



**UNIVERSITY OF GUAYAQUIL**

**FACULTY OF PHILOSOPHY, LETTERS, AND  
EDUCATIONAL SCIENCES  
SCHOOL OF LANGUAGES AND LINGUISTICS**

**TOPIC:**

**"STRATEGIC USES OF DIDACTIC ACTIVITIES TO  
DEVELOP WRITING SKILLS OF A2.1 LEVEL  
STUDENTS".**

**PROPOSAL:**

**“DESIGN DIDACTIC DIGITAL BOOKLET TO IMPROVE  
WRITING SKILL IN STUDENTS OF A2.1 LEVEL”.**

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## **Acknowledgment**

I would like to express my deepest gratitude to God, who was always by my side, especially in those moments when I thought it was impossible to complete this project.

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To my son, Allan Reina Navas, who is the engine of my life and for whom I strive every day.

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Last but not least, I would like to acknowledge my advisor, MSc. Jaime Pizarro, who has guided me in completing this project. His comments and recommendations have helped me to organize and complete this research

## **Dedication**

To all the students who have trouble with writing in the beginning. As impossible as it may seem, you are getting better every day. You can do it.

To the teachers who sometimes feel out of ideas. You are valuable to your students.

**ANEXO X.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN**  
**(ESPAÑOL)**

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGIA		
FICHA DE REGISTRO DE TRABAJO DE INTEGRACIÓN CURRICULAR		
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**RESUMEN:** Este proyecto educativo plantea cómo mejorar el desarrollo de las habilidades de escritura de los estudiantes de décimo año de educación básica de la Unidad Educativa María Luisa de Sotomayor mediante el uso de estratégico de actividades didácticas. En el desarrollo del proyecto se constató que la habilidad con más dificultad es la escritura, por lo tanto, el nivel promedio de los estudiantes se encuentra por debajo del indicado en el Currículo Nacional (A2.1). Las dificultades para transmitir ideas, falta de motivación y la deficiencia de conocimiento de la materia de años anteriores agravan el problema. Para solventar esta problemática, se propone la creación de un cuadernillo digital didáctico para que los docentes puedan utilizar distintas actividades que fomenten la práctica activa de la habilidad de la escritura.

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**ANEXO X.- FICHA DE REGISTRO DE TRABAJO DE  
TITULACIÓN (INGLÉS)**

<b>SCIENCE AND TECHNOLOGY NATIONAL REPOSITORY</b>			
<b>THESIS REGISTRATION FORM</b>			
<b>TITLE WORK RECORD FORM:</b>	<b>Topic:</b> "Strategic Uses of Didactic Activities to Develop Writing Skills of A2.1 Level Students".  <b>Proposal:</b> "Design A Didactic Digital Booklet to Improve Writing Skills in Students of A2.1 Level".		
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<b>KEYWORDS:</b>	Writing, didactic activities, skills development, strategy, didactic digital booklet.		

**ABSTRACT:** This educational project proposes how to improve the development of writing skills of tenth-grade students of the María Luisa de Sotomayor Educational Unit using strategic didactic activities. During the development of the project, it was found that the most difficult skill is writing; therefore, the average level of the students is below the level indicated in the National Curriculum (A2.1). Difficulties in transmitting ideas, lack of motivation, and deficiency of knowledge of the subject from previous years aggravate the problem. To solve this problem, we propose the creation of a didactic digital booklet so that teachers can use different activities to encourage the active practice of writing skills.

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## ANEXO VI. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Jaime Roberto Pizarro Velastegui, tutor del trabajo de Integración Curricular certifico que el presente trabajo ha sido elaborado por Britney Stephanie Navas Haz 1207830553 No. 1207830553, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Pedagogía del Idioma Inglés.

Se informa que el trabajo de Integración Curricular: "STRATEGIC USES OF DIDACTIC ACTIVITIES TO DEVELOP WRITING SKILLS OF A2.1 LEVEL STUDENTS", ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el 5% de coincidencia.

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**ANEXO XII.- RESUMEN DEL TRABAJO DE INTEGRACIÓN  
CURRICULAR (ESPAÑOL) FACULTAD DE FILOSOFÍA  
LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS**

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"USOS ESTRATÉGICOS DE LAS ACTIVIDADES DIDÁCTICAS PARA DESARROLLAR LA CAPACIDAD DE REDACCIÓN DE LOS ALUMNOS DENIVEL A2.1".

**Autor:** Britney Stephanie Navas Haz

**Tutor:** MTEFL. Jaime Roberto Pizarro Velastegui

**Resumen**

Este proyecto educativo plantea cómo mejorar el desarrollo de las habilidades de escritura de los estudiantes de décimo año de educación básica de la Unidad Educativa María Luisa de Sotomayor mediante el uso de estratégico de actividades didácticas. En el desarrollo del proyecto se constató que la habilidad con más dificultad es la escritura, por lo tanto, el nivel promedio de los estudiantes se encuentra por debajo del indicado en el Currículo Nacional (A2.1). Las dificultades para transmitir ideas, falta de motivación y la deficiencia de conocimiento de la materia de años anteriores agravan el problema. Para solventar esta problemática, se propone la creación de un cuadernillo digital didáctico para que los docentes puedan utilizar distintas actividades que fomenten la práctica activa de la habilidad de la escritura.

**Palabras claves:** escritura, actividades didácticas, Desarrollo de habilidades, estrategia, cuadernillo digital didáctico.



## ANEXO XII.- RESUMEN DEL TRABAJO DE INTEGRACIÓN CURRICULAR (ESPAÑOL)

### FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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"STRATEGIC USES OF DIDACTIC ACTIVITIES TO DEVELOP WRITING SKILLS OF A2.1 LEVEL STUDENTS".

**Autor:** Britney Stephanie Navas Haz

**Tutor:** MTEFL. Jaime Roberto Pizarro Velastegui

#### Abstract

This educational project proposes how to improve the development of writing skills of tenth-grade students of the María Luisa de Sotomayor Educational Unit using strategic didactic activities. During the development of the project, it was found that the most difficult skill is writing; therefore, the average level of the students is below the level indicated in the National Curriculum (A2.1). Difficulties in transmitting ideas, lack of motivation, and deficiency of knowledge of the subject from previous years aggravate the problem. To solve this problem, we propose the creation of a didactic digital booklet so that teachers can use different activities to encourage the active practice of writing skills.

**Keywords:** Writing, didactic activities, skills development, strategy, didactic digital booklet.

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## **INTRODUCTION**

The actual investigation is based on the different didactic strategies appertaining to uses that exist to make writing something more than just picking up a pencil and paper to write a paragraph. This succession of teaching presents important factors, but the investigation will try to present the most indispensable ones, such as playful activities for children in 10th grade of basic education, causes and effects of the problems that exist, and the different methodologies that exist.

For many teachers, writing is only a system of graphic representation of a language or nothing more than transmitting information. While this small concept of writing covers what many Ecuadorian teachers believe about writing, the vast majority do not have true certainty of what their learning process entails, the misuse of learning methodologies can make the student unmotivated and lose interest in the class, a problem that affects not only the student as such but their educational environment.

To achieve a pleasant result on this problem, we will focus our study on the essential contents to grasp and learn the methodological steps of this skill, and for these reasons, the selection of recreational activities must be clear, concise, and above all, according to their ages. In this way, we would be providing the student with the necessary tools for a successful follow-up in writing skills. This undoubtedly requires a complete predisposition on the part of the teacher and a good organization on the part of the educational system of the institution.

According to (Klimova, 2013), writing has significance since it's widely employed in both the professional and the educational setting. Students will not be able to interact effectively with peers, teachers, employers, or anybody else if they cannot express themselves in writing. A good graduate or college student's daily life involves drafting proposals, paperwork, papers, applications preliminary interviews, emails, and other forms of professional communication. Therefore, it is considered relevant that students from an early age are interested in it and that we as teachers help students learn in this way through playful games since the game is the main activity for the development of social and cognitive skills.

The content or structure of this project is based on the following chapters:

- As the first point we have the first chapter, which describes the problem statement, the goals of the study, the justification, and the pertinent variables of the research.
- As the second point we have the second chapter, which includes the theoretical framework of the research and the concepts that support and constitute the basis of this study.
- As a third point we have chapter number 3, which is composed of the methodological aspects that were carried out throughout this research, the variables, the population, the data collection instruments, and all the methods or techniques used that were carried out for the progress of the research. It should be noted that each study instrument is described well

(survey and interview).

- The final point provides an overview of the proposal's topic, background, background, general and specific objectives, the methodology, the description of our proposal, the feasibility of the proposal, and lastly, the proposal itself.

It is important to emphasize that this research is trying to cover the main problems that exist at the national level regarding the lack of teacher training or the lack of interest in the kids' behavior since they may think learning this skill is challenging or complex.

The teachers of this area (English) must take into consideration the needs of the students more than any other teacher of any other subject because they are not only teaching a subject, but they are also teaching a new generation to communicate in a new language, as a result, just as reading, speaking, and, listening is crucial in this foreign language, so too is writing. For the optimal development of writing, we must apply useful and fun strategies for the students to make the most of it, so they do not lose interest. We must not omit the main objective of this study, and above all, of language education, which is that students can organize their ideas well, so they can express them smoothly in a foreign language.

## **Chapter I**

### **Problem**

#### **1.1.Research context.**

It is known that English is considered one of the most important languages worldwide, and in turn, it is one of the most spoken languages worldwide, not to mention that knowing this language opens several doors around the world not only in the workplace but also at the educational level. For this reason, several years ago the educational systems in Latin America decided to introduce this language as a subject not only in schools but also in universities.

(Kellogg R & Raulerson B, 2007)Undoubtedly agree that good writing, or effective writing, is of paramount importance in both higher education and work-related issues for any type of professional. Elaborating on an excellent composition is an indicator of academic prestige in an educational institution as well as in the working field.

(Wise K, 2005)agrees that writing skills are a fundamental foundation that must be taught in a good way. Unfortunately, less importance has been placed on this skill and is being reflected in a professional public relationship. He points out that quality writing is an essential requirement to maintain high expectations in the jobs that a young person who has graduated from higher education aspires to.

This research study was conducted at the María Luisa de Sotomayor

Educational Unit. There are two courses in tenth grade, A, and B. Each course has 25 students, and these classes are held in the morning. These students have shown deficiency in writing, and most of them have no idea how to start writing in English. The teacher who teaches both classes is aware of the lack of written production that his students have, taking into account the Common European Framework of Reference for Languages (CEFR).

The misuse of fundamental writing forms, students' lack of interest in learning new vocabulary or writing techniques, and teachers' lack of motivation for writing skills were the three main issues that emerged from the use of the research instruments. Most tenth-grade students had difficulty in basic writing, for example, they were confused a lot the word order, they did not have a good range of vocabulary and most of them could not even begin with a simple paragraph, and even worse, in some cases, they could not conjugate the verb to be.

