of the written work.

2.2.2.6.3 Genre-based approaches.

This approach is also called by Richards (2006) as: “text-based instruction” (p.36). And “English for academic purposes approach” (Silva, 1990, p.16).

This approach combines the ways of using the language in different contexts portraying them in writing (Tribble, 1996; Richards, 2006; Tangpermpoon, 2008; Bensen; 2014). In short, it is the way people communicate day by day like in conversations, phone calls, text messages, formal letters that are reflected in writing.

In specific details, Richards (2006) explains that the genre-based approach focuses on all the types of texts used for communication due to the fact that these ones count with a beginning and an end that automatically enclose them into the rules of writing respecting with vocabulary, organization, punctuation and so forth.

Tangpermpoon (2008) emphasizes that this approach aims to students to know how to communicate effectively in real life and in social situations throughout up-to-date types of texts.

Considering the great relevance and influence of these three approaches for the development of the writing skill, they have been taken into consideration in order to develop the proposal complementing one approach to the other one in order to make them more effective.

2.3 Pedagogical framework

The pedagogical part carries out an important role in this study. Like every single English teacher, the main purpose is to make students acquire enough knowledge to make them capable to succeed in real life. In order to make this successful, teachers apply countless methods, techniques and approaches for the language teaching (Hyland, 2003).

One of these methods employed by teachers is the Communicative Language Teaching (CLT). According to Hossain (2015) CLT focuses on the English teaching of the four skills as a way to develop students' communication to put it in practice in real life.

Brown (2001) states that Communicative Language Teaching focuses on all the aspects of English language and shows some characteristic of it:

1. Activities applied in classroom are aimed to develop the pragmatic use of the language that students create according to their social background.
2. Approaches utilized focus mainly in the mastering of fluency and accuracy.

3. The language must be used in an active and a passive way during classroom activities so that students can learn the four skills at the same time.

4. It allows students to create their own way of learning without the necessity of being imposed. And by the way, it makes them capable to develop own concepts where the teacher will only work with them as a guide.

All of these characteristics have been taken into account for the development of this study that has as an essential side, the writing skill. Yi (2009) states that in order to teach writing is important to know in which pedagogical approach will be based the teacher's teaching style that couple to the context and the need of students. Depending on which pedagogical approach the teacher follows, students will learn from different perspectives the components and stages that are needed to construct own meaning in writing.

Apart from methods and strategies applied by English teachers, the constructivism plays an important role in teaching language. According to Mvududu & Thiel-Burgess (2012) constructivism is a fundamental tool for the educational area due to the fact that it allows students through their previous knowledge to form new meaning that can be modify in case it is needed.

Al-Jarrah, Mansor, Talafhah & Al-Jarrah (2018) state that constructivism works effectively when experiences from students are combined with new ones that are associated with the real world. Besides, it makes of them, critics of their own system of learning, valuing how to improve it day by day.

Constructivism is necessary for the development of writing skill because it is an active process that encourages students to construct their own style, their own way to

communicate to the audience and all matters of writing through their understanding and feedback given by the teacher.

2.4 Contextual framework

The present educational inquiry was developed in “Juan Javier Espinoza” high school located in Zone #8; District 09D08, Circuit C05 from the province of Guayas, in Guayaquil city, parish Pascuales-Monte Sinaí. It is located in Sergio Toral I, block 3301.

This educational institution was founded on April 1st, 2011. In its beginnings, “Juan Javier Espinoza” high school initiated as a school from 1st to 10th grade; and in 2016 the authorities from the school were given the green light by the government to implement the baccalaureate level, having four years as high school and nine years of existence.

It counts with two journeys: morning and afternoon which becomes in one of the most requested high schools in the area besides it is the only one public institution around this sector. In the current year, the institution has more than two thousand and hundred students.

“Juan Javier Espinoza” high school has twenty-six classrooms, a bar, a library, a counseling department and recreational areas for the students. This public institution does not count with an English laboratory due to the high crime rate in the sector.

The high school has a mission based on ethical and pluralist principles implemented from the elemental level to the baccalaureate one in order to form future leader students that feel compromise in carrying out the society necessities so that they contribute to cultural and socio-economic development of Ecuador.

Finally, its vision consists on creating an educative community close related to the norms of good living that may be able to get through challenges that are characterized by the constant innovation, creativity, and respect to other ones by the application of programs in the institution.

2.5 Legal framework

The current research project carried out is based in the following articles present in the Constitution of the Republic of Ecuador (2008), the Organic Law of Institutional Education (LOEI, 2011) and the Childhood and Adolescence Code (2003).

Constitution of the Republic of Ecuador, (2008)

Fifth Section

Education

Art. 26. - Education is a right for people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, guarantee of the equality and social inclusion and an indispensable condition for the good living. Individuals, families and society have the right and the responsibility to participate in the educational process. (p.27)

Art. 27. -Education is essential for the knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for the national development. (p.28)

Art. 28. - Education will respond to the public interest and will not be a service of individual and corporate interests. Universal access will be guaranteed, permanence, mobility and graduation without any discrimination and compulsory at the initial, basic and high school level or its equivalent. It is the right of every person and community to

interact between cultures and participate in a learning society. The State will promote the intercultural dialogue in its multiple dimensions. Learning will take place in a schooled and non-schooled way. Public education will be universal and secular at all levels, and free up to and including the third level of higher education. (p.28)

TITLE VII

REGIME OF GOOD LIVING

First Section

Education

Art.343. - The national education system will have as an aim for the development of individual and collective capacities and potentialities of the population, which enable learning, and the generation and use of knowledge, techniques, knowledge, arts and culture. The system will have as main center the learner, and will function flexibly and dynamically, inclusive, effective and efficient. (p.160)

Art. 345. - Education as a public service will be provided through public, fiscal and private institutions. In educational establishments services will be provided free of charge of a social nature and psychological support, within the framework of the inclusion and social equity. (p.160)

Art. 347. - It will be a responsibility for the State:

1. To strengthen public education and coeducation; secure the permanent improvement of quality, expansion of coverage, the physical infrastructure and necessary equipment of the public educational institutions. (p.160)

9. To guarantee the bilingual intercultural education system, in which the respective language of each nationality will be used as the main language of education and Spanish as a language of intercultural relations, under the leadership of public policies of the State and with total respect for the rights of communities, peoples and nationalities. (p.161)

Childhood and Adolescence Code, (2003)

CHAPTER III

Rights related with the Development

Art. 37. - Education rights. - Children and adolescents have the right to a quality education. This right demands an educational system that:

3. Consider flexible and alternative educational proposals to meet the needs of all children and adolescents, with priority to those who have disabilities, work or live a situation that requires greater opportunities to learn;

4. Ensure that children and adolescents have adequate teachers, teaching materials, laboratories, premises, facilities and resources and enjoy a favorable environment for learning. (p.4)

Organic Law of Institutional Education (LOEI, 2011)

TITLE I

OF THE GENERAL PRINCIPLES

CHAPTER I

OF THE SCOPE, PRINCIPLES AND ENDS

Art. 2. - literal a. Universality. - Education is a fundamental human right and it is an inescapable and inexcusable duty of the State to guarantee access, permanence and quality of education for the entire population without any type of discrimination. It is linked to international human rights instruments;

b. Education for change. - Education constitutes an instrument for the transformation of society; it contributes to the construction of the country, the life projects and the freedom of its inhabitants, peoples and nationalities; it recognizes human beings, particularly girls, boys and adolescents, as the center of the learning process and subjects of law; and is organized on the basis of constitutional principles. (p.9)

bb. Plurilingualism. - The right of all persons, communes, communities, peoples and nationalities to be trained in their own language and in the official languages of intercultural relations is recognized; as well as others related to the international community. (p.12)

Art. 3. - Educational purposes. – The educational purposes are:

d. The development of capacities for analysis and critical awareness so that people are inserted in the world as active subjects with a vocation for transformation and the construction of a just, equitable and free society. (p.13)

q. The development, promotion and strengthening of bilingual intercultural education in Ecuador. (p.14)

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Methodological design of the research

The modality of this educational research will be of a mixed nature, as it will be used the quantitative and qualitative modalities to the respective data analysis.

Both modalities are considered important because they allow us to watch the problem in different approaches. The quantitative research makes us possible to quantify the problem and to measure the magnitude of it through statistical results in a more objective manner. This modality, in turn will let us prove hypothesis at the moment of the interpretation of data obtained. Likewise, the qualitative research will allow in an explorative way, to discover the causes of the problem by a compilation of results.

3.2 Type of the research

The type of research to be implemented will be through a field study since in this way it could be evidenced the problem in students of the 2° BGU from “Juan Javier Espinoza” high school by the appliance of surveys, interviews to students and teachers, respectively.

This research is descriptive because through the application of surveys it will allow us to detail which is the current situation that the students of the 2° BGU from “Juan Javier Espinoza” high school have, regarding the development of the writing skill and how the problem has influenced in them. It is explanatory because it details the principle causes of the research problem being the use of modal verbs the main cause of it. It is of propositional nature because it offers a proposal to solve the problem which is a system of writing activities focused on modal verbs.

And according to the control of variables, it is of a non-experimental nature, due to the fact that no experiment is carried out. Thus, the solution stands as a proposal.

3.3 Matrix of variables

Table 8
Matrix of variables

Variables	Dimensions	Indicators
MODAL VERBS	IMPORTANCE OF MODAL VERBS	Definition
	TYPES OF MODALITY	<ul style="list-style-type: none"> • Epistemic (Extrinsic) • Deontic (Intrinsic)
	CHARACTERISTICS	<ul style="list-style-type: none"> • Probability • Permission • Ability • Habit • Advice • Obligation • Making offers • Suggestions
	DIVISION	<ul style="list-style-type: none"> • Central modals • Periphrastic modals • Marginal modals
	DIMENSIONS	<ul style="list-style-type: none"> • Grammatical functions and forms • Meaning and uses
WRITING SKILL	CONCEPTUALIZATION	Definition
	FEATURES OF EFFECTIVE WRITING	<ul style="list-style-type: none"> • Focus • Organization • Support and Elaboration • Style • Conventions
	TYPES OF WRITING	<ul style="list-style-type: none"> • Expository writing • Persuasive writing • Narrative writing • Descriptive writing
	STEPS FOR THE WRITING PROCESS	<ul style="list-style-type: none"> • Prewriting • First draft composing • Feedback • Second draft composing • Proofreading
	WRITING STRATEGIES	<ul style="list-style-type: none"> • Brainstorming • Listing • Clustering • Free writing • The journalists' questions
	WRITING APPROACHES	<ul style="list-style-type: none"> • Product-based approaches • Process-based approaches • Genre-based approaches

Source: Thesis

Author: Gregory León Lúa

3.4 Population and sample

Due to the circumstances that in this education level there were less than 100 students surveyed; the population and the sample will be the same. The total of students was 43 so it was not necessary to apply the formula for obtaining the sample.

3.5 Methods of the research

In this current research, we apply different theoretical methods one of these is the synthesis-analysis method which lets analyze the problem research since general details from more specific details in a systematic way. This method allows to know in a more deeply way, the causes which we face, specifically, the use of modal verbs. Moreover, it helps to simplify its description, to discover relations between the subject of study that will permit to establish different criteria in order to select the relevant information and organizing it for the synthesis construction.

Besides, it is utilized the logical-historical method. This method let study in depth the dependent and independent variables, finding the reasons and the origin of the problem and how the problem has been developed during the investigation process.

The deductive-inductive method it is also employed in this research because it provides a more detailed comprehension about the phenomena, inferring in the study from a particular fact in a logical manner, allowing through the analysis of surveys, to check that students do not have an adequate writing skill. At the same time, it is helpful because through the observation it could be detected the flaws that exist in “Juan Javier Espinoza” high school in a generalized way.

Finally, it is used the systemic-structural-functional method to elaborate the proposal, which is a System of writing activities focused on modal verbs. This method

enables, through the construction of knowledge, to express the logic and succession of the procedure followed by the researcher.

As a statistical method, it is applied the descriptive method which enables to prove the relation among both variables, by tables and graphics elaboration in a quantitative and qualitative way. The descriptive statistic, which main objective is to study the observed data such as calculating the frequency of the research and the inferential statistics, is used to study what may happen with the obtained data as the research proceeds.

3.6 Techniques and research instruments

In this research were employed techniques and instruments of research such as: the survey, the interview and the observation class. These ones referred to techniques. And as research instruments, it was used the survey questionnaire, the interview guide and the observation guide. These techniques and instruments allow the researcher to get more exact results in order to carry out conclusions about the research in course.

3.6.1 Techniques of the research.

3.6.1.1 Survey.

It consists in a series of statements that are based in the dependent and independent variables, as well as for the proposal. It also has statements based on how is the performance of students and the teacher of 2°BGU from “Juan Javier Espinoza” high school in the classroom. This sort of technique is useful to quantify the collected data and to determine if the problem established is according to the reality that students present in the classroom.

3.6.1.2 Interview.

This technique was employed in order to determine what types of strategies, activities or methods the teacher applies in class to improve the students writing skill. According to Gill, Stewart, Treasure & Chadwick (2008) the main goal of the interview is to detect the reasons, opinions, points of view and actions of the interviewee in determined affairs. Anyan (2013) remarks that because of the high importance of interviews in research, it is essential to know the smallest detail of each variable of the study.

3.6.1.3 Class observation.

Class observation technique was used to obtain profound knowledge of the real situation of students in the classroom through the observation, moreover of how is their behavior and in which way the teacher develops his / her class. According to Kawulich (2012) the observation method is used by researches, teachers and individuals who are involved in science matters in order to gather information and data about how people behave in a specific environment.

3.6.2 Instruments of the research.

3.6.2.1 Survey questionnaire.

This instrument is composed of fifteen statements in which the students had to answer them according to the Likert scale. The options taken into account for the survey questionnaire following the Likert scale model were: (1) Totally disagree, (2) Disagree, (3) Indifferent, (4) Agree and (5) Totally agree. The survey was employed to determine if a system of writing activities focused on modal verbs is required to improve the writing skill of students of 2°BGU from “Juan Javier Espinoza” high school.

3.6.2.2 Interview's guide.

This kind of instrument possesses six questions in which the teacher is asked about the importance of teaching modal verbs to develop the writing skill. Also, it is utilized to know which types of activities and techniques the teacher applies in order to teach modal verbs and developing the writing skill.

3.6.2.3 Observation guide.

The observation focuses on 2 criteria to be observed; the first criteria is aimed at the teacher, in the way he or she carries out the class, if he / she motivates the students and the degree on knowledge the teacher has respecting writing strategies and modal verbs. And the second criteria, is directed to the students in which is observed if students have previous knowledge about modal verbs, if they know the basic rules to do writing works and how they manage in class.

3.7 Analysis and interpretation of results from the instruments of the research

3.7.1 Analysis of the class observation.

The class observation was carried out by virtual meeting via Messenger due to the fact that classes are not following face to face this current year because of the worldwide sanitary crisis.

Additionally, in this online school year, students of 2°BGU from “Juan Javier Espinoza” high school only have few minutes of educational accompaniment by the teacher via WhatsApp since students do not possess Wi-Fi at home and they must turn to phone recharges to access to that social network in order to get informed of homework to do. This evidences the difficulty of giving classes in the right way and specially the difficulty in teaching in an appropriate way the English language.

Previous to the virtual meeting, it was asked for the teacher to develop a class in which she talks about modal verbs and then ask for students to make some writing activities in which they must apply the use of modal verbs.

During the class observation, the teacher introduced the topic only by giving a simple introduction about modal verbs; it could be observed that the teacher did not deepen about the topic; she only gave very simple indications and very basic rules of the modal verbs. This evidenced that an adequate environment is not applied at the classroom. Apart from that, the teacher did not cover the whole list of modal verbs, in this case central modals, she only talked about the common such as can, could, should and must. According to what was observed, the teacher seems to have an acceptable knowledge about the degree of possibility of each verb but she does not transmit it to the students in the right way.

As the class was developed by the teacher, she gave a little explanation of the meaning of each modal. This made students got confused due to the fact they only kept in mind that modal verbs like could, might and would worked only as past tense of can, may and will, respectively. This indicates that students possess a limited knowledge about modal verbs. By the way, she only used the activities that appeared in the book, that in fact they were simple exercises such as complete sentences or to write sentences using modal verbs.

After that, the teacher asked for her students to do writing activities. The teacher made the students write sentences using modal verbs and write a five-line short story applying modals in the chat section, as well. It could be stated that the teacher did not establish strategies to the students in order to write a good paragraph; the teacher only

gave the order to them reflecting that the professor does not know about techniques to develop a good writing process.

While the students were doing the writing activities it was evidenced that they did not have confidence doing the activities given by the teacher for they delayed to write the answers in the chat section, moreover that they used to ask the teacher in most of the cases in Spanish, so it was deducted that students had a very low level of English when they should possess a B1.1 level in 2ºBGU according to the Curriculum of compulsory education levels (English language section).

In addition, during the revision of the activities, not all the students did it. And the ones who accomplished the assignment got mistakes in their exercises. For example, most of the students conjugated modal verbs in 3rd person and in past when it is not permitted; the sentences with errors detected were: He mays runs fast and I canned do the homework. It is clear, that the majority students do not know the basic rules of modal verbs even worse how to use them. Students tried to express their ideas but the ignorance of grammar rules did not let them to write in the correct way. Besides, the students, in the short story activity, they only wrote simple sentences, without connectors, and modal verbs used where not applied correctly.

To sum-up, through the class observation, it was proved that it exists the need of implementing a system of writing activities focused on modal verbs since there is an inadequate use of teaching material to practice writing exercises and to teach modal verbs and furthermore, the difficulties students show to write paragraphs including modals.

3.7.2 Interpretation of the results of the survey.

STATEMENT 1: I consider that an inadequate use of modal verbs can affect my writing skills at the moment of redacting essays in class.

Table 9

I consider that an inadequate use of modal verbs can affect my writing skills at the moment of redacting essays in class

Option	Frequency	Percentage
Totally disagree	0	0%
Disagree	1	2%
Indifferent	5	12%
Agree	22	51%
Totally agree	15	35%
TOTAL	43	100%

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

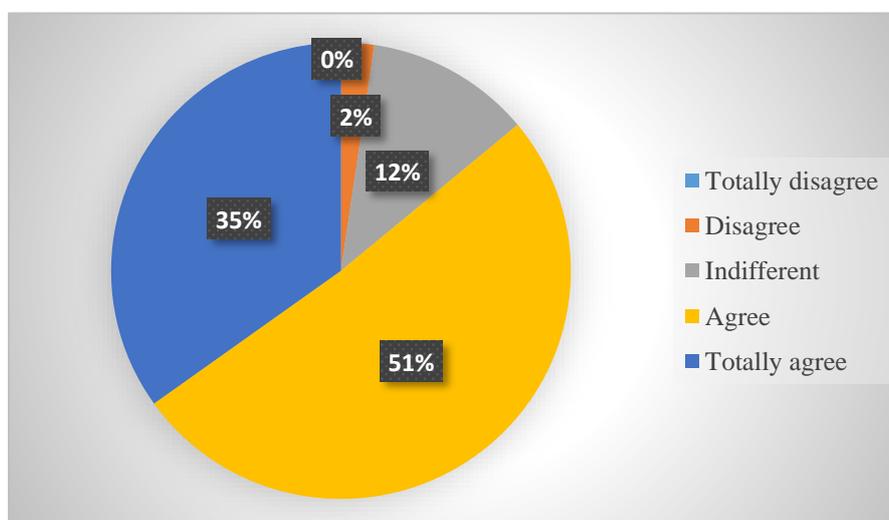


Figure 2 I consider that an inadequate use of modal verbs can affect my writing skills at the moment of redacting essays in class

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

The results obtained of this statement indicate that the eighty-six percent of students are aware that modal verbs are essential to redact essays in class and that the inadequate use of them could influence in their writing skill.

STATEMENT 2: I find written activities difficult due to the fact I can't differentiate modal verbs correctly.

Table 10
I find written activities difficult due to the fact I can't differentiate modal verbs correctly

Option	Frequency	Percentage
Totally disagree	1	2%
Disagree	7	16%
Indifferent	9	21%
Agree	14	33%
Totally agree	12	28%
TOTAL	43	100%

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

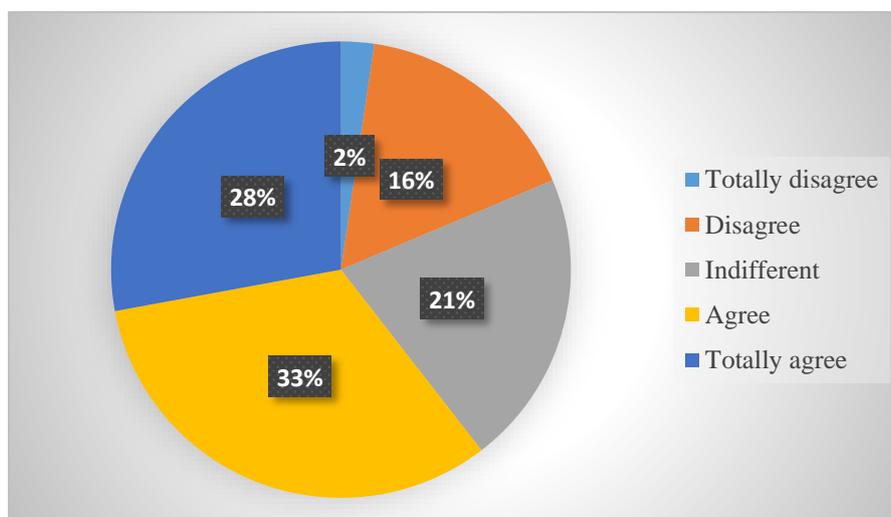


Figure 3 I find written activities difficult due to the fact I can't differentiate modal verbs correctly

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

The results of this statement demonstrate that more than the half of students faces through to big difficulties when they have to use modal verbs in order to develop writing activities. That is due to the lack of a deep teaching of rules and usage of modal verbs. Only the nineteen percent of students mentioned that do not present problems with them.

STATEMENT 3: I think it's important the use of freewriting and writing prompts in order to have a better comprehension of modal verbs.

Table 11
I think it's important the use of freewriting and writing prompts in order to have a better comprehension of modal verbs

Option	Frequency	Percentage
Totally disagree	0	0%
Disagree	1	2%
Indifferent	12	28%
Agree	20	47%
Totally agree	10	23%
TOTAL	43	100%

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

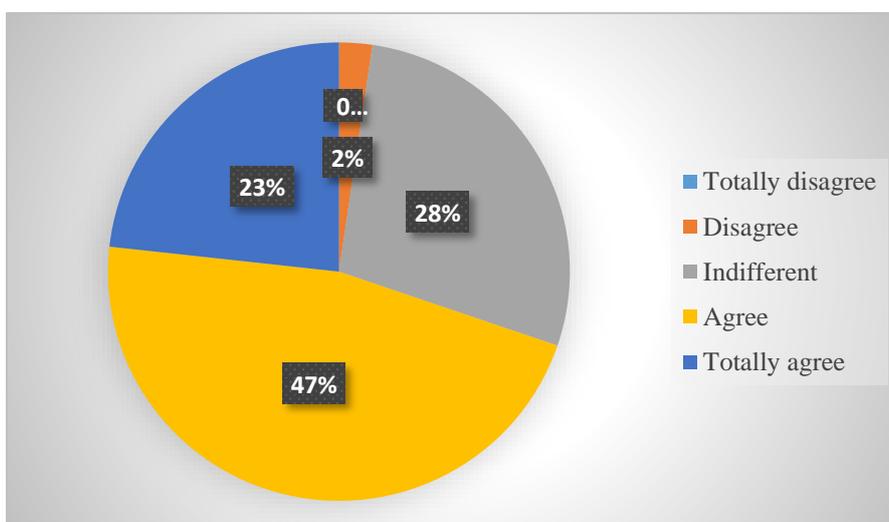


Figure 4 I think it's important the use of freewriting and writing prompts in order to have a better comprehension of modal verbs

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

In this case, the seventy percent of students know the importance of implementing new techniques and strategies to improve their writing skill, for their teacher only applies basic and traditional methods that do not let advance students with the learning process, while there is considerable percentage of students who shows indifference to these strategies. Maybe, they are not aware of the magnitude of what writing skill

means to enhance their English language and need to know more about the importance of these strategies in order to understand.

STATEMENT 4: I like my teacher’s teaching style.

Table 12
I like my teacher's teaching style

Option	Frequency	Percentage
Totally disagree	14	32%
Disagree	15	35%
Indifferent	8	19%
Agree	5	12%
Totally agree	1	2%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

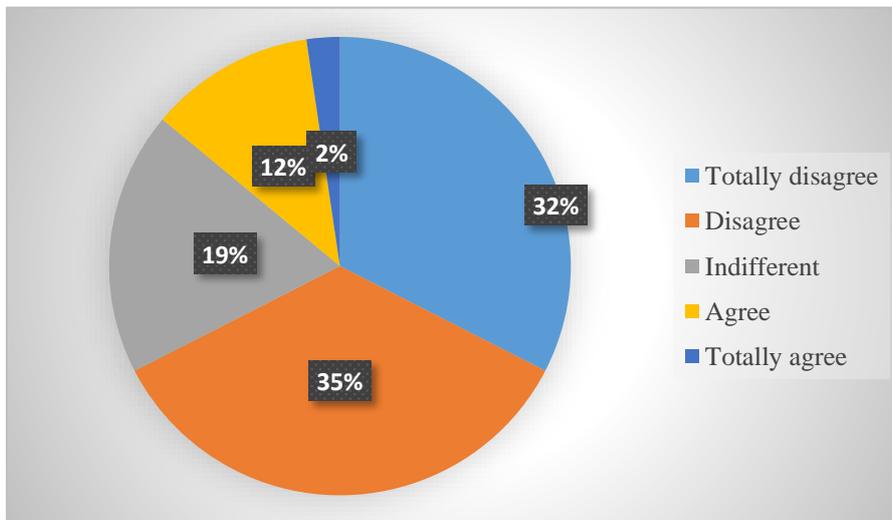


Figure 5 I like my teacher’s teaching style

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

The sixty-seven percent of students disagree with this statement. Students do not feel comfortable with their teacher’s teaching style due to the fact that is very simple and only is based in very basic introductions of the topic and there is no a complete explanation to let students domain the topic taught. There was a very little quantity of students who like the teaching style of the professor.

STATEMENT 5: I find interesting writing activities.

Table 13
I find interesting writing activities

Option	Frequency	Percentage
Totally disagree	1	2%
Disagree	1	2%
Indifferent	8	19%
Agree	24	56%
Totally agree	9	21%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

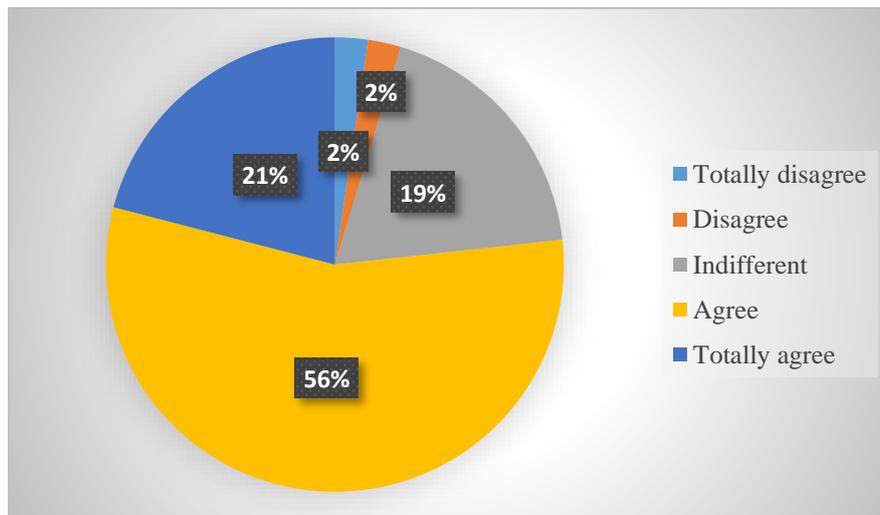


Figure 6 I find interesting writing activities

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

Despite that the majority of students do not have a good level of English; they show a high interest in writing activities. These results demonstrate that students they find interesting activities that involve writing but due to their low level they cannot do written works correctly. So, the system of writing activities will let them to improve that ability and to enhance their English level.

STATEMENT 6: I consider that more writing activities are needed in the classroom.