In addition, it is common to see that students do not have a good intrinsic motivation to contribute to the writing activities. For example, when the teacher asks for a volunteer to show their writing work or to read their writing work, no one wants to participate or simply does not do the work because they do not understand the work even when the teacher explains the work up to 3 times. It has been observed that teachers in some cases try to motivate students by offering extra points to encourage them to produce some writing.

Finally, students have little or no interest in the writing activities and the

fact some teachers generally do not pay much attention to whether they are interested and how they could help them is evidenced in some cases. Also, teachers restrict themselves to using the various instructional resources that are available to them.

## **1.2.Problem Statement**

How does the implementation of instructional activities aid in the development of writing abilities in “Unidad Educativa Maria Luisa de Sotomayor” tenth-grade pupils throughout the 2023-2024 cycle?

## **1.3.Objectives of the research**

### **1.3.1. General objective**

To analyze the academic impact of didactic activity strategies on the written production of A2.1 level English learners to design a didactic digital booklet through a field study and bibliographic exploration.

### **1.3.2. Specific objectives**

- To explain the various advantages that exist in the implementation of the use of didactic strategies in the teaching of writing through a correlational study.
- To determine the most evident problems and other reasons that make it

difficult for students to manage their writing skills using surveys and interviews.

- To make a digital didactic booklet with different activities according to the age and level of the student for the correct development of writing with the help of the data obtained through correlational research.

#### **1.4. Research questions.**

- Does the use of didactic strategies improve students' writing skills?
- What are some effective activities to promote the development of writing skills using various didactic activities?
- What is the current competency level of Unidad Educativa Maria Luisa de Sotomayor's tenth-grade students?
- Can the use of a digital didactic booklet containing several activities tailored to the age and skill level of the students improve the writing development of tenth-grade pupils?

#### **1.5. Justification**

Based on the previous points already exposed, the project presented is supported in a general way since there exists a problem and a real need within the Educational Unit "Maria Luisa de Sotomayor". Concerning that, it is necessary to offer a resolution that effectively helps to compensate for the negative aspects demonstrated within the problematic situation of the study, and at the same time, to

make a crucial improvement in terms of the improvement of capacity for writing in basic education learners in the tenth grade.

Meanwhile, as another important aspect, there is a need to foster strategic and technical improvements employed by the teacher of the subject. In this regard, it is planned to provide new and better ways of using the process of teaching and learning, essentially aimed at improving language writing exercises. Instructors should be qualified to identify the deficiencies and weaknesses of their group of students, thus allowing them to learn more about the topics of study in which they are lacking.

Learning a new language is extremely complicated, even more so for students in their first years of basic education who do not have a firm foundation in the language. However, as mentioned by (Khajlo, 2013) learning English in this case depends a lot on how students see their teacher, so if students see their teacher as a friend, someone to trust and use their creativity and motivation they will be more interested in learning the language. Therefore, the teacher must have a very didactic way of teaching so that the students do not lose interest in learning, of course without losing their sense of authority and respect for the students.

However, although the teacher oversees good teaching to students using the tools they have at their disposal, the student is also a fundamental part of their learning process, such as studying each of the contents taught by their teacher in class.



Based on the above, (Ghasemi & Hashemi, 2011) mentioned that while it is true that there are many teachers worldwide who use "state of the art" technology to teach their classes, there is another part of them that use a more creative way to teach since it is the "didactic" resource they have at their disposal, through didactic cards, a game or activity that motivates them. Both ways are fine as long as they are used correctly. While it is true that through existing technologies several digital platforms assist the educator in streamlining the lesson in any way so that the students are engaged.

Given what has already been mentioned by the authors, the importance of both roles known as teaching-learning can be evidenced. Because of what has already been justified, it is essential to help students with a didactic digital booklet of activities, all based on their needs, which can help to promote and strengthen the evolution of good writing competencies of trainees in the tenth grade of basic education of the Unidad Educativa "Maria Luisa de Sotomayor". It is also worth mentioning that this digital booklet is open for further research on topics related to this study.

The didactic digital booklet will be centered on a set of didactic activities that will help scholars approach the subject of writing in a better and simpler way, of course. This digital tool will begin with a diagnostic phase so that the initial 7 processes can be evidenced and will culminate with an evaluation to compare the

results with the initial

## **Chapter II**

### **Theoretical Framework**

#### **2.1. Research background**

In the modern world, learning English is necessary as it is the fastest-growing language and serves as a commercial bridge between the West and East, north, and South. Almost every (if not all) business in the world uses English to communicate, including technology, engineering, education, tourism, and entertainment, among many others. Undoubtedly, English occupies a special position in the world because it is the most widely spoken language and has established itself as the language that dominates every field on a global scale.

Learning to communicate in writing involves more active learning than passive learning, because writing is a productive skill, and ideas are expressed in different contexts. Writing helps people recognize and address their misconceptions while improving their ability to think critically and solve problems. Written communication must be taught in an effective and relevant way where it can generate feedback and have a positive and lasting impact on student learning. Due to these reasons, there have been multiple studies where writing is the focus.

First, Ángel (2016) carried out a study with students in a school from Salinas, Ecuador in which the main problem was not only the lack of students'

interest or motivation as such, but also the fact that the teaching of writing was dictated conventionally. This was evidenced in the observations made in some of the courses where it was shown how teachers used inadequate strategies for the 9 developments of writing and teachers only used the textbooks provided by the government. In addition, the researchers interviewed teachers and authorities to find out that classes mainly focused on translation and cognitive aspects, neglecting other important features of writing. In this research, the authors analyzed a group of 45 tenth-grade students, through methods such as tests and observations, as well as interviewing three English teachers of the institution along with the principal.

Furthermore, Yuquilema (2019) conducted another research in Ambato, Ecuador in which 10th-grade students had difficulties in producing written texts and understanding the meaning of what they have written. Through a diagnostic test done on two groups of 35 students each, it was discovered that such learners were not able to produce simple sentences due to their lack of vocabulary and grammar. Besides, it was emphasized how worrying it was that children at this level of education were not able to express their opinions in a written form. It was estimated that a 10th-grade student has already mastered an A2.1 level and this implies the development of sentences or texts with simple grammar.

Likewise, Campos and Flor (2022) performed another research in the city of Guayaquil, in which approximately 315 students and more than six English teachers took part. In this study, there were observations, interviews with teachers,

and surveys applied to students. The main problem found was that most students did not meet the expected level the Common European Framework of Reference for Languages (CEFR) declares. Owing to the lack of vocabulary at the moment of creating clear and consistent ideas, as well as having difficulties generating and ordering their thoughts at the time of describing some previously selected pictures.

Consequently, this study sought the creation of a didactic guide with various uses and interactive strategies to promote effective learning in senior-year students.

In contrast to the previous studies, in the present research, the implementation of textbooks as such is considered important, but the use of didactic material is also indispensable to improve the learning process not only in one skill but in all of them (listening, speaking, writing, and reading). Another point that is considered essential is the implementation of a more innovative methodology that is not just based on explaining everything on a whiteboard. This research contemplates that more than half of the estimated percentage of students do not reach the level of English they should have. Therefore, it will make use of observations, surveys, and interviews to propose an effective and beneficial solution.

## **2.2.Theoretical framework**

In this part of the research, the researchers focus more on the two variables involved in the study: the strategic use of didactic activities and writing skills. In this way, the

researchers can contribute in a favorable way to the advancement of children's capacity for writing in the tenth grade of primary school.

### **2.2.1. Independent Variable: Strategic uses of didactic activities**

#### **Didactic activities**

(Rubio A & Conesa E, 2013) games and didactic implementation have been a form of learning that has taken shape throughout history but still does not have the pedagogical recognition it should. It has been proven that games and the use of didactic resources increase the motivation and stimulation of students in a foreign language class, materials such as real objects, images, and games help learning. The use of these materials is an advantage that should not be wasted to evoke interest in the learners' attention.

Based on (Marius , 2010), didactic activities are more frequently applied in situations of social exclusion, since such situations require more knowledge of strategies and methods that are more adapted to and understand the sociocultural environment, which often has certain deficiencies of low socio-educational levels. For this reason, emphasis is placed on the didactics since the teacher seeing himself in these situations demands a level of comprehension, sensibility, and social comprehension.

#### **The importance of didactic activities in teaching**

As determined by (Mukaddas, & Nilufar, 2021), didactic media are resources that are of vital importance for teachers at times of class organization, warmth, and effectiveness. The didactic activities help and provide students with new knowledge in formation and allow them to analyze and demonstrate with greater fluency and preparation the subject of the class.

Nilufar explained why didactic learning is considered of vital importance:

- Didactic means do not cause any complication in the execution of tasks and questions that are intended for the formation of competencies.
- The didactic resources allow us to have greater control of the class and above all a greater motivation on the part of the students.
- The didactic tools are structured and prepared according to the age of the students and thus allow their use both in class and in extracurricular activities.

### **Benefits of didactic activities in the classroom.**

(Bohorquez M, Marquez J, & Arevalo I, 2019) mention a variety of benefits that are optimal not only for the students but also for the teacher in charge of teaching a second language, these are due to the good use and benefit of the didactic strategies taught in the classroom, among the benefits that Hernandez highlights are

the following:

- Increased active participation between the teacher and the students for the elaboration of learning.
- Simplicity for both the teacher in charge of teaching the class and the student at the time of learning the language and teaching knowledge.
- Improvement of skills that should be enhanced, such as motivation and teamwork.

### **Special consideration of didactic activities in the classroom.**

According to Garcia (2014), the implementation of didactic activities has some drawbacks, as well as several advantages of using these activities, there are also different disadvantages of using them. For example, this type of method usually requires a good memory, which is difficult for younger students, and there is also the risk that students get bored easily with the activities and thus do not use their 100% in the class.

Garcia mentions some of the most notorious disadvantages of the application of didactic activities:

- The materials used for the different implementations of didactic activities often become outdated very quickly.
- While it is true that these types of activities are fun for the students, they



take a lot of time to prepare.

- Young students tend to confuse the subject of the lesson with the game implemented to learn the lesson.

### **Didactic activities in writing skills.**

According to (Rus, 2016), writing skills should never be dictated traditionally, just by explaining a few grammatical forms and teaching students a couple of new vocabulary. It should be a more interactive teaching with an approach in which various linguistic objectives are set. This form of education is part of a more natural experience of achieving linguistic structures, which in the same way is likely to greatly increase students' motivation and interest. In addition, Rus considers that there are three parameters of paramount importance to make a simple writing class more meaningful for the learners: controlled writing tasks, guided writing tasks, and free writing tasks.

- Controlled written tasks.

Controlled writing exercises facilitate the understanding of linguistic structures. When the didactic objective is practicing a particular linguistic aspect or construction in a technical context, controlled writing tasks are appropriate for use with lower-level learners as well. For instance, writing the correct form of the verbs in brackets is advantageous to reinforce verb tenses and conjugations for specialized writing. For example: Naming the object or figure (students observe a particular

image or object with which they are already familiar and as an instruction, they are asked to label or write the name of the image or object correctly, of course.

We also have a very popular and versatile exercise used by teachers such as fill in the blanks, this activity has as a priority the use of vocabulary, language functions, and grammar, among others.

- Guided writing tasks

While offering direction and support, this type of activity offers more creative freedom than previously mentioned and requires a more imaginative application of knowledge. For example, when inventing or creating interesting sentences according to the new topic learned, without forgetting the new vocabulary. Let students' imagination fly by creating new and innovative sentences. For example, the students have been observing how to use grammar, conjunctions, and tenses to create sentences as a first instance and to form their writing, they are working on a short paragraph about the improper use of technology, that is where the teacher applies his teaching process and guides the students on how to use the correct grammar.

- Free writing tasks.

In that part of the writing skill, the student is required to be able to write a piece of writing according to his or her level of English, following all the teaching guidelines but of course with a touch of creativity. A clear example of this is to

observe how students run out of things to write and their most viable solution is not to write at all, but they must understand that simply writing "I don't know what to say" is a correct answer and that way the hand is in motion and the brain is thinking where to go next.

### **2.2.2. Dependent Variable: Writing Skills**

#### **Writing skills meaning**

In accord with Gautam (2019). One of the four fundamental abilities related to languages is writing, just like speaking, listening, reading, and writing. The first stage of the hierarchy is written expression, which is only developed once the preceding three have been learned or acquired. It is considered by both the educated majority and the school population to symbolize knowledge, intelligence, and a character that appreciates education. Every university student, teacher, researcher, and independent writer needs to be proficient in writing. Being that the caliber of their writing is used to gauge their expertise, all this work demands advanced skills.

Researchers consider writing skills to be a way of expressing something to someone clearly and concisely. It is estimated that most people (not necessarily students) tend to express themselves better by writing than by speaking because of their shyness. Writing is a more visible way to convey some kind of idea, while speaking, for example, is more ephemeral.

## **Importance of Writing Skills**

According to Farias and Gaibor (2022), The ability to write well is one of the most crucial language skills and it can enhance students' potential to effectively participate in classroom discussions about the centrality of writing. Some language learning programs require multidimensional consideration of writing prompts in their instructional activities, language evaluations, and performance events.

Besides, researchers consider it important to have good writing for optimal professional development and thus increase job opportunities. When a piece of writing has good spelling, the grammatical rules are well used, and the vocabulary is correctly implemented. This generates a pleasant sensation as well as intelligence for your interlocutor.

## **Types of writing**

Although in their native language, some interns may not have much writing experience, especially for long assignments (Mallia 2017). However, each one of them has his or her own way of writing. For this reason, this list presents the different types of writing according to (Meer S, 2023):

- Expository: Topic-oriented writing is a style known as expository in which writers concentrate on discussing a particular topic or issue. They offer

pertinent facts and data but leave out their personal opinions. The writer is restricted to informing about a particular topic, such as how to make something.

- **Persuasive:** The main objective of persuasive writing is to be persuasive. Unlike expository writing, expresses the author's biases and opinions. Persuasive writing uses arguments and justifications to persuade readers to coincide with the author's point of view. It is commonly used in cover letters, print editorials, advertisements, etc.
- **Narrative:** Storytelling is the main purpose of narrative writing. A variety of characters will be created by the author, and you will be told what happens to them. The genre of narrative writing includes short stories, poetry, and biographies. Narrative writing simply answers the question, "What happened then?"
- **Descriptive:** To describe is the primary goal of descriptive writing. It is a form of writing in which the emphasis is on thoroughly describing a person, an occasion, or a setting. When a writer takes the time to describe something in detail, it can be aesthetically poetic.
- **Technical writing:** It refers to any writing intended to demonstrate difficult, specialized, and technical concepts to readers who may or may not be familiar with them. It is often applied in technical and professional fields such as engineering, robotics, computer hardware, and software.

## **The writing processes.**

In consonance with Becky L. and Spivey (2006) By exposing students to a wide range of excellent books read aloud in the early grades, the writing process begins. How writers use language to construct and convey a story is visible and audible to children. For their writing, children are inspired by the books they hear and read.

- Prewriting: Creating a writing outline, brainstorming, collecting information on possible topics, and so on. Examples: Brainstorm, Plot, Gather.
- Planning: Consider and re-read the material already taken from the pre-taken pre-writing, to reach a concrete objective based on what you are looking for. Such as Library resources, Helpful guides, evaluating sources, and Outline.
- Drafting: Generate and randomly type in many words, either by hand or on a computer, and then notice the words that are like each other to come up with our initial plan. For example: Summary, References, Paraphrase.
- Pausing: Instant in which the student or writer considers the little that has been obtained so far, through a reading. Such as Revision, likely outcomes, create a map for more possible ideas.
- Reading: This time when the students or the writer stops to read what he/she has written and see if it is consistent with his/her initial plan or proposal. For

example: possible change and increase in ideas.

- Revising: Re-read everything again to check for any detail that did not make sense. Such as Leads, Questions, Descriptions, and Conference.
- Editing: Focus on every detail of the above writing such as punctuation, spelling, word alignment, and style. For example: self-edit, peer-edit, proofread.
- Publishing: Time to share the finalized text or writing with the estimated audience. Such as: celebrate, portfolio, and manuscript.

### **Teaching Writing Strategies.**

According to (Caswell & Mahler, 2004) to be able to properly envision and comprehend the methods used in writing instruction, it is convenient to follow a study plan, for example, to begin by asking ourselves the question: Why teach writing? or How important is writing in English language learning? to have a clear idea of what it influences in the learning of a second language and to be able to transmit this to the students.

A good strategy for teaching writing not only has to do with the What and Why, but also knowing the processes involved, for example knowing the writing process, because like any good technique there are always steps to follow so that it has a neat sense and is not just pure verbiage. This is where we will begin with the teaching of these processes, in this case, writing, so we will get a good teaching

strategy for writing.

### **Rules for developing writing skills.**

According to (Crank, 2012) Teaching students to write well while maintaining good grammar, argumentation, and vocabulary presents a challenge for all teachers. Studies reveal a set of six key terms or concepts (genre/format, sources, argument, process, audience, and voice) that teachers in all disciplines can use to give students a better understanding of the writing construct they have developed. Teachers can connect with their students in a way that helps them develop the writing skills they already have by being mindful of how students and teachers have used these terms over time.

- Genre/format: Before starting with any writing, we need to identify what genre we are going to write, for example, we can start by writing an essay on a topic of our interest. Consider theme, content, length, or tone. • Sources: This is usually based on a variety of typefaces that make sense for what you are going to write, whether it is formal or informal.
- Argument: Consists of the coherence of the writing, for example, the relationship between paragraphs. This gives validity to any piece of writing.
- Process: A process is the methodology employed by the writer or student in producing his or her writing.
- Audience: The audience is the actual readers that exist in the community in which the text is to be used.



- Voice: The "written" voice is in some way or another the way of expressing an opinion but in written form, for example, a diary, a newspaper, an email, a letter, or a WhatsApp.

### **2.3.Contextual framework**

Unidad Educativa Maria Luisa de Sotomayor is located on Recinto El Porvenir, parroquia Pimocha in Babahoyo, province of Los Rios. The institution was so named because the woman who donated the land on which the institution was built was called "Maria Luisa de Sotomayor", but it should be noted that she was not the person who built the institution as such, but the owner of a cooperative whose name we do not know was the one who invested his money in the institution.

They maintain a morning and afternoon schedule in which about 30 teachers work in their respective areas of study and teach more than 660 students between both shifts. This educational institution is public and has been providing its services for approximately 43 years, without leaving behind the vigor and commitment that has always characterized it.

This study focused on 10th-grade students in the morning timetable that maintains an entry time from 7 am to 12 am and the adaptation of the different uses of didactic strategies for the improvement of their development in writing skills to reach the A2.1 level established by the Ministry of Education and the Common European Framework of Reference for Languages (CEFR).

## **2.4. Legal framework**

The road that is traveled in the pursuit of quality education will always be a journey that will last a lifetime, but this long road gives people significant skills, aptitudes, attitudes, and values that will forge our life path. The advancement or progress of society will depend on the education of each one of them and of course, their enthusiasm to learn day by day, allowing them to create their potential and always defend their beliefs.

This research is based on the constitution of the Republic of Ecuador (2008).

**Art. 26** Education is a right that people have throughout their lives and a mandatory and unavoidable duty. It is part of a primary area of public policy and state investment, a guarantee of equality and social inclusion, and a necessary condition for a good life. Individuals, families, and society have the right and responsibility to participate in education. (Page 17).

**Art. 27** Education shall focus on the human being and guarantee integral human development, within the framework of respect for the rights of human beings, a sustainable environment, and democracy, education shall be active, compulsory, intercultural, democratic, inclusive, and diverse. It will be in favor of gender equity, justice, solidarity, and peace; it will encourage art and sports, as individual and group initiatives, without forgetting the development of competencies and capacities to create and generate. (Page 17).

**Art 343** The national education system aims to develop the individual and collective capacities and opportunities of the population that enable the learning, production, and use of knowledge, skills, knowledge, art, and culture. The system is centered on learning subjects and operates in a flexible, dynamic, integral, effective, and efficient manner. (Page 168).

**Art 345** Education as a public service is provided by public, fiscal-commissioned, and private institutions. In educational institutions, social services and psychological support are free of charge within the framework of a system of social inclusion and equality. (Pag 168)

**Art 348** Public education shall be free and shall be paid for by the government in a timely, regular, and fair manner. The allocation of resources for education is determined by criteria such as social, demographic, and regional equity. The state may fund private education and provide financial support for public, professional, and social education. If they adhere to the principles of free, limited, and equal access, they are responsible for educational outcomes and manage public resources, with appropriate qualifications. They are governed by the law. Publicly funded educational institutions are ineffective (Page 169).

**Art 349** The Government shall ensure the stability, renewal, continuous training, and improvement of the training and knowledge of teachers at all levels and conditions. They shall offer fair compensation based on experience,

performance, and academic merit. The law regulates teaching positions and the professional scale and will establish a national performance evaluation system and a remuneration policy at all levels. It establishes promotion, transfer, and training policies.

## 2.5. Table of Operationalization of Variables

**Table 1**

### Operationalization of variables

Variable	Definition	Dimension	Indicator
<b>Independent Variable:</b> Strategic uses of didactic activities	Types of dynamic learning methods that motivate effective and positive teaching.	<ul style="list-style-type: none"> <li>Didactic activities.</li> </ul>	Clear definition and exposition of the meaning of didactic activities
		Didactic teaching.	Importance of teaching didactic activities. How they influence students.