Table 14
I consider that more writing activities are needed in the classroom

Option	Frequency	Percentage
Totally disagree	0	0%
Disagree	5	11%
Indifferent	11	25%
Agree	15	37%
Totally agree	12	27%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

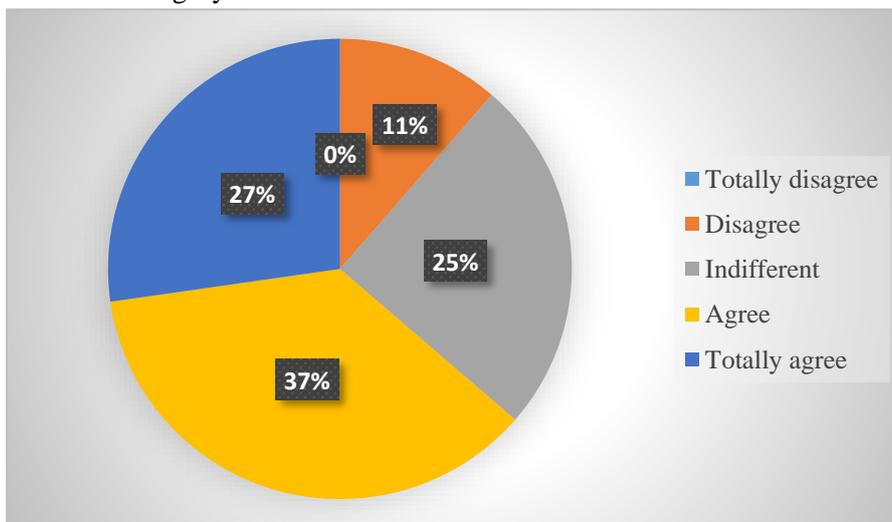


Figure 7 I consider that more writing activities are needed in the classroom

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

The majority of students believe that writing activities in class are barely applied in classroom and that is why they need more creative activities that upgrade the English level they currently possess. This statement is stated with the class observation and the teacher’s guide because the teacher only utilizes the same writing activities in the classroom doing students lose their interest in this vital ability for English as a foreign language.

STATEMENT 7: I possess a significant writing expression level.

Table 15
I possess a significant writing expression level

Option	Frequency	Percentage
Totally disagree	7	16%
Disagree	18	42%
Indifferent	13	30%
Agree	1	3%
Totally agree	4	9%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

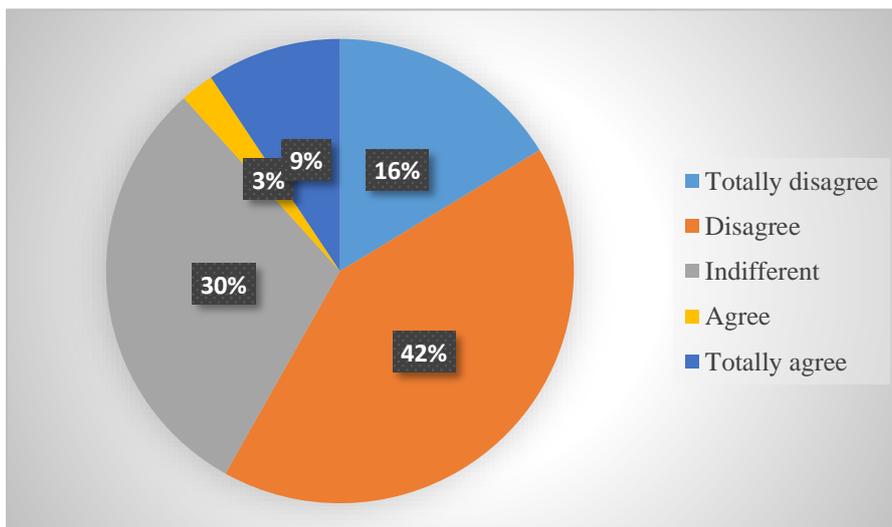


Figure 8 I possess a significant writing expression level

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

In this statement it could be confirmed that students did not possess a good writing expression level even the ones who agree with the statement because almost all the students presented failures in their written exercises during the class observation; failures that a student of 2°BGU should not do.

STATEMENT 8: I consider that written activities are difficult.

Table 16
I consider that written activities are difficult

Option	Frequency	Percentage
Totally disagree	2	5%
Disagree	6	14%
Indifferent	7	16%
Agree	13	30%
Totally agree	15	35%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

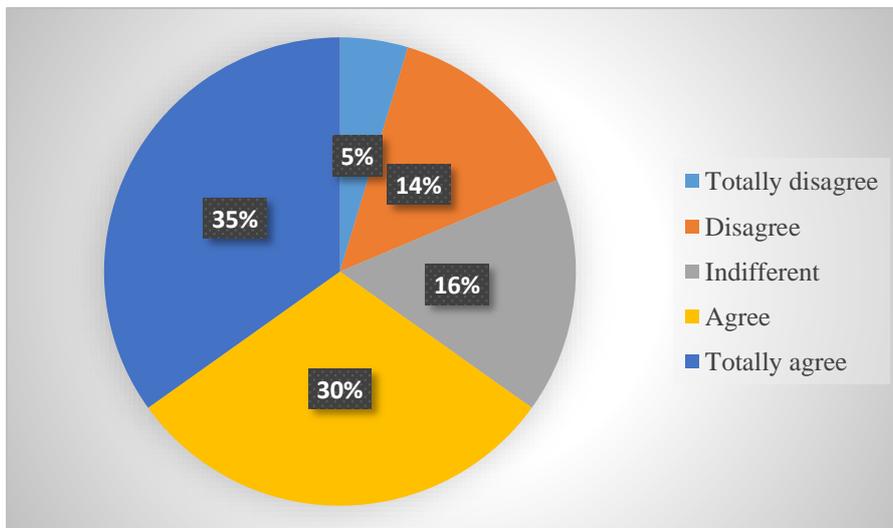


Figure 9 I consider that written activities are difficult

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

The survey conducted yielded the following results for this statement; a big amount of students consider that written activities are difficult. This may be as a result of the little or very little practice they do respecting with the written expression.

STATEMENT 9: I feel self-confident when I have to portray my ideas on paper.

Table 17
I feel self-confident when I have to portray my ideas on paper

Option	Frequency	Percentage
Totally disagree	11	25%
Disagree	16	37%
Indifferent	9	21%
Agree	5	12%
Totally agree	2	5%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

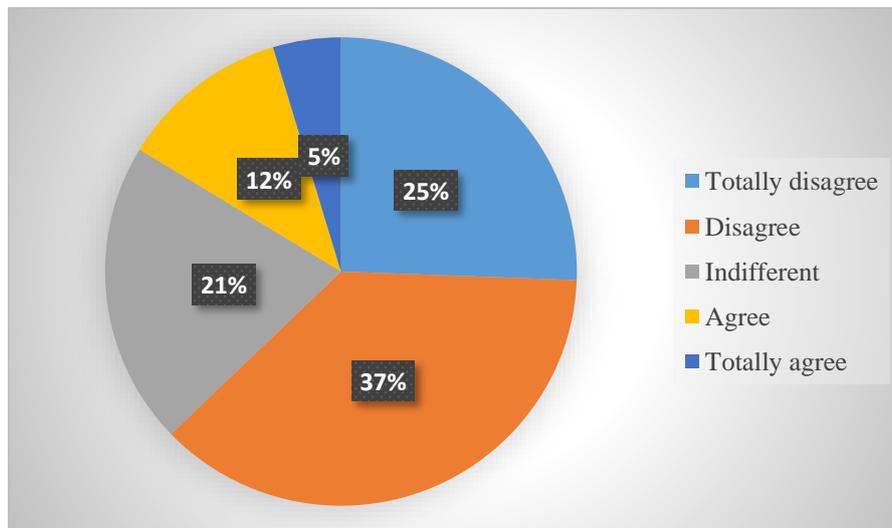


Figure 10 I feel self-confident when I have to portray my ideas on paper

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

According to the total percentage of students surveyed, the sixty two percent do not have confidence when they have to express their ideas by writing. Also, there is a considerable amount of students who feels indifference about feeling self-confidence in order to portray ideas on paper. This reflects the insecurity they have for the lack of knowledge about steps for a good writing process.

STATEMENT 10: I participate regularly in writing activities that the teacher proposes.

Table 18
I participate regularly in writing activities that the teacher proposes

Option	Frequency	Percentage
Totally disagree	7	16%
Disagree	17	39%
Indifferent	13	30%
Agree	5	11%
Totally agree	2	4%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

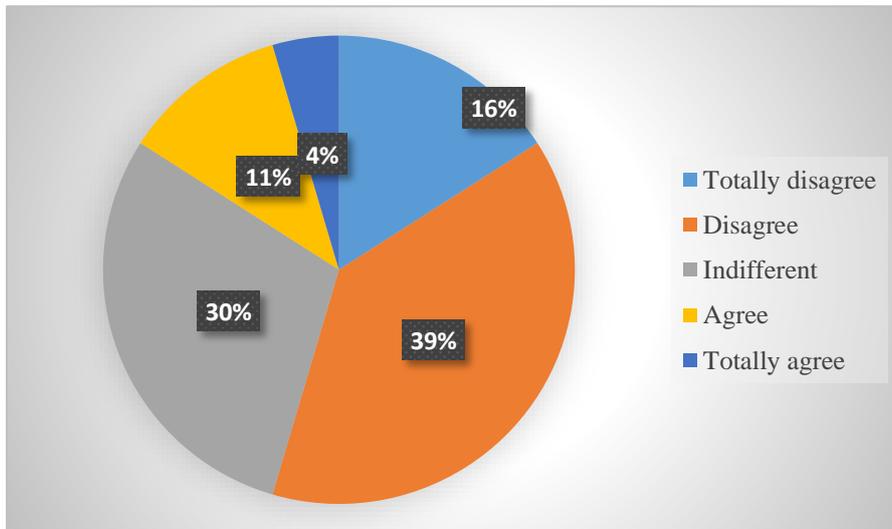


Figure 11 I participate regularly in writing activities that the teacher proposes

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

More than the fifty percent of students do not participate in classroom writing activities. This may be as a consequence of the lack of security in themselves since they do not dedicate too much time at home to this type of practice and additionally written activities are not always proposed by the teacher.

STATEMENT 11: I find it difficult to distinguish modal verbs which have similar meanings but they are written in different way.

Table 19
I find it difficult to distinguish modal verbs which have similar meanings but they are written in different way

Option	Frequency	Percentage
Totally disagree	3	7%
Disagree	4	9%
Indifferent	9	21%
Agree	22	51%
Totally agree	5	12%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

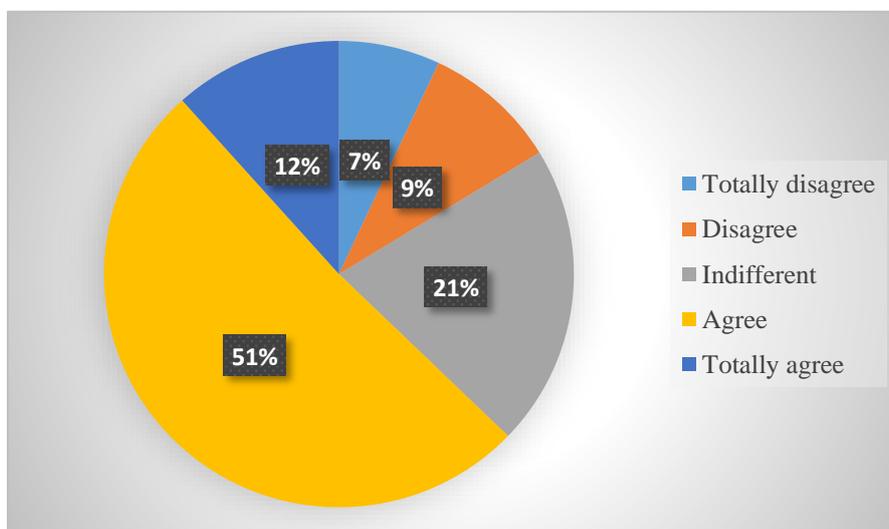


Figure 12 I find it difficult to distinguish modal verbs which have similar meanings but they are written in different way

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

A big quantity of students involved in this survey indicated that for them it became difficult to distinguish modal verbs with the same meaning but written in different way. This states that for students it is hard to assimilate a central modal with a periphrastic of the same meaning.

STATEMENT 12: I consider practicing through free writing using modal verbs with similar meanings is useful in order to differentiate the appropriate use of them.

Table 20
I consider practicing through free writing using modal verbs with similar meanings is useful in order to differentiate the appropriate use of them

Option	Frequency	Percentage
Totally disagree	1	2%
Disagree	4	9%
Indifferent	8	19%
Agree	23	54%
Totally agree	7	16%
TOTAL	43	100%

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

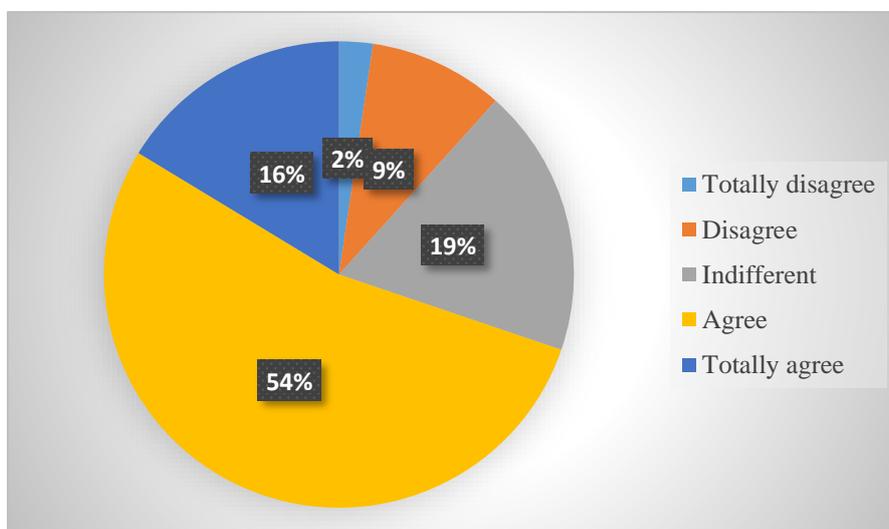


Figure 13 I consider practicing through free writing using modal verbs with similar meanings is useful in order to differentiate the appropriate use of them

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

The seventy percent of one hundred percent of students thinks practicing with freewriting will help them to differentiate modal verbs with same meaning in order to use them in a better way. The data obtained denotes that students are interested in the application of new strategies to maximize the writing part of them.

STATEMENT 13: I find essential the Writing Skill for the English language learning.