		<ul style="list-style-type: none"> <li>▪ Benefits of didactic activities in the classroom.</li> </ul>	Advantages of didactic activities
		Disadvantages of didactic activities in the classroom.	Existing obstacles in terms of didactic activities
		<ul style="list-style-type: none"> <li>▪ Didactic activities in writing skills</li> </ul>	Different types of didactic activities may exist.
<b>Dependent Variable:</b> Writing Skills	Technique of expressing an idea, feeling, or emotion in written form.	<ul style="list-style-type: none"> <li>▪ Writing skills</li> </ul>	Important points regarding the definition of writing.
		<ul style="list-style-type: none"> <li>▪ Importance of writing skills.</li> </ul>	Main and different ideas of writing skills.

		<ul style="list-style-type: none"> <li>▪ Types of writing.</li> </ul>	Explanation of different kinds of writing.
		<ul style="list-style-type: none"> <li>▪ Writing process.</li> </ul>	Explanation of different types of writing process.
		<ul style="list-style-type: none"> <li>▪ Teaching writing strategies.</li> </ul>	Uses and strategies of writing.
		<ul style="list-style-type: none"> <li>▪ Rules for developing writing skills.</li> </ul>	Guidelines on the development of writing.

## **CHAPTER III**

### **Methodology**

#### **3.1. Research Approaches**

This project's working strategy was developed using a mixed methodology that considered the qualitative and quantitative data that was gathered and examined from surveys and interviews. (Tashakkori & Creswell J, 2007), mention that scientific studies using mixed methods (qualitative and quantitative) have generated a great impact in recent years. He reports that the use of both methods allows for obtaining a more complete picture of any study than using a separate quantitative or qualitative study.

(Wilson K, 2005) assures there is a technique that allows to confirm the result of the data this methodology is called the triangulation method; it refers to the application of more than one concrete frame of the research data to acquire more accurate data.

#### **Quantitative Approach**

(Rovai, Baker, & Ponton, 2013) indicated that the problem statement that identifies a need for research is the first step in quantitative research. It might be something that needs to be clarified or understood more fully, etc. When resolved, the issue should close a hole in the body of professional literature and advance the field of professional practice. It might address a current issue or an upcoming one.

Descriptive statistics and inferential statistics are two subfields of statistics. Data about a target population are collected, arranged, summarized, and presented in descriptive statistics. A target population of interest is the intended audience for inferential statistics, which are used to quantify data and generalize findings from a sample.

### **Qualitative Research**

(Creswell & Creswell J, 2017) estimated that in qualitative research, nonnumerical data (such as verbatim interviews, e.g., text, video, or audio) are gathered and analyzed to understand ideas, viewpoints, or personal experiences. They can be used to gain an in-depth understanding of a situation or to devise new research concepts. The methods used for data collection, evaluation, analysis, adaptation, and report writing are different from conventional quantitative methods. Purposive sampling, unstructured data collection, the study of texts or visual elements (e.g., figures and tables), the documentation of information, and the personal interpretation of results influence qualitative methods.

### **Mixed Approach**

(Curry , Nembhard, & Bradley, 2009) agreed that the order in which the components appear, and the weight placed on each vary between approaches to mixed-methods studies. Because they can take advantage of each approach's



advantages, mixed methods that combine quantitative and qualitative methods are becoming more widely acknowledged as valuable. By combining quantitative and qualitative elements of a larger study, it is possible to accomplish several goals, such as correlating results, producing more complete data, and utilizing the findings from one method to strengthen insights obtained with the complementary method.

### **3.2.Types of research**

There are several different types of research as to what the factors are to finalize research. It is worth mentioning that this study is taking the type of research that has been considered the most relevant to carry out the research, this is the correlational research.

#### **Correlational Research**

(Seeram , 2019) estimates that a non-experimental research method that makes it easier to predict and explain how different variables relate to one another is correlational research. To assess the degree to which two or more variables are related to one another, researchers use a correlational research design. Furthermore, the relationship can be established scientifically using a statistical test like a correlational statistic.

(Tan, 2014) As previously indicated, a correlational analysis examines the relationships between two or more variables. In other words, it looks at whether a

rise or decline in one variable has an equal effect on another. Researchers can decide whether and to what extent two variables change together based on the findings of a correlational study. When two variables move in the same direction, there is a positive correlation.

### **3.3.Population**

There were fifty students enrolled in the Unidad Educativa Maria Luisa de Sotomayor's tenth year of basic education. There are two courses: tenth "A" (26 students) and tenth "B" (24 students). However, only one English teacher covers both classes. It should be mentioned that the same materials and course content were used in both classes. In light of these circumstances, the fifty students were regarded as a single group.

### **3.4.Sample**

The overall sample comprised all fifty students and one instructor, allowing the researcher to establish a stronger relationship with the student body. This would make it easier for the research to produce more accurate findings.

## **Table 2**

### **Population and Sample**

N.	Details	Population	Sample
1	Students	50	50
2	Teachers	1	1
3	Total	51	51

Note. Author: Britney Stephanie Navas Haz.

### **3.5.Research Methods**

This research provides a qualitative and quantitative method of obtaining primary data since the researcher was the person in charge of attributing all the techniques in the institution and reaching the study's necessary descriptive and numerical data. The approaches employed to gather the data were surveys given to the students using the Likert Scale to find out how they now felt about their understanding of two different variables. Finally, an interview was conducted with the teacher to consider how he/she teaches writing skills.

#### **3.5.2 Inductive-Deductive Method**

It should not be forgotten that in this section we are talking about approaches, therefore it would be good to mention the following approaches that are considered relevant for this study: inductive-deductive. Belozarov (2002) considers that One special quality of deductive systems is their ability to uphold a certain validity level, which enables the combination of different logical elements into intricate compound structures based on different, non-obvious conclusions drawn from a set of general premises. Thomas (2006) emphasizes that the inductive approach uses existing theories to formulate research questions and objectives,

while still generating meaning from the data collected to identify patterns and relationships.

### **3.5.2 Analysis-Synthesis method**

The analytical method completely evaluates all of the data that has been gathered by combining analysis and synthesis. It is feasible to analyze an issue and develop a hypothesis using these cognitive processes. By using this approach, researchers can identify the factors influencing the population under study, which will help them develop workable solutions to deal with their problems through the offered plan.

### **3.5.3 Systemic-Structural-Functional Method**

This educational project uses the systemic-structural-functional strategy, which allows the researchers to create a proposal that meets the demands of the people. The plan foresees the creation of a didactic digital booklet that uses didactic strategies to lead students towards a better written production.

## **3.6.Data Collection Methods and Techniques**

### **3.6.1 Survey**

According to (Lowe & Zemliansky, 2011), keeping your survey brief and focused is one of the keys to creating a successful survey. Long surveys are unlikely to be completed, and if your survey has too many questions, you'll find it more challenging to conduct your analysis. Interviews and surveys are very different data collection techniques, even though they both involve questioning respondents. Although creating a survey may initially seem simple, doing so can be quite

difficult. You should concentrate on creating, testing, sampling, and distributing your survey when conducting a survey.

According to Jain (2021), a survey uses a combination of open-ended and closed-ended questions. Respondents to open-ended questions are expected to share their own opinions and experiences. On the survey form, there is usually an open text field for this. The researcher lists the possible answers to the closed-ended questions, and respondents must choose all options that apply to their responses.

### **3.6.2 Interview**

According to (Adler & Clark, 2014), in contrast to a survey, an interview involves participants in the data collection process. The researcher is asking the questions directly. A face-to-face interview can take place over the phone, over the internet, or even via video these days. Interviews have been suggested in the literature as one of the best data collection tools for beginning new research projects. This was the justification behind choosing this data-gathering method for the intended exploratory study.

## **3.7. Research Instruments**

The data was obtained through two research tools: an interview guide and a survey questionnaire.

### **3.7.1 Survey questionnaire.**

A scale based on a Likert of three to four points with 9 closed-ended statements was used. The questionnaire was carried out digitally through the platform "Google Forms" to 50 kids of the tenth year of fundamental instruction in which the different answers were recorded and examined, tabulated, and presented in pie charts. For each sentence, the students were asked to select one of three or four possibilities based on how they perceived it. What was provided was their perspective on writing abilities, their ability to produce a simple piece of writing according to their level, how the English teacher encourages writing skills, and their views on the implementation of teaching resources for writing skills.

Words that are too technical for students' easy understanding were avoided at all costs. In addition, the surveys were designed in Spanish, which is the first language of the respondents and the one they understand the most, to prevent unfavorable responses when speaking to students in a foreign language and to increase comfort levels so that everyone may participate in their responses.

### **3.7.2 Interview Guide**

A questionnaire for interviews was created for the English teacher interview. It consisted of 7 questions in total, 2 open-ended and the remaining 5 were closed-ended questions. The interview dealt with the problems students have with writing skills, the didactic activities that promote good writing skills, and the use of digital

platforms to encourage students to be able to write correctly. The teacher of English instructor in charge of the two tenth-grade parallel classes was interviewed. It is worth mentioning that the interview was also conducted digitally, through Google Forms, and that the questions were in English since he, as a teacher of this foreign language, has much more experience with the language.

### **3.8. Analysis and Interpretation of Results**

**Objective:** The main objective of this student survey is to recognize the current problems that tenth-grade students have when participating in written activities in class and their thoughts regarding the use of didactic activities in the learning of writing.

"Questionnaire that evaluates the English teacher's aptitudes in teaching writing skills to tenth-grade students of the Unidad Educativa Maria Luisa de Sotomayor."

## Analysis of Surveys

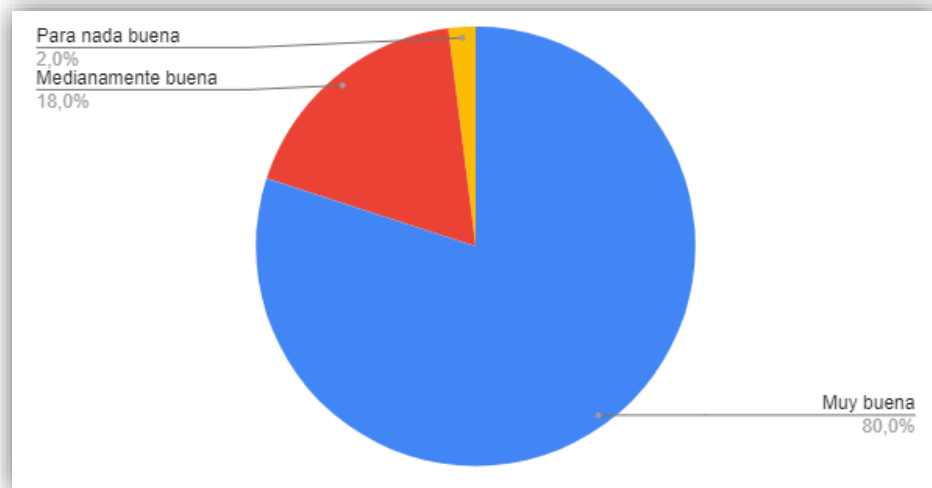
**Table 3**

Statement 1.- How would you rate the teaching of your English teacher?

Alternatives	Frequency	Percentages
Very good	40	80%
Good	9	18%
Not good at all	1	2%
Total	50	100%

Author: Britney Stephanie Navas Haz

**Figure 1**



## Analysis

According to the surveys conducted at the Maria Luisa de Sotomayor Educational Unit, the highest percentage in the first question was quite favorable



because 80% of the students feel comfortable with their English teacher's teaching, which is an indication of a good teaching technique on the part of the teacher. Meanwhile, 18% of the students do not agree sufficiently with their English teacher's teaching, which is the percentage of students who do not participate or interact in class. Finally, a minority of students strongly disagree with the teacher's teaching. This may be because they do not like English at all or they do not feel comfortable with the teacher.

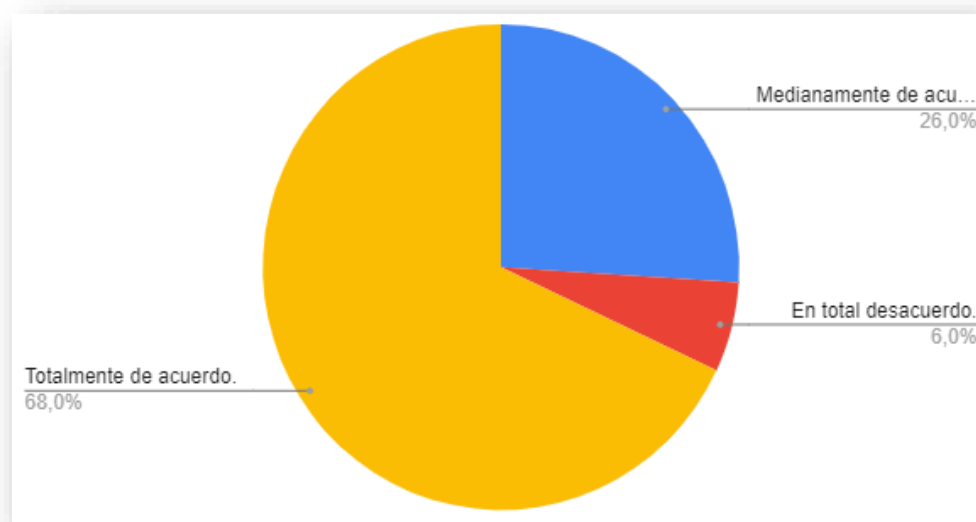
**Table 4**

*Statement 2: Your English teacher is orderly and clear when explaining an English class that involves writing.*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentages</b>
Agree	34	68%
Moderately agree	13	26%
Strongly disagree	3	6%
Total	50	100%

Author: Britney Stephanie Navas Haz

**Figure 2**



### **Analysis**

The graph shows that 68%, which is equivalent to the great majority of the students, totally agree with the order and clarity applied by their English teacher in his classes, especially in the writing exercises. While 26% disagreed with this question, this could be due to a lack of attention or lack of commitment on the part of the students. Finally, we found that only 6% of the students, a rather small percentage, do not consider that their teacher is organized and does not explain his classes and writing exercises clearly. To conclude, most of the students are satisfied with the performance of their English teacher, and we are satisfied because more than half of them agree with the question asked in the survey.

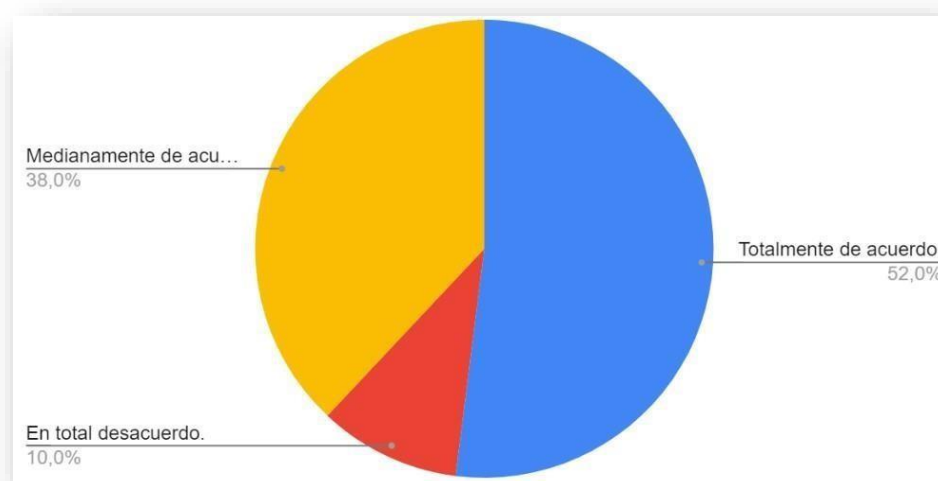
### **Table 5**

*Statement 3: Your English teacher uses some kind of handouts, letters, or just some kind of game to teach them about writing in English.*

Alternatives	Frequency	Percentages
Agree	26	52%
Moderately agree	19	38%
Strongly disagree	5	10%
Total	50	100%

Author: Britney Stephanie Navas Haz

**Figure 3**



### Analysis

The table shows the values obtained in the survey, reflecting that 52% of the respondents agree that their teacher uses some type of booklet or game for the development of their writing skills, and this indicates that the teacher does make use of dynamic material that encourages students to be interested in their class. However, 38% of the respondents do not fully agree with this question, stating that the teacher does not usually use these types of resources. Finally, 10% of the respondents strongly disagreed with this question because they mentioned that they had never seen any of these activities in their writing skills classes.

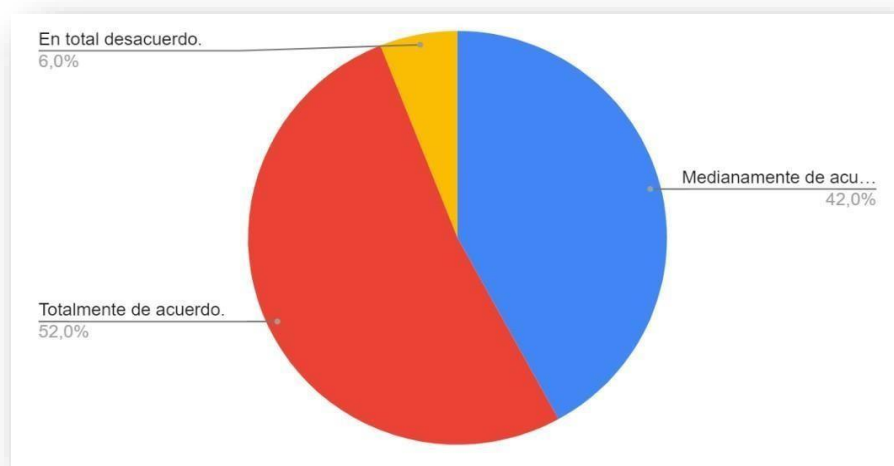
**Table 6**

*Statement 4: They believe that the type of teaching that their English teacher uses in a subject that has to do with writing has helped them to improve their writing in English.*

Alternatives	Frequency	Percentages
Agree	26	52%
Moderately agree	21	42%
Strongly disagree	3	6%
Total	50	100%

Author: Britney Stephanie Navas Haz

**Figure 4**



## Analysis

The outcome of the student survey shows that the highest percentage, 52% of the students concur with the type of teaching methodology applied by their English teacher in the subjects related to writing skills, the other 42% of those surveyed were not in agreement with this teaching and the lowest percentage, 6%, disagreed with this teaching as they considered that they were not making any progress in their writing.

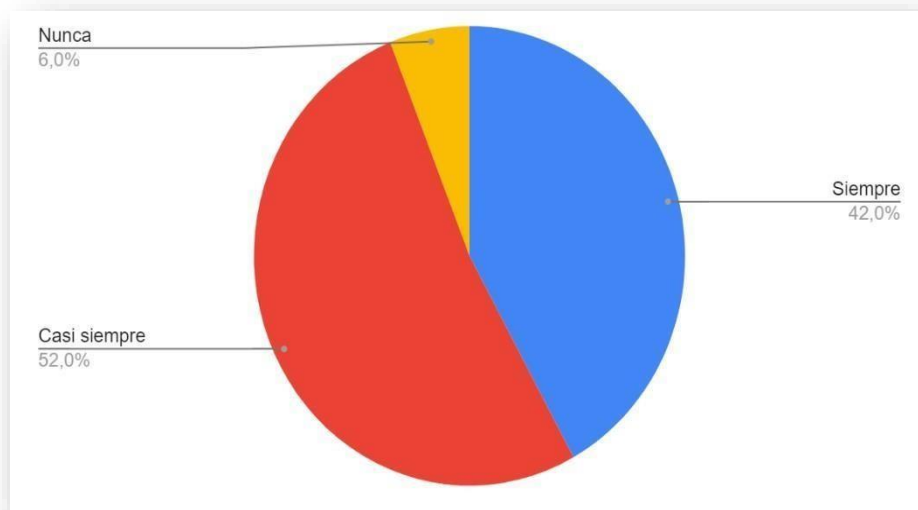
**Table 7**

*Statement 5: Have you ever used a website (digital platform) to improve your English writing skills?*

Alternatives	Frequency	Percentages
Always	21	42%
Sometimes	26	52%
Never	3	6%
Total	50	100%

Author: Britney Stephanie Navas Haz

**Figure 5**



### **Analysis**

According to the survey, the highest percentage of 52% did not fully agree with this question as they claim that they do not always use a digital platform to increase their writing level. While 42% said they always use a digital platform, this is quite consistent with the last question about their level of writing in English. Finally, 6% say they do not know any of these sites at all to improve their writing.