Table 21
I find essential the Writing Skill for the English language learning

OPTION	ANSWERS	PERCENTAGE
Totally disagree	3	7%
Disagree	2	5%
Indifferent	5	11%
Agree	15	35%
Totally agree	18	42%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

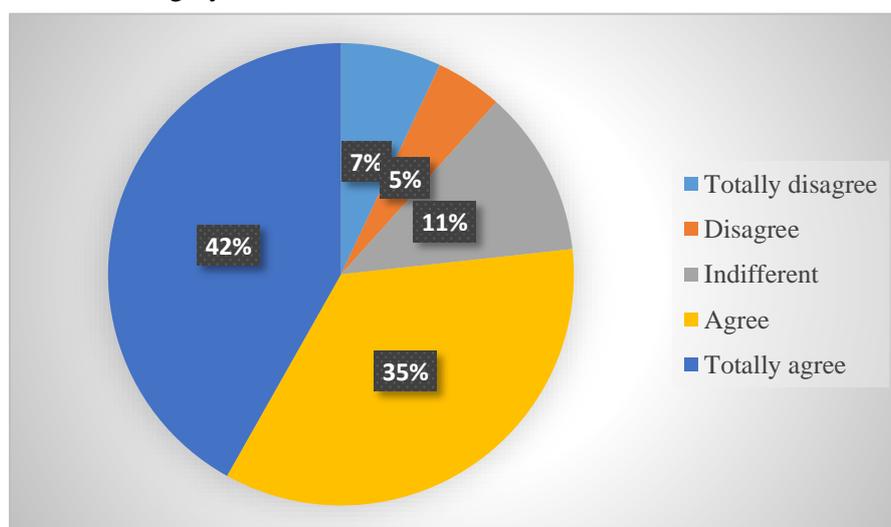


Figure 14 I find essential the Writing Skill for the English language learning

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

Only few students guess that writing skill is not essential to learn English. Maybe they are not conscious of the importance to develop writing skill in English language thinking that it will not be necessary in their lives.

The seventy-seven percent of students consider writing skill significant for the English learning process.

STATEMENT 14: I feel that it should be spent more time on activities to reinforce knowledge about modal verbs.

Table 22
I feel that it should be spent more time on activities to reinforce knowledge about modal verbs

Option	Frequency	Percentage
Totally disagree	1	2%
Disagree	1	2%
Indifferent	5	12%
Agree	16	37%
Totally agree	20	47%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

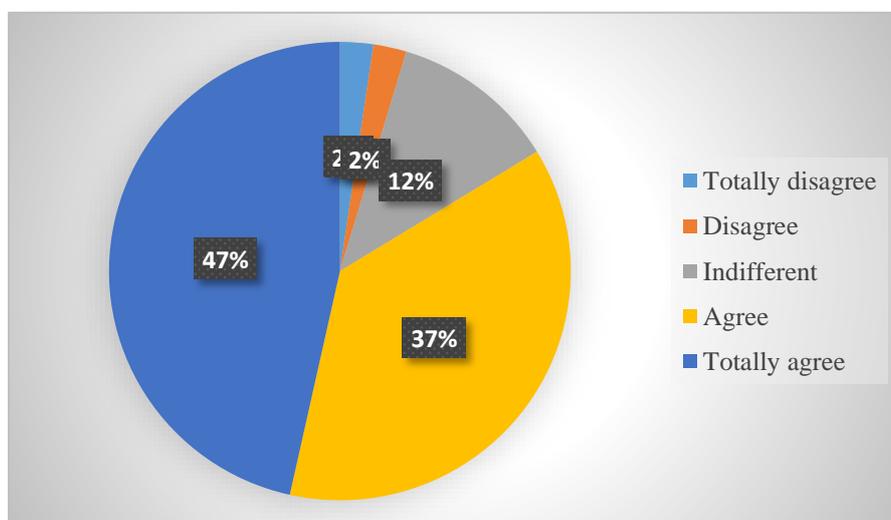


Figure 15 I feel that it should be spent more time on activities to reinforce knowledge about modal verbs

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

Almost all the students pointed out that it is necessary to spend more time in activities to reinforce knowledge about modals. It can be said with certainty that students the impact modal verbs generate in English in order to communicate with their classmates and to increase their grammar knowledge.

STATEMENT 15: I consider important the implementing of a system of writing activities that allows students the learning of modal verbs.

Table 23
I consider important the implementing of a system of writing activities that allows students the learning of modal verbs

Option	Frequency	Percentage
Totally disagree	2	5%
Disagree	1	2%
Indifferent	2	5%
Agree	17	39%
Totally agree	21	49%
TOTAL	43	100%

Source: “Juan Javier Espinoza” high school

Author: Gregory León Lúa

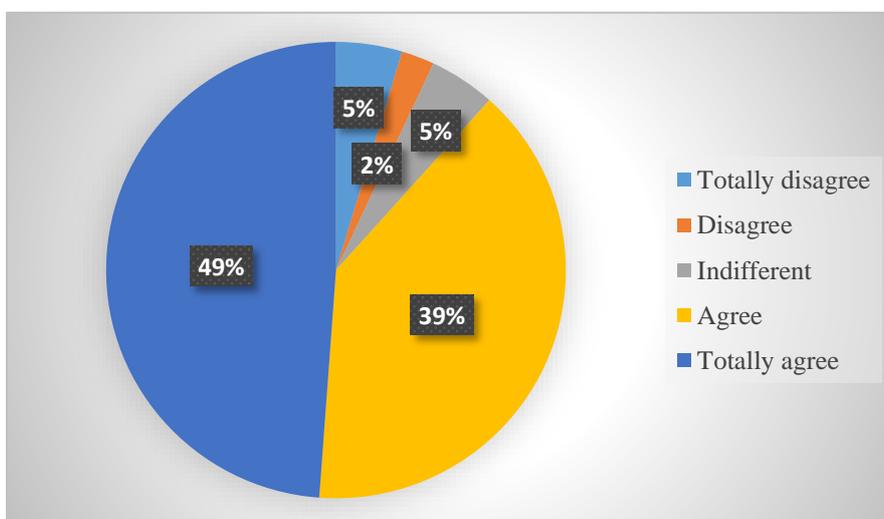


Figure 16 I consider important the implementing of a system of writing activities that allows students the learning of modal verbs

Source: "Juan Javier Espinoza" high school

Author: Gregory León Lúa

COMMENT:

A percentage of eighty-eight students asserted that a system of writing activities focused on modal verbs it is important to permit them learn this sort of verbs. The survey reflects the need of students try innovative strategies so as to learn modal verbs through writing.

3.7.3 Analysis of the interview to the teacher.

The interview to the teacher was made in order to obtain more specific details about the kind of techniques the teacher applies in order to teach modal verbs and how she develops students writing skills. It was carried out to know considerations and opinions the teacher has respecting with the research in course, as well.

To begin, the teacher was asked about the importance of the use of modal verbs to develop written works and what kind of activities she applies to teach them. In response, she agreed with the importance of modal verbs and she mentioned that modal verbs are so essential so that they allow students to express themselves in a better way.

Nevertheless, the professor mentioned that trying to catch students' attention to acquire new knowledge is complicated since more than the fifty percent of students give the minor importance to study English and by the way, the time established for teaching English, which is forty minutes per day, does not allow to teach appropriately the different skills to improve that language and even worse that classes are not face-to-face this school year.

The teacher let the researcher know that many of the students do not possess own internet at home and some of them do not have technological supplies to get connected in video calls, they only have access to internet by making phone recharges so the teacher can only send homework via WhatsApp with a little explanation. In this way, the teacher cannot control what students do, and worse still, to help them instantly if some of them require help.

Referring to the activities the professor employs to teach modals, she detailed that she only asks students to do exercises in the book and to create sentences according to the function of each modal verb by sending them illustrations. Obviously, the teacher

does not apply the correct activities to teach modals; she only applies two activities that are obsolete and moreover she does not complement these activities with other ones.

Then, the teacher was asked about her opinion about the use of strategies as freewriting and writing prompts to develop writing skills and she claimed that both strategies are creative ways of learning, where students can use their imagination and that those strategies allow students to develop their writing skill. Afterward, she told the researcher that she only uses the topics that are in the books the government gives to the institution and sometimes she sends students some exercises to complete. These techniques employed by the professor are from the traditional method and do not influence too much in students. It is evidenced in the sort of activities utilized for the development of the writing skill in which it is only used simple activities like describing pictures, repeat vocabulary or transliterating paragraphs of the book and then translate them.

Finally, the professor detailed that the majority of the students from 2°BGU courses have a very low level of English; only few of them possess a medium level and further, she emphasized that any method or thing that is helpful will be welcome at her class and that implementing a system of writing activities would be a great didactic support to teach new words, verbs, sentences and so on. Sequentially, she said that in order students to learn modal verbs they must know the basic rules about their use, then practice enough with various and creative activities using these verbs.

CHAPTER IV

DEVELOPMENT OF THE PROPOSAL

4.1 Title

A system of writing activities focused on modal verbs.

4.2 Justification

The creation of this proposal was required because it was detected an insufficiency in the writing skill in students of 2°BGU from “Juan Javier Espinoza” high school. Due to this, students cannot perform written works in classroom even they are not able to reflect their ideas on paper in the most possible natural way.

In line with the analysis of the techniques and instruments of the research put into effect, it was evident that the priority problem that it must be provided a solution is the writing skill since students should have acquired a B1.1 level in this course when in reality they own an A2 level.

The data gathered from this analysis demonstrated that the problem in students with writing skills is for sake of modal verbs are not taught in a proper way; there is a lack of activities where the teacher employs modals to develop the writing part of students. Furthermore, the methods to develop writing are out of date and dissipate students' interest.

The proposal suggested has as a purpose to bring a system of writing activities focused on modal verbs where students are capable to get a better understanding of what modal verbs are by giving them a series of rules and meaning of each one of them. Additionally, this proposal will let them to master their writing skill by doing exercises of writing skill employing innovative strategies such as freewriting and writing prompts that will make learners to retake their attention in the foreign language.

4.3 Proposal's objectives

4.3.1 General objectives.

To strengthen the writing skill through a system of writing activities focused on modal verbs.

4.3.2 Specific objectives.

To develop the usage and knowledge of modal verbs.

To promote the habit of writing in students.

To provide innovative resources for the learning process of the student.

4.4 Description of the proposal

The system of writing activities is aimed to contribute students of 2°BGU from “Juan Javier Espinoza” high school to increase the quality of one of the most important skills to learn English as a foreign language in students; the writing skill.

The proposal will help the student in both ways: to get a deeply comprehension about the usage of modal verbs, their grammatical rules and their meanings according to the degree of possibility. And second, to enhance his / her writing proficiency by applying this kind of verbs in activities that involve creative writing strategies.

The proposal consists in a teacher's resource book in which appears an index specifying the different section of the book. This system of writing activities is divided into three units. In the first pages there will be a section for each central modal (can, could, might, may, will, would, should and shall) in which it will be described, methodically the meaning of each verb, how to employ them in interrogative, affirmative and negative statements; when it is permitted to use them and when it is not, their grammar rules and more details that will permit students to develop the writing

exercises that appear in the book, then. The second part will be composed with specific details of writing strategies and innovative activities. In this section, will be descriptions of each strategy implemented in this system of activities in which the learner will find why it is important to practice with these strategies and the steps to put them into practice. After that, the unit of writing exercises will be attached with its respective instructions for each one.

SYSTEM OF
WRITING
ACTIVITIES
FOCUSED ON
MODAL
VERBS

The background features a white field with several large, irregular orange shapes. Scattered throughout the white space are numerous black dots of varying sizes, creating a starry or abstract pattern.

*System of Writing Activities
focused on Modal Verbs*

Author: Gregory León Lúa

The background features a white field with scattered black dots of various sizes. Two large, irregular, light-grey shapes overlap each other, one positioned higher and to the right, and another lower and to the left, creating a layered effect.

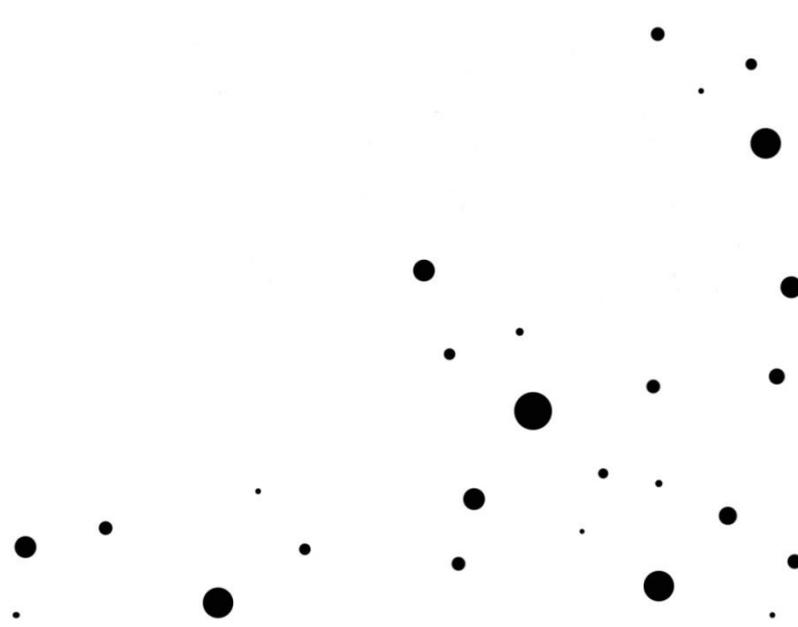
*System of Writing Activities
focused on Modal Verbs*

Author: Gregory León Lúa



The System of Writing Activities
focused on Modal Verbs was concluded on
October the 8th, 2020.

Gregory León Lúa

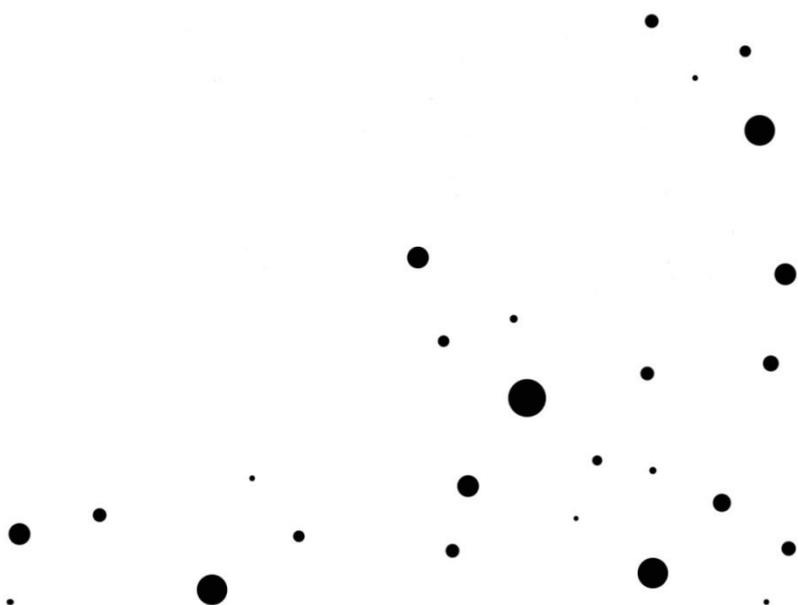


Acknowledgements

For her great ideas, and her infinite capacity of creativity, I am so thankful with Damaris Vite. Thanks for giving me feedback to develop this booklet.

Without her help, this booklet could not take form.

Illustrations by Valeria León and Damaris Vite



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The numbers on the *Contents* are Unit numbers (not page numbers)

To the teacher

It is important to know that this teacher's resource book is only focused on modal verbs in order to develop writing.

How to use the book?