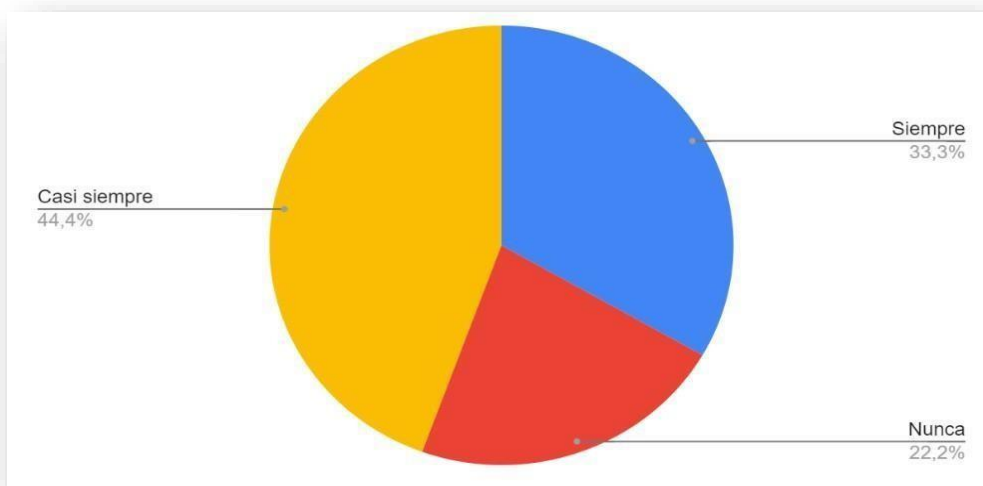
**Table 8**

*Statement 6: Has your English teacher ever mentioned or shown you a digital application for writing management and improvement?*

Alternatives	Frequency	Percentages
Always	19	33,3%
Sometimes	20	44,4%
Never	10	22,2%

Author: Britney Stephanie Navas Haz

**Figure 6**



### Analysis

According to the statistical result, the highest percentage which was 44.4% of the respondents considered that their teacher at some point did mention something platform to them to increase their writing level. While 33.3% of the respondents said that in all their classes, the teacher always mentioned such applications to them. Finally, 22.2% said that they had not heard or seen anything about it, which is quite consistent with the results of the previous question.

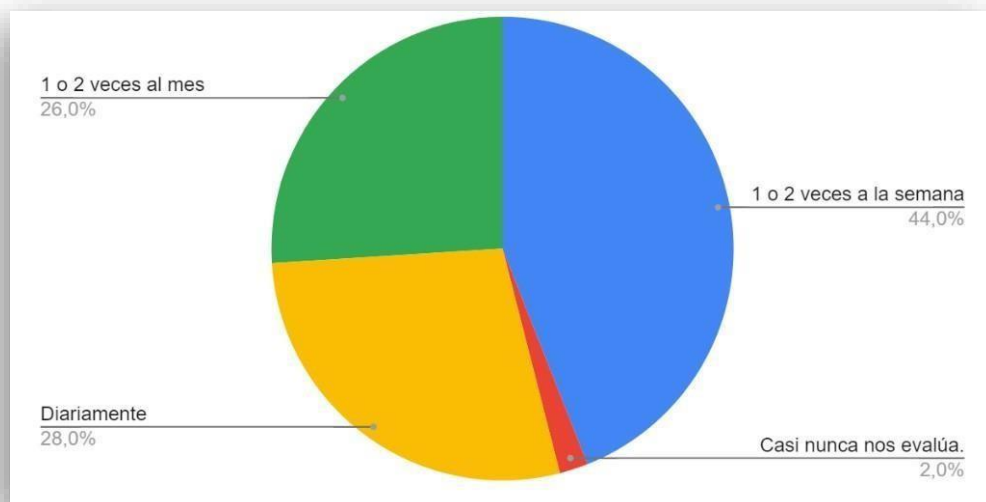
**Table 9**

*Statement 7: How often does their teacher evaluate them with some type of essay, letter, or essay to consider their level of writing?*

Alternatives	Frequency	Percentages
Daily	14	28%
1 or 2 times a week	22	44%
1 or 2 times a month	13	26%
Never evaluates us	1	2%
Total	50	100%

Author: Britney Stephanie Navas Haz

**Figure 7**





## Analysis

According to the statistical graph, the highest percentage for this question was 44% of the respondents who claim to receive some kind of assessment of their writing proficiency once a week. While 28% deny this and say that they receive an assessment of their writing level daily, the other 26% say that their teacher assesses them with writing tests or writing practice once a month. Finally, there are 2% who say that they are never assessed by the teacher.

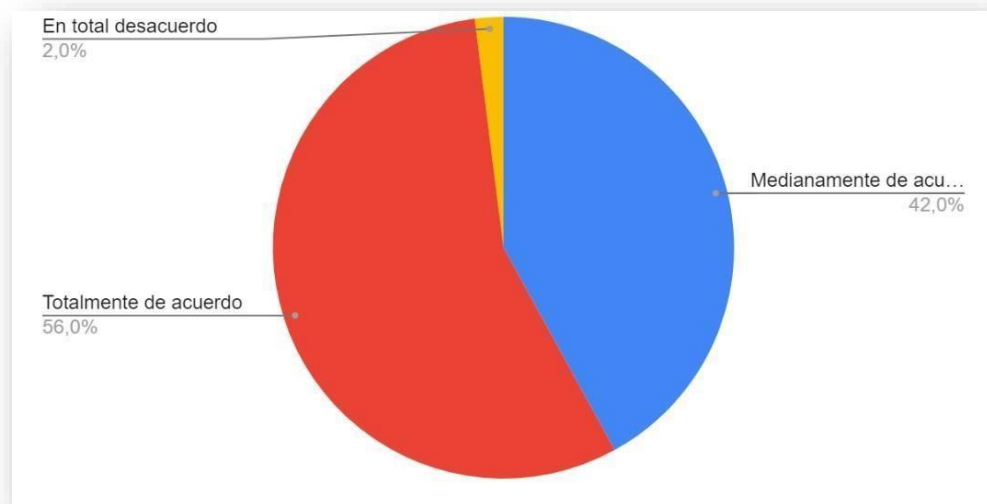
**Table 10**

*Statement 8: They consider that their English teacher motivates them to participate in class and at the same time uses some type of game to motivate them.*

Alternatives	Frequency	Percentages
Agree	28	56%
Moderately agree	21	42%
Disagree	1	2%
Total	50	100%

Author: Britney Stephanie Navas Haz

**Figure 8**



### **Analysis**

According to the data obtained in the digital survey, 56% of the students feel motivated to participate in writing activities, which implies that the teacher does help to motivate them. While 42% say that they do not entirely agree with the teacher's way of motivating them. Finally, 2% said that they felt neither prepared nor motivated at all.

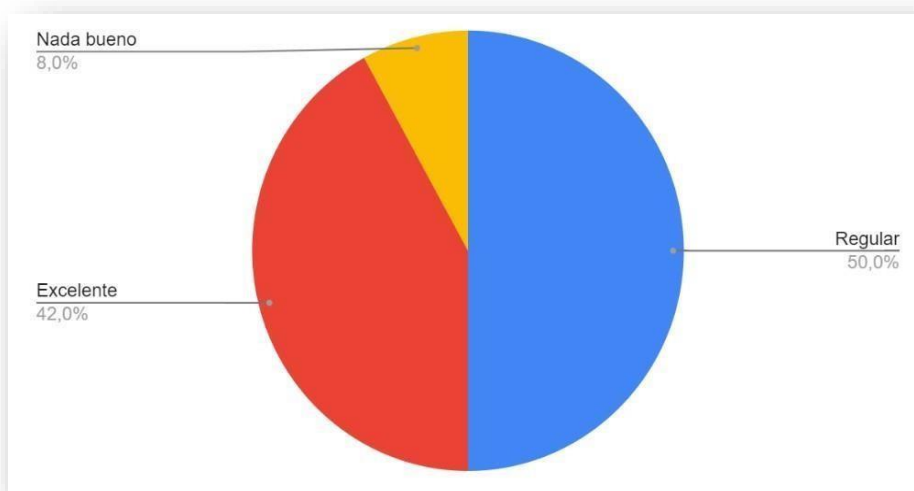
**Table 11**

*Statement 9: What do you think is your current level of writing in English?*

Alternatives	Frequency	Percentages
Excellent	21	42%
Regular	25	50%
Not good	4	8%
Total	50	100%

Author: Britney Stephanie Navas Haz

**Figure 9**



### Analysis

According to the results of the survey, 50% of the students consider that they have a regular level of English, this is not entirely true because after the respective survey I had a dialogue with the students, I asked them basic questions

that a tenth grader should know, and they have no idea of some of the basic questions of writing. While 42% consider that they have an excellent level of writing, we must keep in mind that students tend to "alter reality" and lie in order not to feel bad and to look good to the teacher. Finally, 8% stated that they do not have the required level of writing and, therefore, do not consider themselves to have a good level; this is the percentage that was sincere with their answer.

## **Analysis of the Interview Result**

### **Teacher's interview**

#### **Objective**

To list the pedagogical and didactic materials that the tenth-year basic educational students' English instructor uses in the classroom at the "Unidad Educativa Maria Luisa de Sotomayor" to encourage writing skills to broaden their knowledge of writing and increase their vocabulary through didactic activities.

#### **1. What professional qualifications do you have?**

The teacher's reply was "Professor of English as a foreign language "

#### **2. Apart from the professional degree already mentioned, do you have any other degree or certificate?**

The teacher responded as follows "Ph.D. In American literature."

#### **3. Do you consider that the use of digital didactic platforms helps to favorably increase students' writing skills?**

The teacher's reply was "Yes of course, digital applications are an excellent way for students to increase their writing skills due to its multiple apps that help students make their learning process easier, for example, I like to recommend the use of Grammarly, as it helps them to write texts and to be able to observe their mistakes."

**4. Would you recommend the use of digital platforms to your students to practice their home activities such as essays, letters, or some type of writing exercise?**

The teacher responded as follows “Obviously, I always try to do it, for example, when I send some homework home, I usually recommend the use of the apps "Write and Improve from Cambridge" I love this app because it is certified by Cambridge, and I also recommend a lot "Hemingway" because it fascinates me that this app uses colors to indicate any correction.”

**5. As a foreign language teacher, would you implement the use of didactic and interactive activities for a better cognitive development of the students?**

The teacher’s reply was “Of course, I always try to innovate my classes with some kind of dynamic activity that has to do with the theme of the class, of course, but on many occasions, the time factor plays against me.”

**6. How well do your students perform when doing some type of writing task?**

The teacher responded “I could say that there are good and bad days, there are times when the students are willing to perform and want to excel in their activities, usually in individual activities. But there are days when they are very imperative and not so cooperative.”

**7. You consider intrinsic motivation to be an important factor in**

### **student performance.**

The teacher's reply was "Of course there are, without a doubt. I consider all types of motivation important, extrinsic, positive, negative, personal, secondary, and so on. But if we refer to intrinsic motivation it is essential that students feel that confidence and that strength that such motivation can give them"

An interview was conducted with the English teacher in the tenth year of basic education to consider his way of promoting writing skills inside and outside the classroom and how he uses the didactic means at his disposal to improve this skill.

The part of the aspect that most worried the English teacher was the great inconvenience that the students had when it came to writing a simple piece of writing, or even simple sentences since the great majority of them did it incorrectly. They were not capable enough to produce a piece of writing or sentences without the help of the teacher. In their opinion, this was because last year they had another teacher who did not have the best teaching methodology and the lack of interest that the students showed in the class. For this reason, it caused a serious delay in their pedagogical learning.