This teacher's resource book can be used for any course of high school since modal verbs are essential to express the student's conception at any level of study. Moreover, the teacher can either work all the units from the beginning to end or just select the topic the teacher believes students need to focus on. As a guide, the teacher can look for the specific topic in *Contents*.

The System of Writing Activities focused on Modal Verbs might be used with the whole class or with specific students that require a reinforcement of modal verbs and need to improve their writing.

Division of the book

The teacher's resource book is divided in 3 units: the first one is called *Modal Verbs*; this unit possesses 9 semi units in which will be specific details of each central modal (can, could, may, might, will, would, must, should and shall) their usage, their meaning, their functions and characteristics. The second unit is based on the explanation of each strategy next to be used in unit 3 which is called *Importance of Writing*: (strategies and innovative activities). And finally, the unit 3 that consists in the exercise section; in this unit the teacher could appreciate at a glance all the exercises and activities that students will develop to improve their writing skill by using modal verbs.

Unit 1

Modal Verbs

Introduction:

Modal verbs are mainly used to express possibility or necessity about an action in particular.

We use modal verbs to tell or allow people to do things or we can use them to say how certain or uncertain we are.

Division of modal verbs

Modal verbs are divided into three parts:

Modal auxiliaries or central modals: There are nine central modals which are *can, could, might, may, will, would, must, should* and *shall*.

Periphrastic modals: *have to, be about to, be able to, be bound to, be going to, be obliged to, be supposed to, etc.*

Marginal modals: *Dare, need, ought to.*

This system of writing activities will be focused on central modals due to the fact that are the most common used and taught in high schools.

Functions of modal verbs

Modal verbs have functions that allow the speaker to express a degree of disposition or compromise depending on the situation. These functions are:

- 1 Probability/ possibility: *can, could, may, might, must*
- 2 Permission: *can, could, may, might*
3. Ability: *can, could*
- 4 Habit: *would, will*
- 5 Advice: *should*
- 6 Obligation: *must*
- 7 Making offers: *shall, may, will, could*
- 8 Suggestions: *should, could, might, may, shall and would*

Characteristics of central modals:

Central modals have specific characteristics that make distinguish form main verbs.

For example:

- A modal verb always comes at first place than the main verb that complements the sentence.
- Its form is not altered and does not possess infinitive or gerund.
- The verb that precedes the modal verb does not use the particle *to*.
- Central modals are essential for making questions and negatives sentences as the other auxiliaries have, do and be. In questions the modal verb is placed at first position
- They can be used to express present and future
- Continuous, passive and perfect are compatible to use with modals.
- Another verbs, adverbs and adjectives and expressions with “be” and “have” take the same function of modal verbs.

1.1 Can

- The verb *can* is used for probability, permission and ability.

- My mom can play the guitar
- I can't afford a new car
- I think she can probably help you later.



- The structure to form affirmative and interrogative sentences are:

Subject + can + infinitive + complement Can + subject + verb + ?

I/we/you/they he/she/it	can can't (cannot)	do play see come etc.	can	I/we/you/they he/she/it	do? play? see? come? etc.
----------------------------	-------------------------------------	--	------------	----------------------------	--

- You can make the negative form with the contraction or just adding *not*:

Negative contraction: He *can't* understand me – I *can't* hear the music clearly

Negative adding not: Mariana *cannot* speak French – You *cannot* fly

It is important to mention that some central modals act as the past of another. In that way, the verb "*could*" is used as the past of can.

- I *could* drive easily. – *Could* you buy the carrots?

1.2 Could

- The modal verb *could* is used to express probability, permission, ability and suggestions.

- You could buy this jar. It's wonderful
- He could be the new supervisor of the supermarket
- Could you lend me some money?

- The modal "*could*" is also used to refer to the past:

- Could you finish your homework?
- I could not sleep well

- To form the negative form of *could* just add *not* or contract the negation:

Negative adding not: I could not win the race – I could not understand German

Negative contraction: I couldn't clean my car – You couldn't get rid of the garbage

- **Questions with could** can be made to refer to the past or to the present:

Could I have this postcard? - *Could* you arrive early at the job?



1.3 Might

- It is used mainly to establish probability that can be done in a 50%.

- Might in other words means: It is possible that I will:

- I might go to the cinema this evening, but I'm not sure.
- It's dark outside. It might rain.



- Might is also used to express: permission and suggestion:

- I think my boyfriend my like this gift
- Might I go outside?

- The structure to form affirmative, interrogative and negative sentences are:

Subject + might + infinitive + complement Might + subject + verb + ?

I/we/you/they he/she/it	might (not)	be go play come etc.
----------------------------	--------------------	---

- You can use “*may*” in the same way as *might*.

- *May* I ask you a question? – *Might* I ask you a question?
- I *may* go to the theater – I *might* go to the theater

1.4 May

- May is used to give permission. May is more formal and less common to use in everyday context

- Children may use the pool with adult supervision
- May I go to the restroom?

- May is also used to express possibility, making offers and suggestions.

- Our teacher might be the new principal of the school.
- I may help you.

- The structure to form affirmative and interrogative sentences are:

Subject + may + infinitive + complement may + subject + verb + ?

- He may have died - May I leave early?

- To form the negative, you add *not*:

- I *may not* stay there
- He *may not* remember you

- The modal verb *May* has the same similarity that the verb *might*

- Carl *may not* arrive early at the airport - Carl *might not* arrive early at the airport



1.5 Will

- *Will* is a modal auxiliary that is used to refer to the future.

- They will get married
- It's too late! I will take a taxi



- *Will* also is utilized to make offers and to refer to habits.

- I will do this job for you
- I will take you to the terminal
- A friend will always help you

- *Will* is not used for actions we have already decided to do:

- I am not working tomorrow (**not** I won't work)
- Are you going to sleep? (**not** will you go)

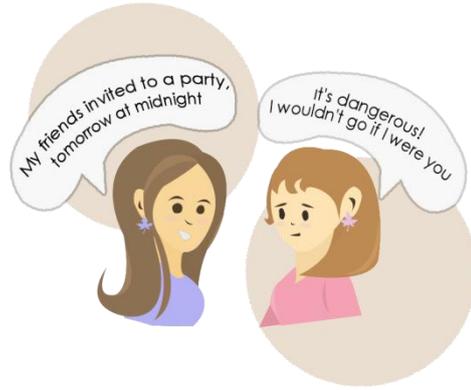
- You can contract *will* in positive and negative sentences as shown in the picture below:

I/we/you/they he/she/it	will ('ll) will not (won't)	be win eat come etc.
----------------------------	--------------------------------	-------------------------------

1.6 Would

- This modal verb is used to express past habits and suggestion.

- I would take that job if I were you
- I would play in that park when I was young.



- It is also used to form conditionals:

- If I were you, I would not buy this car
- I wouldn't go if I were you

- You can contract would in positive and negative sentences:

Positive sentence: would = 'd - *I'd like to drink soda*

Negative sentence: would not = *wouldn't* - *I wouldn't be so cruel like him.*

- To form questions the structure is the following:

Would + subject + verb + ?

- Would you like to drink some coffee?
- Would you stay with me tonight?

- *Would* is used as the past form of *will*

1.7 Must

- Must is used to indicate obligation and probability.

- You must not step on the grass
- I must finish my homework

- Obligation using *must* might be imposed by other individual or by oneself.



- Must is also used to express that something is needed for oneself to be done.

- The door is very dirty. We must clean it.
- It is a fantastic film. You must watch it.

- The structure to affirmative and interrogative sentences are:

Subject + must + infinitive + complement - Must + subject + infinitive + complement + ?

- I *must* wash the dishes. – *Must* I sleep here?

I/we/you/they he/she/it	must	do go see eat etc.
----------------------------	-------------	---

- You can contract *not* in negative sentences with *must*:

- Gabriela *must not* forget to phone John – Gabriela *mustn't* forget to call John

1.8 Should

- Should is used to give advice and suggestion

- You should sleep early
- The student should study hard

- Should means: it is a good thing to do, it is the right thing to do:

- Tom doesn't study enough. He should study hard.
- If you are sick. You should go to a doctor.



The structure to make affirmative sentences is:

Subject + should + infinitive + complement

- You should always watch the ball

I/we/you/they he/she/it	should shouldn't	do stop go watch etc.
----------------------------	---------------------	--------------------------------

- You can contract the not in negation:

- You *shouldn't* watch TV so much

1.9 Shall

- Shall is used to making offers and suggestions

- Shall I give you a chocolate?
- It's too early. Shall I go to bed again?
- Shall I copy this document for you?

- It is also used to express formal rules or command.

- You shall be accompanied at all times by a security guard
- You shall not kill

- Shall can be only used with *I* and *We* and not with (*you, they he, she, it*)

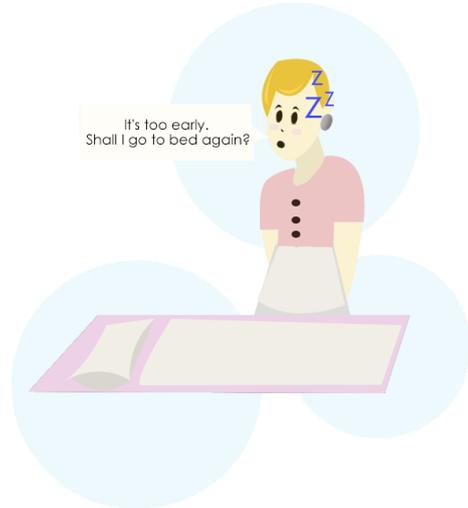
- I *shall* be late tomorrow
- I think we *shall* win

- This verb can be replaced by *will* due to its little usage:

- We shall pass the exam – We *will* pass the exam
- I shall not stay late – I will not stay late

- An exception of this rule is that you can change it in questions:

- Shall I cook for you? – (*Will* I cook for you? Incorrect)



Unit 2

Importance of Writing:

(Strategies and innovative activities)

Introduction:

When someone is learning a foreign language, one of the concerns that are considered mainly primordial is having a good fluency in speaking. Speaking for many ESL (English as a Second Language) learners is the most important skill that it must be mastered in order to domain English language. Due this, ESL learners leave behind other essential skills such as listening, reading and even worse, the writing skill.



Reading and listening can be easy acquired and without too much problem during the process but, writing skill requires a long time and an appropriate knowledge of vocabulary, grammar, techniques, strategies and other aspects in order to master it.

For that reason, many ESL learners avoid this skill, which is a big mistake. What people don't realize is that writing is so essential in daily life since it is present in some of the things we do; from a simple communication (chats, messages, e-mails) to activities we do at the job (letters, faxes, reports, statements, requests) in that way it is intertwined to the other three skills.

Therefore, it will be shown to you why writing is so important to be polished:

1 It encourages you to learn new vocabulary and grammar structures to transmit in the clearest way your message in your composition.

2 It develops your cognitive ability because it makes you to reflect your thoughts, feelings, opinions and ideas in words, maintaining your brain awake and active to create more ideas in a more efficient way.

3 It allows that other people comprehend what you want to transmit.

5 It becomes you a good reader by regular training.

6 It is an important job tool since it permits you to write any type of document with accuracy and simplicity.

7 It is intertwined with the other three skills. At the moment when you're developing your writing you have to read your composition to figure out if this has coherence in order that your audience understands at the moment you are going to expose your written piece. In order to know it, you have to listen carefully what you're reading implying, in that way, the four skills.



Writing strategies

To make of your written work the best possible in matters of accuracy and effectiveness it is necessary to keep in mind writing strategies that are perfect to become you a master in this area.

Writing strategies are tools that help you to break out of mental block when you are short of ideas coming up with ideas, easily.



Writing strategies such as brainstorming, listing clustering, freewriting, writing prompts, and story-telling are so helpful to develop writing. These ones will be shown to you in specific details in the following sub units in order to make you understand in a better way their uses in order to develop the activities in Unit 3.

2.1 Brainstorming

Brainstorming is a strategy that is used to encourage writers to produce ideas to propose solutions for a specific problem established. This kind of strategy can be used individually or in groups.



How does it work?

In order that Brainstorming works you have to make a list of all the possible ideas of a topic given by the teacher. In case the teacher does not assign a topic, you have to brainstorm for a good topic.

Benefits of using brainstorming

- 1 It lets the student to come up with ideas in an easy way.
- 2 It involves students to participate actively in class.
- 3 It wakes up the imagination, creativeness and reduce hesitation in students by applying it, constantly.
- 4 It generates in students the motivation of working in groups.
- 5 It permits students to organize their ideas, getting a good content in their writing and also allowing them to figure out of mechanics involved in writing.

Tips to take advantage of brainstorming

- Collect all the possible ideas. It doesn't matter if some ideas do not fit with what you are planning to write. The important part is quantity rather than quality.
- Don't criticize or give comments during brainstorming to let the ideas flow.
- Be organized and write down all the ideas in a list in order that all the ideas are valued.
- If you are working in groups, don't be afraid of expressing your ideas. The main objective of this strategy is to contribute with different ideas to develop the topic.

2.2 Listing

Listing is a strategy that is commonly used when a topic is so extent and writers need to specify what they are going to write.

This strategy is generally applied in short periods of time and works effectively in teams, but also it can be used individually.

How does it work?

Listing consists in developing a list of phrases, ideas and words. The list may be ordered or unordered depending on the writer style.

Similarities and differences between Brainstorming and Listing

Their function is similar to Brainstorming in the way that it generates ideas, words and phrases without the supervision of the instructor or teacher.

The significant difference between Brainstorming is that Listing lets produce words and even phrases that can be listed according to different aspect that might cover the topic.

Tips to use Listing strategy

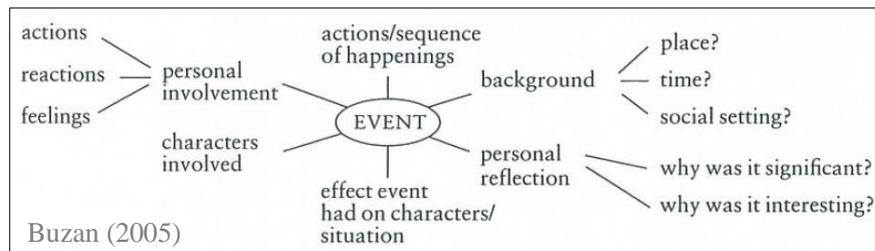
- Write down all the words that come to your mind about the topic selected if the written work is made in groups, all the individuals involved can add more ideas.
- It is not necessary to edit or to omit something that is thought and is not according to the topic.
- Link all the ideas, words, sentences and phrases listed, and analyzing if that makes sense.
- Finally, a model of writing is already made and just only need to be edited.



2.3 Clustering

Clustering strategy is also called mind-mapping. This strategy allows the writer to relate ideas with the main topic.