It was observed that students have a deficiency in the four skills, but this study looked more carefully at the skill of writing, it was evident that the

students were not able to take dictation and the teacher opted to write directly on the blackboard and have them copy. This proves that the problem is not a recent one, the students had difficulties during the previous years and this in turn was reflected in the classroom, along with their problems with writing, vocabulary, and grammar. It is therefore clear that the students do not meet the A2 descriptors of the CEFR.

Despite this, the teacher felt that motivating students to participate in class by earning extra points helped students stay motivated to participate in the writing activities imposed by the teacher. In addition, he considered it essential for students to work in teams or pairs, as students enjoyed such activities. However, he admitted that this did not always work but he tried anyway. Therefore, he tried to do group activities once or twice a week. It can be concluded that students are not motivated or knowledgeable enough to participate in writing skill activities both individually and in groups regardless of whether they have an external incentive. This information is different from what the students said in the questionnaires, in which they claimed to have a fair level in their writing.

Generally, speaking, the educator was certain that the primary issue was that the students lacked sufficient knowledge of grammar, the necessary vocabulary, and the right vocabulary structure. They found it difficult to write a short text to convey a message. This emphasizes the idea that the problem



lay with the lack of teaching in previous years and the lack of motivation on the part of the students.

The teacher, to be able to help his students, preferred not to always send home assignments but it was better for him to observe his students working in the classroom. This leads us to think that this is a good technique to apply, as students tend to use platforms to translate any kind of text, and this is what students generally do when they are sent home with any kind of homework. However, as shown in the survey students mention that their teacher assesses them once or twice a week.

Finally, he strongly believes that innovation is significant in today's education and that is why he, most days, tries to talk to him about the different digital platforms that exist. He would like to be able to implement technology in his classes, but unfortunately, he and the institution do not have the necessary equipment. He does is to bring his laptop which is the only technological implement he has at his disposal and through that he makes the students know the use of digital platforms, in the case of writing skills, the teacher was teaching them the use of Grammarly platform that helps to have better writing by pointing out and explaining grammatical errors.

## **CHAPTER IV**

### **Proposal**

#### **4.1. Topic of the Proposal**

“Design didactic digital booklet to improve writing skill in students of A2.1 level”.

#### **4.2. Background**

Students are in the tenth year of basic education at the Unidad Educativa Maria Luisa de Sotomayor. It's perceived notable difficulties in progressing efficiently in their writing skills. A study was carried out to understand the root of the problem. After applying the research instruments, three problems became evident: low performance in writing skills, a low level of intrinsic motivation on the part of the pupils to take part in writing activities, and their teacher's insufficient knowledge of the use of the different didactic strategies that exist. To take these problems into account, the results of the two research instruments were examined.

All skills are important when learning a foreign language. As for this study, it is focused on the skill of writing which, like all skills, students of the tenth year of basic education show weaknesses. They also have problems in writing simple texts and even simple sentences, taking dictation, and vocabulary. The survey that was carried out earlier revealed that the source of these issues was the lack of teaching in the previous years and the lack of motivation on their part. In the

interview, the teacher stated that this problem has been generated since last year when the students had another teacher who did not have the best teaching technique. The researcher was also able to see that the students had problems generating a short text, something that should not have been complicated for the level of English they already possess.

In addition, the lack of motivation on the part of the students is another striking factor of this study. In the interview, questions that were not included as such in the Google Forms platform, but which arose during the conversation, identified these problems. It was found that the pupils needed a sufficient amount of trust in themselves or in their writing ability to try to participate in the activities. They feared making mistakes and receiving feedback in front of their peers. Because of this, the instructor chose group exercises and made an effort to encourage assistance among students.

Finally, the interview revealed the teacher's lack of knowledge about the different resources or didactic activities that exist, even though the teacher mentioned that he considers the implementation of didactic resources to be important, he did not have extensive knowledge about this. In general, he used a lot of different types of pictures or posters and tried to get the students to describe the image, of course, everything was based on the topic of the class, but this type of activity was used so often that the students found it boring. This was what the instructor brought up throughout the interview. It should be stressed that the lack of

an English lab is a very influential factor because it would certainly help the students much more with their learning, not only in terms of writing skills but in all four skills.

#### **4.3.Justification**

It is essential to address each of the issues if EFL students are to improve their writing abilities. If not, students will face difficulties in the next year or worse, graduate without knowing what they need to know about the skill of writing, that is, about all four skills. To do something about this, studies have been carried out in the past years on the benefits of didactic activities not only for students' motivation but also for the favorable development of their learning.

The process of writing involves the writer, setting out the view of how he or she sees the world and adapting to the context that applies to it. Writing methods help learners to spark their understanding, express and communicate their opinions on a piece of writing, annotate, write, and frequently paraphrase it.

However, some students consider that writing in English is quite complicated as their English writing skills were not developed due to their poor command and knowledge of English grammar rules, but based on the data collected, the students are adamant that writing English is essential, and as a result, they wish to learn how to write in English correctly. The reason why this research is interested in designing a didactic digital booklet with some of the most useful didactic

activities to develop writing skills based on the English proficiency of the students in the tenth year of basic education, their interests, and above all that is easy for them to understand and apply.

Finally, the writing techniques and strategies to be applied in the proposal are descriptive and narrative writing, as this study considers that students in tenth grade should start with these two techniques, which are the simplest and above all cover everything that a beginner's writing needs. Also, the process for good writing such as pre-writing, research, drafting, revising, and editing which each process plays a very important role in learning to write clearly and concisely, this booklet will be a very useful guide with activities that are easy to understand, fun and above all to show them that learning to write correctly can be very simple.

#### **4.4.Objectives**

##### **4.4.1. General Objectives**

To increase the development of the writing skills of the tenth-grade students of the Unidad Educativa Maria Luisa de Sotomayor through an easily accessible digital booklet with different activities of didactic use for their writing.

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

- To design activities for didactic use depending on the level of writing skills of students in tenth grade.
- To encourage students through didactic activities to obtain good writing

skills.

- To contribute with the students through this didactic digital booklet to obtain good writing, with the correct grammatical forms and the correct use of words.
- To cooperate with the teacher to adapt the use of the didactic activities for the favorable learning of the student's writing.

#### **4.5.Methodology**

As for the present research work, a didactic digital booklet was developed, composed of different interactive, didactic, and easy-to-execute activities based on the contents associated with the chosen English level A 2.1. The activities were executed to reinforce topics such as written expression, grammar, and use of appropriate vocabulary, for which different strategies were used to apply in the classroom in which the student's attention is drawn to promote the practice and efficient mastery of the English dialect.

The design of the didactic digital booklet of activities includes the following components:

##### **Educational component**

In this part of the study, it is necessary to emphasize the vitality of effectively utilizing learning and teaching strategies and methods, since following

this it is probable to create an environment or a zone of comprehension and understanding towards the students about the contents and topics taught in the classroom. For this, it is essential to recognize what kind of needs or problems and resources the students demand, since due to this they will be the ones in charge of testing their knowledge when the teacher in charge decides the propitious time to evaluate them. The teacher also plays a very important role in this component, since he must impart content and tools that facilitate a better learning process, especially when he oversees teaching a language that is totally "new" to the students.

### **Psychological component**

This component is an essential part of the development of our didactic digital booklet since it will serve for the understanding of the context of the activities that have been proposed in the classroom. From this, each of the students will have the opportunity to express themselves logically, helping them to decide and give their opinion based on the topic or content that the teacher is dealing with. Similarly, it is believed that the development of creative thinking is also indispensable, so that it allows the student to intervene in their learning process through emotional intelligence skills, thus being part of the progression of the undertakings of the digital didactic booklet in an efficient manner and with the teacher's active participation.

#### **4.6.Description of the Proposal**

The main objective of the proposal of this study is to elaborate a didactic digital booklet that includes writing strategies to promote the improvement of the writing process. This booklet is aimed at students who have a level of English appropriate to their age and the selected course, which was the tenth year of basic education, according to the guidelines of the study plan, that level is currently A2.1.

The digital didactic booklet has four units, which consist of two activities per unit. The first unit focuses on basic personal issues along with simple vocabulary about appearance, which students will undoubtedly recognize easily. Both activities have an estimated time of twenty to twenty-five minutes per activity.

In the second unit, we focus on the vocabulary of family members, In the first activity we have the recognition of the vocabulary through a well-known cartoon worldwide, students must complete the family member to which they correspond. As a second activity, we make it a little more personal, reinforcing the vocabulary again but with our family members, and at the end they will have to complete some sentences. Both activities have an estimated time of twenty to twenty-five minutes per activity.

As the third unit we will focus on the parts of the body and as a first activity the students will have to decipher and discover the correct words, it is worth noting that they will have an image for each word so that this way the activity will be



simpler and easier to understand. The second activity consists of a crossword puzzle where each word found will be a part of the body. Both activities have an estimated time of twenty to twenty-five minutes per activity.

In the fourth and last unit, we have two activities based on verbs or actions. students should complete the verb or correct action by guiding themselves through the images and the question box. As a final activity of this unit, students should complete the established sentences with the verbs or actions that are found in the word box, in this way, they will further strengthen their vocabulary and are ever closer to having perfect writing. Both activities have an estimated time of twenty to twenty-five minutes per activity.

It is essential to mention that the teacher is an essential part of guiding the students in these activities, allowing them to know the level they are capable of reaching and ultimately demonstrate what they have learned throughout their teaching-learning process. The purpose of this booklet is to offer students the freedom and ease of writing content that will drive them and of course guide and help them throughout their student life and why not, in the future, in their working life.

#### **4.7.Feasibility**

##### **Technical feasibility**

To ensure the total success of this project proposal, the researchers have taken into account the tools and materials that are essential for its correct execution. We are talking about art materials, primers, sheets of paper, markers, printouts, and didactic board games, among other important materials.