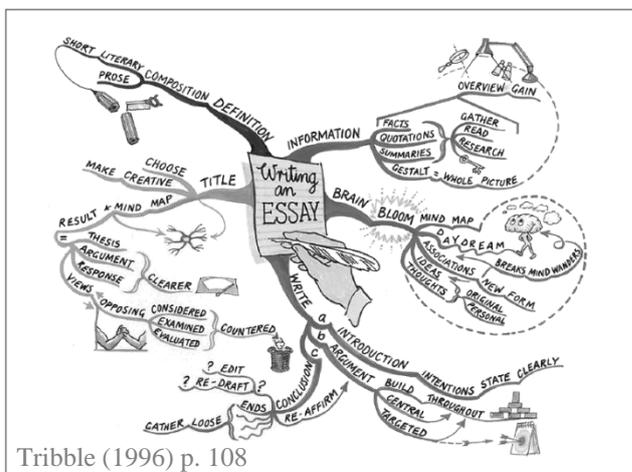
Clustering is useful because it allows writers to expand their ideas or considering if one of them is not according to their topic and rethinking in new ones, being clustering a flexible tool.



Difference between clustering and mind-mapping

The difference between clustering and mind-mapping is that in clustering you draw a chart where you write phrases and words in them with no images. *(Look the picture above)*

While in mind-mapping you can support your ideas with pictures or images related to the words or phrases you jot down. *(Look at picture below)*



Tribble (1996) p. 108

How to use it?

Clustering consists in choosing a keyword or phrase in the middle of a piece of paper that must be circled, and then, the student has to start to write ideas and images that represent them and matching them with lines to the circle of the center.

2.4 Freewriting

Freewriting is one of the most popular strategies to improve writing. This strategy consists in writing all the information that comes to the student's mind, without worrying about of grammar mistakes.

Freewriting must be developed in a certain period of time for example 15 minutes to do the activity in which the teacher gives a topic to start the writing process.

Steps to do Freewriting

- 1 First, it has to be chosen a topic that must be placed at the top of the sheet.
- 2 Then, start to write all ideas on the sheet. It could be phrases, words or incomplete sentences. The purpose of this activity is to write in sequence.
- 3 All the sentences, words or ideas written on the sheet must form paragraphs, not like a list.
- 4 In freewriting, it is not allowed to correct mistakes or look back for changing punctuation, orthography, etc.



Benefits of Freewriting

- It allows you to obtain fluency in writing.
- It brings out emotional blocks and barriers to your success.
- It builds in you self-confidence.
- Reduces expectations of perfection.
- It permits you to focus more in writing and to be clearer in your ideas.

2.5 Writing prompts

Writing prompts generally are topic sentences, questions or a set of pictures in which the learner has to follow the sequence of the story by using imagination. Writing prompts are used as a tool in order to groom the writing style of students.

A common model of writing prompt is the one in which students are given a sentence and they have to keep writing in order to finish the text.

Tips to develop Writing prompts

- 1 It is essential that your teacher gives you instructions to facilitate the comprehension of the task and this way improving your English.
- 2 Be creative and let your mind blow. Try to write interesting story that catch the attention of the audience.
- 3 Write the most you can. Don't left the piece of paper in blank, just imagine and keep writing.

Benefits of using Writing prompts

- Writing prompts allow you to get inspired due to the fact that there are no limits to imagine creative ideas to develop a story.
- It prevents the frustrating writer's block by starting with a statement that let you to produce new content for your writing task.
- It helps you to find your own style of writing.
- It helps you getting in the habit of focus.

2.6 Essays

An essay is a piece of writing that has more than two paragraphs. It is typically written to try to persuade the reader using selected research evidence.

There many types of essay: narrative essay, opinion essay, cause-effect essay and problem solution essay.

Essays are generally divided into three important parts:

- *The introductory paragraph*
- *The body paragraph*
- *Concluding paragraph*

Steps to develop an essay

It is important to know that you must follow a series of steps to make your essay the best. These steps help you to organize what you are writing, to check if your content is according to the topic, and to give a meaning to your essay. These ones are:

Prewriting: This step allows you to make a plan about what you may write by coming up with ideas by using techniques and strategies such as brainstorming, clustering and freewriting.

First draft composing: With the ideas created in prewriting step. The students start to compose their writing.

Feedback: In this step, students get recommendations, corrections and comments by their teacher in order to polish their composition.

Second draft composing: With all the suggestions and corrections given, students have to change some details in their piece by rearranging their ideas and adding better ones.

Proofreading: In this final step students make corrections of specific details such as grammar, punctuation and vocabulary in order to make their final draft a present it to the audience.

2.7 Conversations, letters, e-mails

Writing is so connected with our daily life. We use to make simple things such as writing a list of products to buy in the mini market, chat with friends or sending messages and so on.

Writing is essential in every single language since it allows setting in words what we speak. For example: you write letters or e-mails when you can talk with another person maybe because that person is so far.

Daily life communication using writing:

There are many ways of communicate using writing.
For example:

- **Letter:** It is typically written to try to persuade the reader using selected research evidence. There are many kinds of letters: acknowledgment letter, agreement letter, apology letter, etc.
- **E-mail:** It's a message that may contain text, files, images, or other attachments sent through a network to a specified individual or group of individuals.
- **Chats:** They are written conversation made in social networks in which is not always use formal writing and instead of that it is used slangs or colloquialism.



Practicing writing through creating dialogues, e-mails, chats, letter and text messages allows you to know the informal way of writing moreover that makes a connection with the real life.

Unit 3

Let`s Practice

Introduction:

Now, it's time to practice. Now that you have learned all the modal verbs and strategies to develop writing, you are ready to resolve all the writing activities in Unit 3.

There is a total of 20 activities, each one with their respective command. All of these writing exercises are focused to improve your writing skill and the correct way to use the central modal verbs.



Recommendations to do the exercises

- 1 Read two or three times the command of each exercises carefully to understand
- 2 If you forgot how to do a specific exercise go back to *Unit 2* and check for the concept and steps of each strategy.
- 3 Don't stop writing! If you don't know a specific word in English, just keep following the next phrase. The main goal is keep writing and not to get stuck.

3.1 Exercise A

A. It's the year 2150. Imagine how the world could be then. Write 3 paragraphs of five lines specifying:

- What people might do / might not do; what they may wear.
- How the nature and environment would be like
- How would the education be like?
- Will increase the global warming in that year?
- Things you must do / mustn't do
- How could be the transport like? (E.g. flying buses)

Previous to develop the activity use brainstorming to get ideas. Don't forget to use modal verbs. After finishing your written composition show it to the teacher to make corrections and then, read it to your classmates.

Brainstorming



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

It's the year 2150



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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3.3 Exercise C

C. You are a candidate for mayor of your city and you are the second well-positioned in surveys to win the elections. In order to get more votes, you will make a Live conference explaining all the reasons why they should vote for you.

Remember that the entire city is watching you. For that reason, you have to write a text about what you are going to say.

Writing challenge: You must use the nine central modals two times in the text.



3.4 Exercise D

D. Dominick is in Turkmenistan on vacation for 2 months. Today, it is his second week of stay there. But a problem has arisen; he has spent the 75% of his budget and he has a month and a half left to return to his country. For that reason, he needs to contact his parents quickly, but in that country the telephone operator he uses does not work. So, he has to send them a telegram.

Now, write the telegram Dominick might have written on the Telegram. Don't forget that the cost of sending a telegram is 10 cents per word including the address. He doesn't want to spend more than \$10 on the Telegram.

- On the telegram make two questions with might and two with shall asking their parents for suggestion, advice and help (e.g. might you make me a transfer to my bank account?)
- Use listing previously to make a list of the ideas you may write in the telegram.

Favor Our Company With Your Criticism And Suggestions Concerning This Service

Service Class Full Rate Service For Immediate Delivery	TELEGRAM Telegram & Cable Co. <small>Serving Most Continents www.TelegramCableCo.com F. C. Weyerson - Chairman</small>	Worldwide Documented Communications Around The Globe
--	---	--

From _____ To _____ Processed _____

Send a Telegram at TelegramCableCo.com Documented Communications Around the Globe

3.7 Exercise G

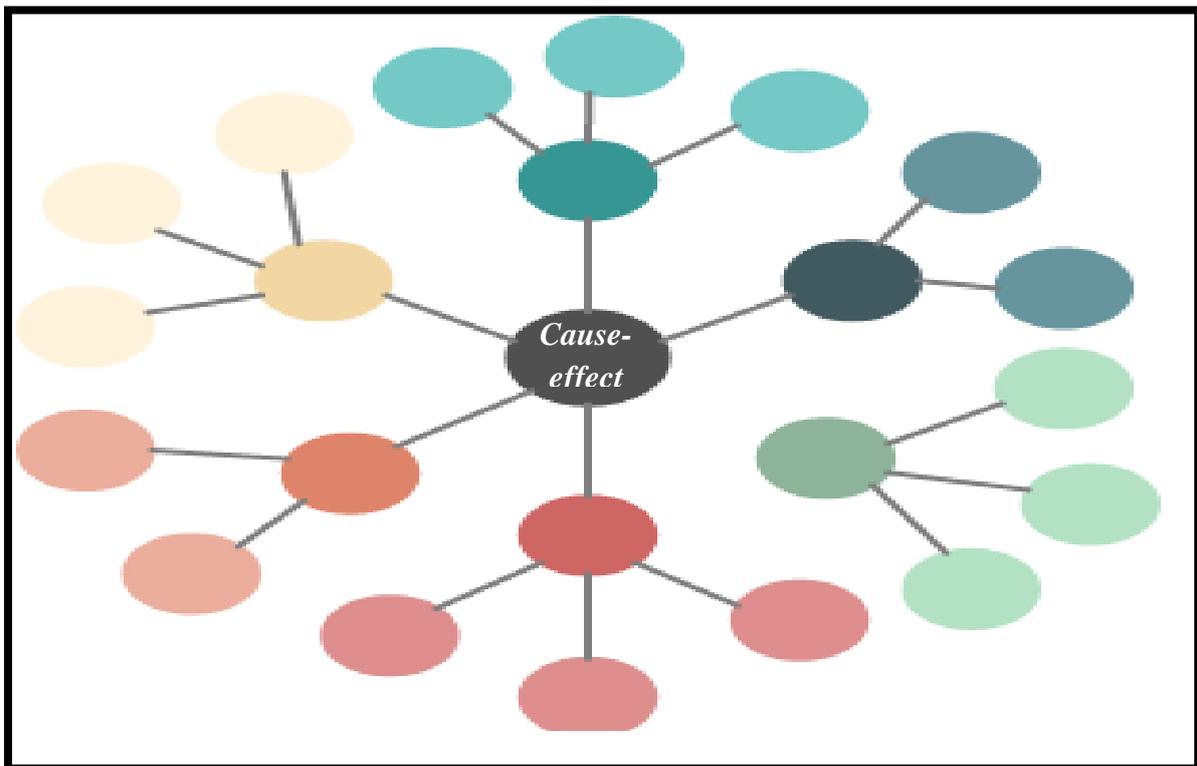
G. Using cause-effect development, write a 3-paragraph composition in which you describe the positive and negative effects that the choice of plastic to create furniture to replace wood have with the environment, with your life style and economy. Give details:

- Mention three positive and negative real effects.
- Explain the reasons why you choose those facts.
- Give solutions to the negative effects using the verbs could, might, may, should.

Before this, use the “clustering strategy” to come up with ideas

- Present your first draft to your teacher to check for correction, correct them, present your final draft and read it to your classmates and ask them to give possible solutions.

Clustering



3.11 Exercise K

K. You are in Quito for matters of work. Your wife sent you a letter asking if you come back this week.

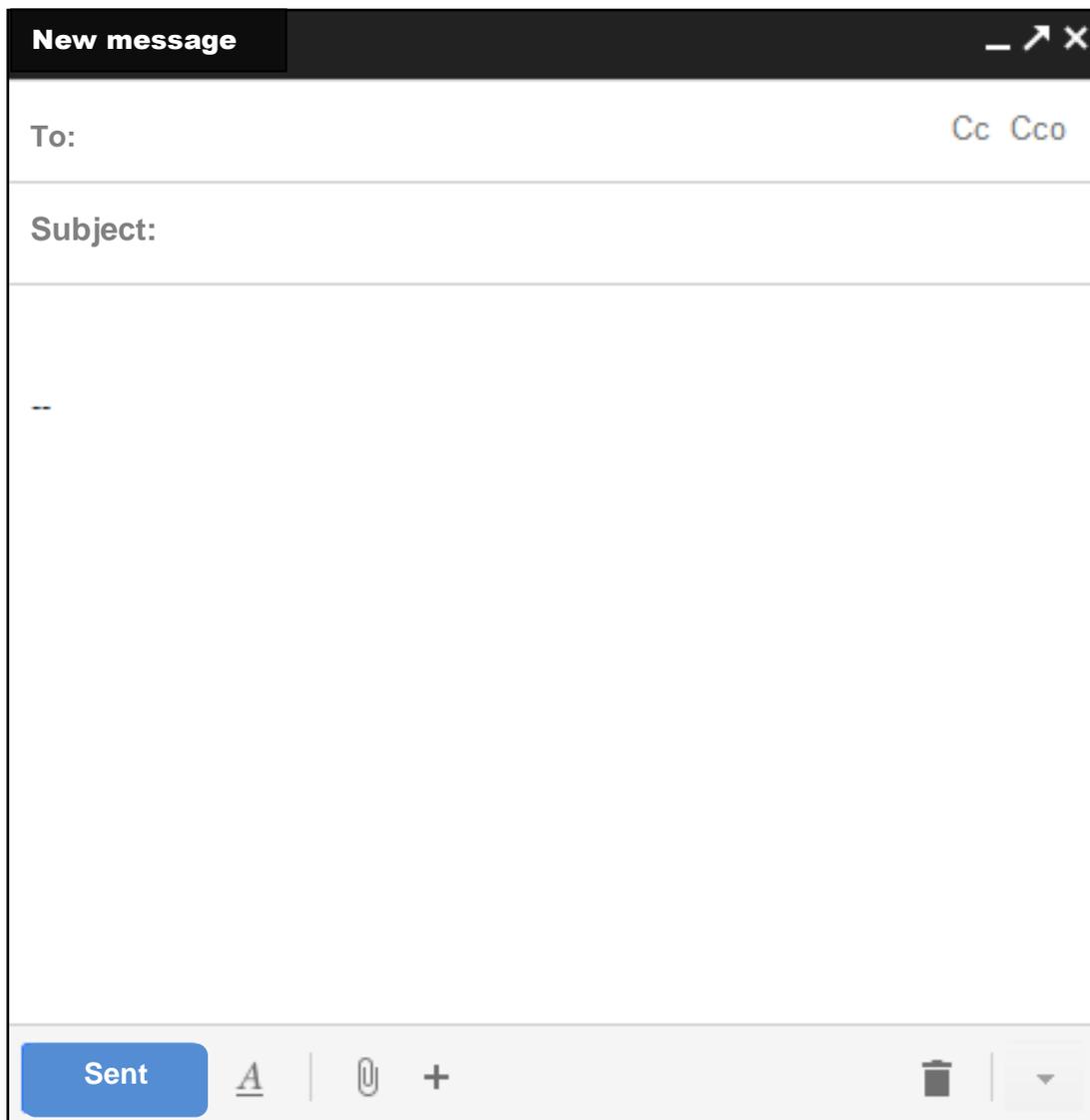
- Explain the reasons why you can't return this week and when you probably go back home using the modals: must, would, might



3.14 Exercise N

N. Quay is a college student and is developing his thesis degree. His thesis is finished but he has not been able to conclude his proposal yet and he only has two days left to present the whole project.

- Write an e-mail to his advisor imagining you were him.
- Explain to his advisor the situation and ask him for help and recommendations about what to write in the proposal and what he should do in case he may not finish their proposal.
- Apply modal verbs to ask for suggestion, recommendation and advice.

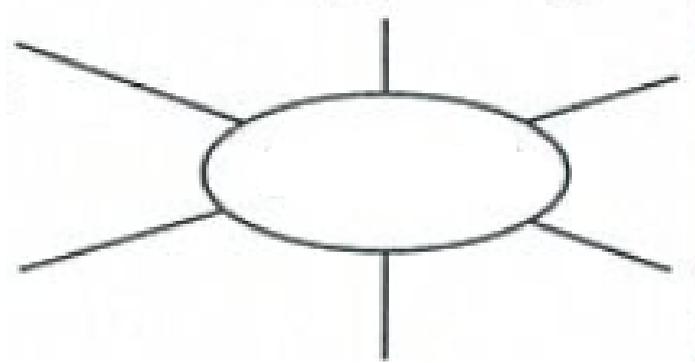


The image shows a screenshot of an email composition window titled "New message". The window has a dark header bar with the title and window control icons (minimize, maximize, close). Below the header, there are three main sections: "To:" with "Cc Cco" options on the right, "Subject:", and a large text area containing two dashes "--". At the bottom, there is a blue "Sent" button and a toolbar with icons for text formatting (underline), attachments, and a trash can icon.

3.16 Exercise P

P. Write a story to the following picture prompt. Before doing it make “clustering” to organize your possible ideas to write.

Clustering





4.6 Conclusions

- It is quite obvious that students of 2°BGU from “Juan Javier Espinoza” high school possess a low level of English specifically in the writing skill.
- Students got confused when using modal verbs to write essays, texts, paragraphs or sentences.
- Students have a very little knowledge about modal verbs respecting with their usage, meanings and functions.
- The lack of technological supplies and Wi-Fi at high school and at students’ home during this online school year, do not allow students to get a proper English teaching-learning process.
- The teacher does not apply necessary strategies and new methods to develop the four English skills, mainly the writing ability.
- Despite their low level of English, students show a great interest in writing activities.
- Students agree and are willing to improve their writing skill with innovative strategies such as “freewriting” and “writing prompts” content in the proposal: system of writing activities focused on modal verbs.

4.7 Recommendations

- In order to improve the writing skill in students, it is essential that the teacher applies innovative strategies in the classroom.
- Students should practice English at least two hours after school. This not only will improve their writing skill but also the other ones.
- It is necessary that the teacher gives more profound explanations about any topic next to be taught.

- It is suggested that the teacher creates eye-catching activities that involucrate modal verbs in order to persuade students to practice and learn about modals.
- It is recommended that the teacher ask student written works like essays, at least one day per week in order to make of it a positive habit and they get familiarize with writing activities.

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A N N E X E S

ANNEX I

DOCUMENTS



ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACIÓN

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación	<i>Tema: The Influence of modal verbs in writing skills.</i> <i>Propuesta: System of writing activities focused on modal verbs.</i>		
Nombre del estudiante (s)	Gregory Quayshen León Lúa		
Facultad	Filosofía, Letras y Ciencias de la Educación	Carrera	Lenguas y Lingüística
Línea de Investigación	<i>Estrategias Educativas Integradoras e Inclusivas</i>	Sub-línea de investigación	<i>Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras</i>
Fecha de presentación de la propuesta de trabajo de titulación	7 de Julio del 2020	Fecha de evaluación de la propuesta de trabajo de titulación	

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublínea de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

Firma del Presidente del Consejo de Facultad

CC: MSc. Sara Anaguano - Directora de Carrera

MSc. Israel Bravo - Gestor de Integración Curricular y Seguimiento a Graduados

APROBADO

APROBADO CON OBSERVACIONES

NO APROBADO



ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUAS Y LINGÜÍSTICA/LENGUA Y LITERATURA INGLESA

Guayaquil, 17 de Agosto del 2020

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

Nosotros, Galo Donoso Noboa, MSc, docente tutor del trabajo de titulación y el o los estudiantes (s) Gregory Quayshen León Lúa de la Carrera de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario Lunes de 7:00PM a 9:00PM, durante el periodo ordinario 2020 -2021 CI, a través del correo institucional.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70 %. (mediante correo electrónico institucional)
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudio, los requisitos previos de graduación, y haber aprobado el módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Firma

Gregory Quayshen León Lúa
CI: 095598431-5

Firma

Galo Rafael Donoso Noboa, MSc.
CI: 091955242-2

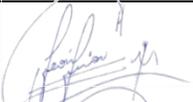
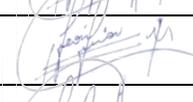
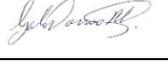


ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Galo Rafael Donoso Noboa
 Título del trabajo: The influence of modal verbs in the writing skill

Tipo de trabajo de Titulación: *Proyecto de Investigación*
 Carrera: *Lenguas y Lingüística*

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
			INICIO	FIN			
1	Ago. 17, 2020	Establishment of the parameters for the assistance process.	19:00	20:00	Complete the Annex II.	<i>[Signature]</i>	<i>[Signature]</i>
2	Ago. 17, 2020	Revision of Chapter I and the Introduction.	20:00	21:00	Grammar corrections. Link ideas between each paragraph.	<i>[Signature]</i>	<i>[Signature]</i>
3	Ago. 25, 2020	Last revision of Chapter I.	19:00	20:00	Continue with Chapter II	<i>[Signature]</i>	<i>[Signature]</i>
4	Ago. 25, 2020	Instructions to develop Chapter II.	20:00	21:00	Continue with the Background of the research of Chapter II.	<i>[Signature]</i>	<i>[Signature]</i>
5	Ago. 31, 2020	Revision of the Background of the research in Chapter II.	19:00	20:00	APA corrections. Continue with Chapter II.	<i>[Signature]</i>	<i>[Signature]</i>
6	Ago. 31, 2020	Revision of the advances of Chapter II.	20:00	21:00	Develop the survey, interview guide and class observation guide.	<i>[Signature]</i>	<i>[Signature]</i>
7	Sept. 7, 2020	Revision of the Conceptual Framework of the VD in Chapter II.	19:00	20:00	Include more quotes from authors.	<i>[Signature]</i>	<i>[Signature]</i>
8	Sept. 7, 2020	Revision of quotations in Chapter II.	20:00	21:00	Check APA style to quote Tables. Carry out techniques and instruments of research at the educational institution.	<i>[Signature]</i>	<i>[Signature]</i>
9	Sept. 14, 2020	Check corrections of Chapter II.	19:00	20:00	Develop the Conceptual Framework of the VI in Chapter II.	<i>[Signature]</i>	<i>[Signature]</i>
10	Sept. 14, 2020	Revision of Chapter III and IV.	20:00	21:00	Redact recommendations and the conclusion.	<i>[Signature]</i>	<i>[Signature]</i>

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
			INICIO	FIN			
11	Sept. 21, 2020	Revision of Conceptual Framework of the VI, Contextual and Legal Framework in Chapter II.	19:00	20:00	Include more information in Conceptual Framework from Chapter II.		
12	Sept. 21, 2020	Revision of recommendations and conclusion from Chapter V Revision of the proposal.	20:00	21:00	Correct mistakes.		
13	Sept. 28, 2020	Last revision of Chapter II, Chapter III and Chapter IV.	19:00	20:00	Send to URKUND.		
14	Sept. 28, 2020	Revision of the proposal.	20:00	21:00	Send to URKUND.		



Docente-Tutor
CI: 091955242-2



Firmado electrónicamente por:
ISRAEL
GUILLERMO
BRAVO BRAVO

Gestor de Integración Curricular y Seguimiento a Graduados
CI: 070499914-3

ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: <i>The influence of modal verbs in the writing skill</i> Propuesta: <i>System of writing activities focused on modal verbs.</i>		
Autor(es): <i>Gregory Quayshen León Lúa</i>		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	4.5
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4.5
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	1
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
CALIFICACIÓN TOTAL *	10	10
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		



FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
Msc. Galo Donoso Noboa

No. C.I. 091955242-2 FECHA: 07 Octubre 2020



ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUAS Y LINGÜÍSTICA

Guayaquil, 07 Octubre 2020

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación *THE INFLUENCE OF MODAL VERBS IN THE WRITING SKILL* PROPUESTA: *SYSTEM OF WRITING ACTIVITIES FOCUSED ON MODAL VERBS* del estudiante **GREGORY QUAYSHEN LEÓN LÚA**, indicando que ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que él estudiante está apto para continuar con el proceso de revisión final.

Atentamente,

GALO RAFAEL DONOSO NOBOA, MSc.

No CI. 091955242-2

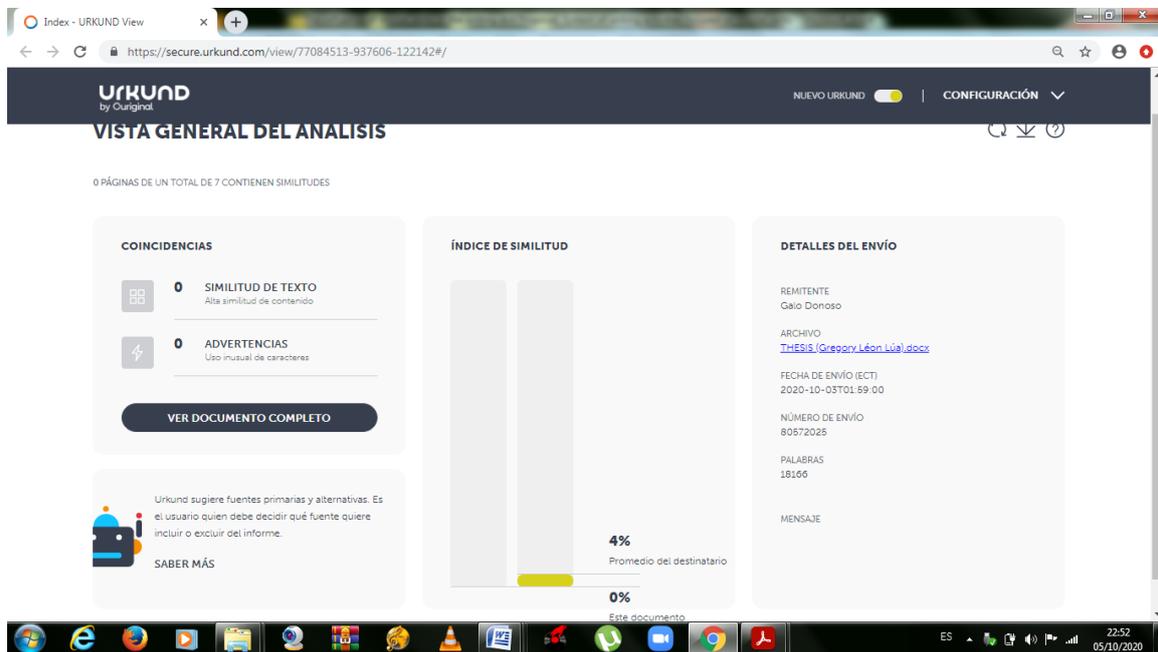
Fecha: 07 Octubre 2020



ANEXO VII. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado GALO RAFAEL DONOSO NOBOA, MSc., tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por GREGORY QUAYSHEN LEÓN LÚA con C.I. 095598431-5 con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN: INGLÉS.

Se informa que el trabajo de titulación: THE INFLUENCE OF MODAL VERBS IN THE WRITING SKILL, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND quedando el 0 % de coincidencia.



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Galo Rafael Donoso Noboa, MSc.

DOCENTE TUTOR

No. CI: 091955242-2

Fecha: 07 Octubre 2020

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Analyzed document THESIS (Gregory León Lúa).docx (D80572025)
Submitted 10/3/2020 1:59:00 AM
Submitted by Galo Donoso
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FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

Teléf. 2-294888



Oficio No. UG-LENGUAS 2020-0527
Guayaquil, 04 de Septiembre del 2020

MSc.

Galo Donoso Noboa

PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor – Asesor de proyectos Educativos.

En esta designación consta el nombre del estudiante de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semestral): **LEON LUA GREGORY QUAYSHEN**, el mismo que inicialmente estaba consignado con el MSc. Carlos Valle Navarro, con un tema y propuesta anterior, el cual fue modificado por resolución de Consejo de Facultad, con fecha 17 de Agosto/2020, quedando de la siguiente manera:

TEMA: THE INFLUENCE OF MODAL VERBS IN THE WRITING SKILL.

PROPUESTA: SYSTEM OF WRITING ACTIVITIES FOCUSED ON MODAL VERBS.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Lcda. Sara Anaguano Pérez, MSc.
DIRECCIÓN DE LENGUAS Y LINGÜÍSTICA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

UNIVERSIDAD DE GUAYAQUIL

📍 Cda. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy

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FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA
Teléf. 2-294888



Oficio No. UG-LENGUAS 2020-0497

Guayaquil, 01 de Septiembre del 2020

MSc.

Marjorie Arias Cedeño

RECTORA DE LA UNIDAD EDUCATIVA

"JUÁN JAVIER ESPINOZA"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que el estudiante: **LEON LUA GREGORY QUAYSHEN**, de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semestral), pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TEMA: THE INFLUENCE OF MODAL VERBS IN THE WRITING SKILL. **PROPUESTA:** SYSTEM OF WRITING ACTIVITIES FOCUSED ON MODAL VERBS.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

Lcda. Sara Anaguano Pérez, MSc.
DIRECCIÓN DE LENGUAS Y LINGÜÍSTICA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

	FUNCIÓNARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

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UNIDAD EDUCATIVA FISCAL
"JUAN JAVIER ESPINOZA"
PERIODO LECTIVO 2020 - 2021

MINISTERIO
DE EDUCACIÓN



EL
GOBIERNO
DE TODOS

Guayaquil, 15 de septiembre del 2020

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

De mis consideraciones:

Reciba un atento saludo, en relación al oficio No. 2020-0497 suscrito por usted tengo a bien informarle que la Unidad Educativa Juan Javier Espinoza, acepta el desarrollo del proyecto de Titulación Educativo por el estudiante GREGORY QUAYSHEN LEÓN LÚA requisito previo a la obtención del Título de Licenciado en Ciencias de la Educación mención Lenguas y Lingüística aplicado a los estudiantes de 2do Bachillerato vespertino (EGB o Bachillerato).

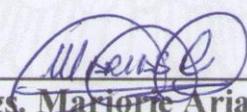
Tema: THE INFLUENCE OF MODAL VERBS IN THE WRITING SKILL

Propuesta: SYSTEM OF WRITING ACTIVITIES FOCUSED ON MODAL VERBS

Particular que comunico para los fines legales pertinentes.

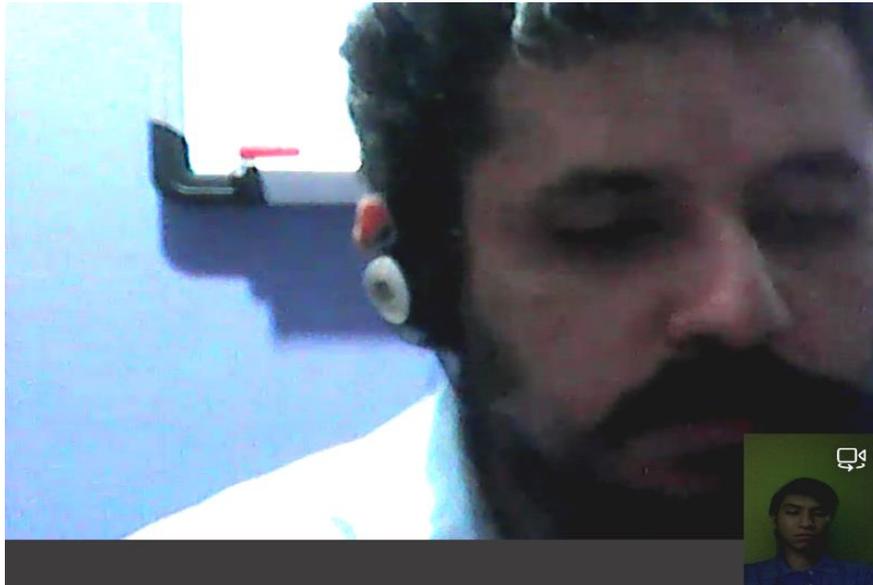
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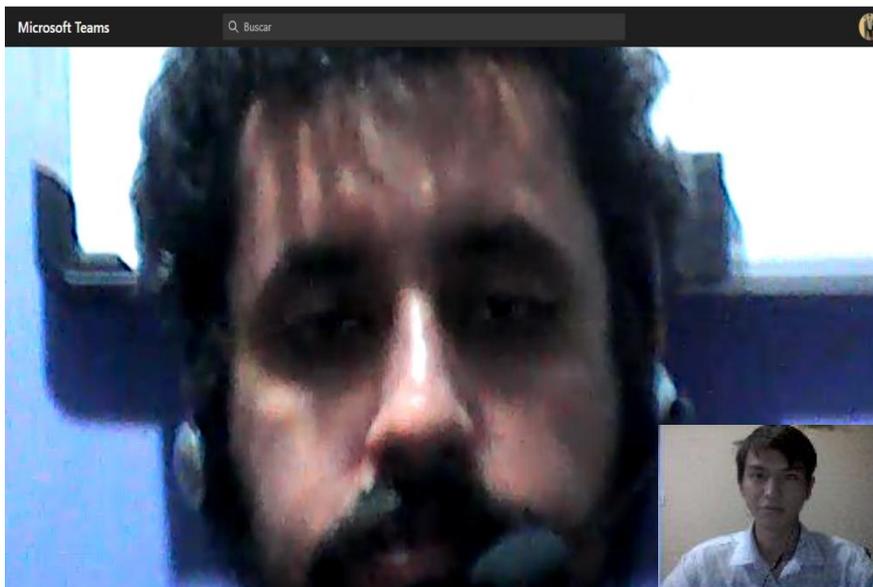

Mgs. Marjorie Arias Cedeño
RECTORA

ANNEX II
PHOTOGRAPHIC
EVIDENCE

THESIS MEETING PHOTOS



Source: Meeting via Microsoft Teams
Author: Gregory León Lúa



Source: Meeting via Microsoft Teams
Author: Gregory León Lúa

PHOTOS OF “JUAN JAVIER ESPINOZA” HIGH SCHOOL AND ITS PRINCIPAL



Source: “Juan Javier Espinoza” high school
Author: Gregory León Lúa



Source: “Juan Javier Espinoza” high school
Author: Gregory León Lúa

PHOTOS DURING THE SURVEY AND INTERVIEW TO THE TEACHER



Source: Interview via WhatsApp
Author: Gregory León Lúa



Source: Survey via Messenger
Author: Gregory León Lúa

**ANNEX III
INSTRUMENTS OF
THE RESEARCH**



**UNIVERSITY OF GUAYAQUIL
SCHOOL OF LANGUAGES & LINGUISTIC
SURVEY TO STUDENTS**

This survey will have as a main goal to collect and to obtain more detailed and specific data in order to carry out this research project which focuses on writing skills in relation with modal verbs.

Instructions: In the following statements, tick the box from 1 to 5 according to your personal criteria below.

Totally disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Totally agree (5)
-----------------------------	---------------------	------------------------	------------------	--------------------------

Statements	1	2	3	4	5
1. - I consider that an inadequate use of modal verbs can affect my writing skills at the moment of redacting essays in class.					
2. - I find written activities difficult due to the fact I can't differentiate modal verbs correctly.					
3. - I think it's important the use of freewriting and writing prompts in order to have a better comprehension of modal verbs.					
4. - I like my teacher's teaching style.					
5. - I find interesting writing activities.					
6. - I consider that more writing activities are needed in the classroom.					
7. - I possess a significant writing expression level.					
8. - I consider that written activities are difficult.					
9. - I feel self-confident when I have to portray my ideas on paper.					
10. - I participate regularly in writing activities that the teacher proposes.					
11. - I find it difficult to distinguish modal verbs which have similar meanings but they are written in different way.					
12. - I consider practicing through free writing using modal verbs with similar meanings is useful in order to differentiate the appropriate use of them.					
13. - I find essential the Writing Skill for the English language learning.					
14. - I feel that it should be spent more time on activities to reinforce knowledge about modal verbs.					
15. - I consider important the implementing of a system of writing activities that allows students the learning of modal verbs.					



Universidad de Guayaquil

**UNIVERSIDAD DE GUAYAQUIL
ESCUELA DE LENGUAS Y LINGÜÍSTICA
ENCUESTA A LOS ESTUDIANTES**

Esta encuesta tendrá como principal objetivo reunir y obtener datos específicos y más detallados para llevar a cabo este proyecto de investigación el cual se enfoca en la habilidad escrita en relación con los verbos modales.

Instrucciones: En los siguientes enunciados, marque la casilla del 1 al 5 de acuerdo a su criterio personal.

Totalmente en desacuerdo (1)	En desacuerdo (2)	Indiferente (3)	De acuerdo (4)	Totalmente de acuerdo (5)
-------------------------------------	--------------------------	------------------------	-----------------------	----------------------------------

Enunciados	1	2	3	4	5
1. – Considero que un inadecuado uso de verbos modales puede afectar mi habilidad escrita al momento de redactar ensayos en clases.					
2. – Encuentro las actividades escritas difíciles debido a que no puedo diferenciar los verbos modales correctamente.					
3. – Pienso que es importante el uso de “freewriting” y “writing prompts” a fin de tener una mejor comprensión de los verbos modales.					
4. – Me gusta el estilo de enseñanza de mi profesor.					
5. – Encuentro interesante las actividades escritas.					
6. – Considero que se necesitan más actividades en el aula de clases.					
7. – Poseo un nivel de expresión escrita aceptable.					
8. – Considero que las actividades escritas son difíciles.					
9. – Siento confianza al momento de reflejar mis ideas en un papel.					
10. – Participo regularmente en actividades escritas que el profesor propone.					
11. – Encuentro difícil distinguir verbos modales que tienen significado similar pero que son escritos de forma diferente.					
12. – Considero que practicar mediante “freewriting” usando verbos modales con significado similar es útil para diferenciar el uso apropiado de ellos.					
13. – Encuentro esencial la habilidad escrita para el aprendizaje del idioma inglés.					
14. – Siento que se debería emplear más tiempo en actividades para reforzar conocimiento de verbos modales.					
15. – Considero importante la implementación de un sistema de actividades escritas que permitan a los estudiantes el aprendizaje de verbos modales.					



Universidad de Guayaquil

**UNIVERSITY OF GUAYAQUIL
SCHOOL OF LANGUAGES & LINGUISTIC
INTERVIEW'S GUIDE TO THE ENGLISH TEACHER**

General Data

Full name: _____

Course: _____

Date: _____

Time: _____

Class theme: _____

Language certification: _____

1. -Do you think it is important the use of modal verbs to develop written works?

2. - Which kind of activities do you apply in order to teach modal verbs?

3. -Do you consider the use of strategies as freewriting and writing prompts allow an appropriate writing skill's development? In which way do you employ them in class?

4. -Which sort of activities do you usually use for the development of the writing skill?

5. - What is the level of the writing skill of your students like?

6. - Do you think from your point of view that the implementation of a system of writing activities will let you improve the teaching process of modal verbs? In which way do you think it would help?



**UNIVERSITY OF GUAYAQUIL
SCHOOL OF LANGUAGES & LINGUISTIC
CLASS OBSERVATION**

General Data

Full name: _____

Course: _____

Date: _____

Time: _____

Class theme: _____

N.	Criteria to be observed in the teacher	YES	NO
1	According to the degree of possibility in modal verbs' teaching, the teacher applies it in the right way in his / her class.		
2	The teacher creates an adequate environment for the development of his / her class.		
3	The teacher motivates students to improve their writing skill.		
4	The teacher shows students the steps for a good writing process to the students.		
5	The teacher possesses a good knowledge about writing strategies.		
	Criteria to be observed in the student	YES	NO
6	The student knows the basic rules to develop writing tasks.		
7	The student participates actively in writing activities.		
8	The student has previous knowledge about modal verbs, their rules and how to use them.		
9	The student can express his / her ideas by applying modal verbs.		
10	The student feels confidence when he / she has to do writing activities.		

Observations:

ANNEX IV REPOSITORY

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO: La influencia de los verbos modales en la habilidad escrita. Sistema de actividades escritas enfocadas en verbos modales.

AUTOR/ ES:
León Lúa Gregory Quayshen

TUTOR:
Donoso Noboa Galo Donoso MSc.

INSTITUCIÓN: Universidad de Guayaquil

FACULTAD: Facultad de Filosofía Letras y Ciencias de la Educación

GRADO OBTENIDO: Licenciado en Ciencias de la Educación. Mención: Inglés

FECHA DE PUBLICACION:

NO. DE PAGINAS: 156

ÁREAS TEMÁTICAS: Idioma Inglés

PALABRAS CLAVE: Verbos modales, habilidad escrita, sistema de actividades escritas.

RESUMEN: Este proyecto de tesis tuvo como finalidad determinar la influencia de los verbos modales en la habilidad escrita en los estudiantes de 2ºBGU de la Unidad Educativa "Juan Javier Espinoza". Para ello el autor realizó una investigación exhaustiva con la que se evidenció que los estudiantes poseían un nivel muy bajo en cuanto a habilidad escrita se refiere. Debido a esto, el autor indagó información esencial acerca del tema para llevar a cabo la investigación. Para recabar información, el autor implementó instrumentos y técnicas de recolección y análisis de datos tales como: la encuesta, observación de clases y la entrevista al docente. La investigación pudo determinar que los estudiantes no poseían un conocimiento muy amplio sobre verbos modales lo que le impedía desarrollar actividades escritas que involucraban estos verbos. Además se evidenció que las actividades y estrategias empleadas por el docente para desarrollar la habilidad escrita y enseñar verbos modales eran tradicionales y obsoletas. A raíz de esto fue necesario la creación de un sistema de actividades escritas enfocadas en verbos modales que permitan tanto al estudiante como al docente desarrollar de una manera más atractiva la habilidad escrita aplicando verbos modales.

ADJUNTO PDF:

SI

NO

**CONTACTO CON
AUTOR/ES:**

Teléfono:
0979245195

E-mail:
gleonlua@gmail.com
gregory.leonl@ug.edu.ec

**CONTACTO EN LA
INSTITUCIÓN:**

Nombre: Secretaría de la escuela de Lenguas y Lingüística

Teléfono: +593-4-2294888 ext. 123

E-mail: lenguas.linguistica.filo@gmail.com

NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY

THESIS REGISTRATION FORM

TÍTULO & SUBTITLE: The influence of modal verbs in the writing skill. System of writing activities focused on modal verbs.

AUTHORS:
León Lúa Gregory Quayshen

TUTOR:
Donoso Noboa Galo Rafael, MSc.

INSTITUTION: University of Guayaquil

FACULTY: Faculty of Philosophy, Letters and Science of Education.

GRADO OBTENIDO: Bachelor Degree in Science Education. Mention: English

DATE OF PUBLISHING:

NO. OF PAGES: 156

THEME AREAS: English Language

KEYWORDS: Modal verbs, writing skill, system of writing activities

ABSTRACT: This thesis project aimed to determine the influence of modal verbs in the writing skill of students of 2°BGU from "Juan Javier Espinoza" high school. To do this, the author carried out an exhaustive research with which was evidenced that students possessed a very low level in which writing skill concerns. Due this, the author inquired essential information about the topic to carry out the research. In order to gather information, the author implemented a series of techniques and instruments of analysis and collection of data such as: the survey, the class observation and the interview to the teacher. The research could determine that students did not possess a large knowledge about modal verbs that prevented to develop writing activities that involved these verbs. Furthermore, It was evidenced that the activities and strategies employed by the teacher in order to develop the writing skill and to teach modal verbs were traditional and obsolete. As a result of this, it was necessary the creation of a system of writing activities focused on modal verbs that allows the student as well as the teacher developing in a more attractive way the writing ability applying modal verbs.

PDF ATTACHED:

YES

NO

AUTHOR CONTACT:

Telephone:
0979245195

E-mail:
gleonlua@gmail.com
gregory.leonl@ug.edu.ec

CONTACT OF THE INSTITUTION:

Name: Secretarial of the School of Languages and Linguistics

Telephone: +593-4-2294888 ext. 123

E-mail: lenguas.linguistica.filo@gmail.com