##### **Financial feasibility**

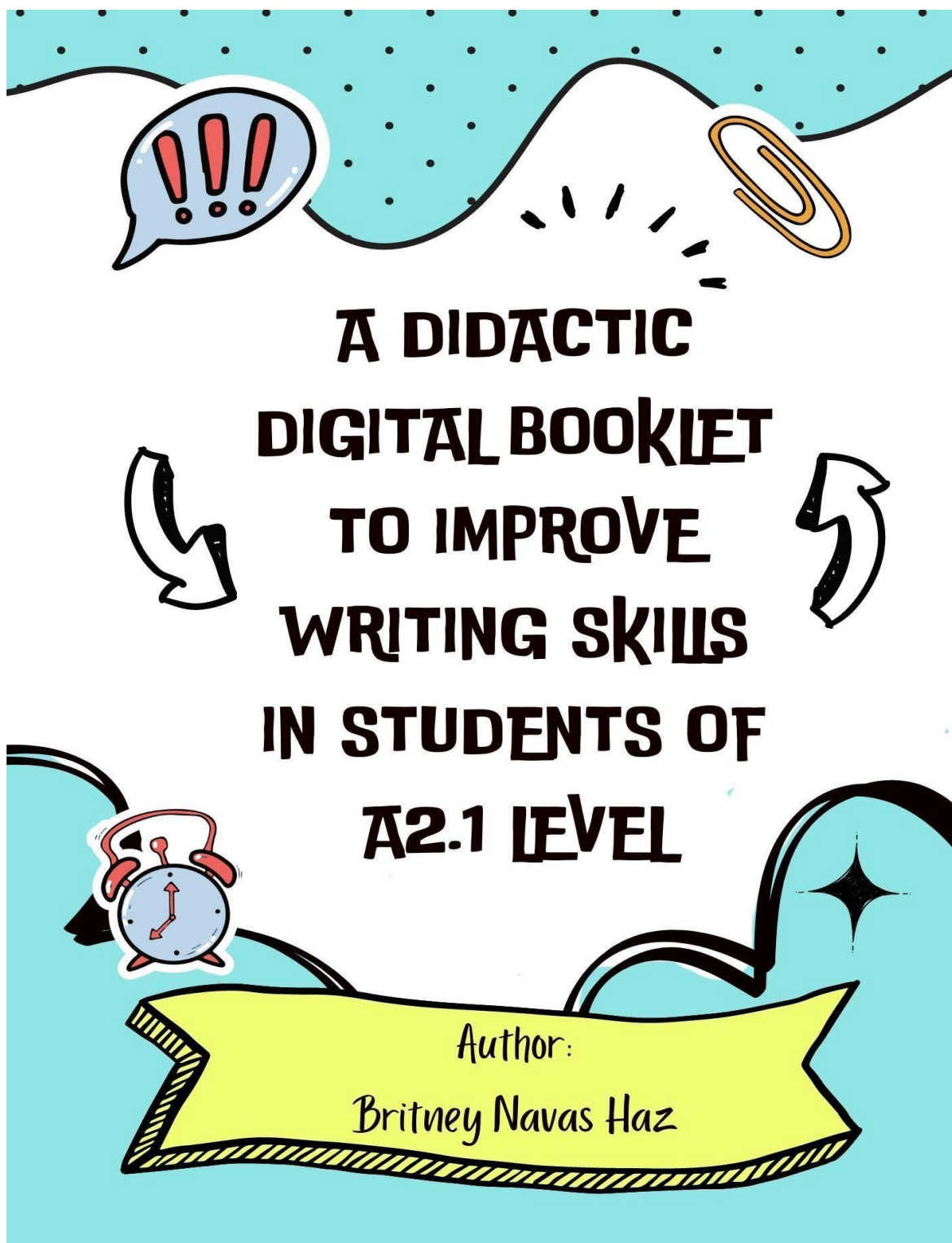
The implementation of this didactic booklet is much more cost-effective than buying high-end books that can be quite expensive and somewhat unattainable for parents, who are the most interested in their children being educated in the best way. We believe it is important to look at the content rather than the cover of a pretty book. The students have the facility to execute certain activities in the booklet independently and others in groups or pairs since it is considered pertinent that students learn to work in teams. It is completely optional to print the entire booklet or just the activities that the teacher deems appropriate.

##### **Human feasibility**

The feasibility of a good project influences the people involved, who are a primary element in this important part of the proposal. Therefore, to address any problems of motivation, lack of interest, and writing skills, this proposal is aimed, to improve the writing skills of students through didactic and easy-to-understand

exercises involving writing, grammar, and vocabulary. It is expected to increase students' motivation and meaningful learning.

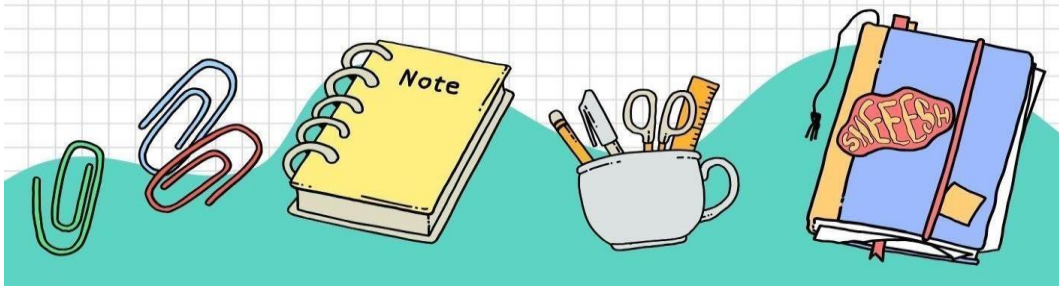
#### 4.8.Proposal



# Welcome

This booklet is intended for teachers who wish to improve the writing skills of their students through the use of didactic strategies. The proposed activities are designed for the classroom and are intended for students to do with the teacher until they acquire some independence to do them on their own.

The ability to write, like the rest of the skills, is a fundamental component in the educational environment, since it allows students to express their own ideas and points of view in a coherent and orderly manner.



# ACTIVITIES

## 1 INTRODUCE YOURSELF

TASK 1. PERSONAL INFORMATION - VOCABULARY  
TASK 2. ABOUT ME



## 2 FAMILY MEMBERS

TASK 1. FAMILY MEMBERS - VOCABULARY  
TASK 2. WHO IS EACH MEMBER?



## 3 BODY PARTS

TASK 1. BODY PART - VOCABULARY  
TASK 2. CROSSWORD



## 4 ACTION WORDS

TASK 1. FILL IN THE BLANKS  
TASK 2. COMPLETE THE SENTENCES





# INTRODUCE YOURSELF

UNIT  
1

## OBJECTIVE:

STUDENTS WILL HAVE THE ABILITY TO  
RECOGNIZE HOW IMPORTANT AND  
INDISPENSABLE IT IS TO RECOGNIZE  
THEIR PERSONAL DATA.

### Task 1.













Personal Information - vocabulary

### INSTRUCTIONS

This first activity consists of the students completing each question and each answer with the missing letter(s) and then matching the question with its respective question. In this way, students will be more familiar with the questions and answers to personal information.

#### PERSONAL INFORMATION

Fill in the missing letter and match the question with its respective answer.

What's your full name?			It's on dece_ber 3rd
How o_d are y_u?			I a_ from Ecuador
W_ere are you fr_m?			M_ telephone number is 0968735295
When i_ your birt_day			My hobby is c_ok, I like.
W_at's your ho_by?			I am 34 ye_rs old.
What is you_ telep_one number?			My full name is Roberto Andres Gomez Zepeda

Time: 20 to 25 minutes



The duration of this activity is 20 to 25 minutes. The activity consists of students learning to recognize what the basic questions are and how to write them in order to respond to their personal information.

### PERSONAL INFORMATION

Fill in the missing letter and match the question with its respective answer.

What's your full  
name?



It's on dece\_ber 3rd

How o\_d are y\_u?



I a\_ from Ecuador

W\_ere are you  
fr\_m?



M\_ telephone  
number is  
0968735295

When i\_ your  
birt\_day



My hobby is c\_ok, I  
like.

W\_at's your ho\_by?



I am 34 ye\_rs old.

What is you\_  
telep\_one number?



My full name is  
Roberto Andras  
Gomez Zepeda



# INTRODUCE YOURSELF

UNIT  
1

## OBJECTIVE:

STUDENTS WILL HAVE THE ABILITY TO  
RECOGNIZE HOW IMPORTANT AND  
INDISPENSABLE IT IS TO RECOGNIZE  
THEIR PERSONAL DATA.

### Task 2. About me

#### INSTRUCTIONS

After students have acknowledged the respective questions and answers about their personal information, they are ready to do the following. Students should imagine that they are meeting a new friend from another country, they should write an email with the questions they are asked.

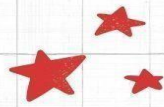
## INTRODUCE YOURSELF

### Writing an email

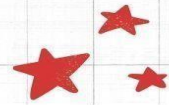
What's your name? \_\_\_\_\_  
How old are you? \_\_\_\_\_  
Where are you from? \_\_\_\_\_  
What is your hobby or hobbies? \_\_\_\_\_  
When is your birthday? \_\_\_\_\_  
What is your telephone number? \_\_\_\_\_



Time: 20 to 25 minutes



The duration of this activity is  
20 to 25 minutes.



## INTRODUCE YOURSELF

### *Writing an email*

What's your name? \_\_\_\_\_  
How old are you? \_\_\_\_\_  
Where are you from? \_\_\_\_\_  
What is your hobby or hobbies? \_\_\_\_\_  
When is your birthday? \_\_\_\_\_  
What is your telephone number? \_\_\_\_\_

TO: ☐ SWEETIE PIE ☐ BABYCAKES ☐ HONEY ☐ DEARLY BELOVED  
FROM: \_\_\_\_\_ DATE: \_\_\_\_\_  
DEAR \_\_\_\_\_  
☐ YOU'RE THE BEST ☐ I'M PROUD OF YOU ☐ GO GET 'EM  
☐ HAVE A GREAT DAY ☐ GOOD LUCK ☐ JUST BREATHE  
I LOVE YOU THIS MUCH: \_\_\_\_\_

new message  
To: \_\_\_\_\_  
Subject: \_\_\_\_\_  
[Send]

# FAMILY MEMBERS

UNIT  
2

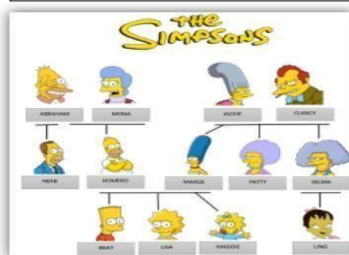
**OBJECTIVE:**  
TO KNOW THE ELEMENTS THAT  
MAKE UP THE IMMEDIATE FAMILY  
(PARENTS, SIBLINGS,  
GRANDPARENTS, AUNTS, UNCLES,  
AUNTS, UNCLES AND COUSINS).

## Task 1. Family members - vocabulary

### INSTRUCTIONS

Students must place the member of the family to which each character from "The Simpsons". Belongs, That way they will have fun learning .

Complete the family member that corresponds to each character. Be sure to fill in the words in the box.



Maggie is my \_\_\_\_\_

Herb is my \_\_\_\_\_  
and Selma is my \_\_\_\_\_



Wife - husband - brother - sister  
- son - father - grandfather -  
aunt - cousin - daughter -  
grandmother - mother - uncle



Marge is my \_\_\_\_\_

Homer is my \_\_\_\_\_



Abraham is my \_\_\_\_\_  
and Marge is my \_\_\_\_\_

Bart is my \_\_\_\_\_  
and Marge is my \_\_\_\_\_



Ling is my \_\_\_\_\_  
and Patty is my \_\_\_\_\_

Homer is my \_\_\_\_\_

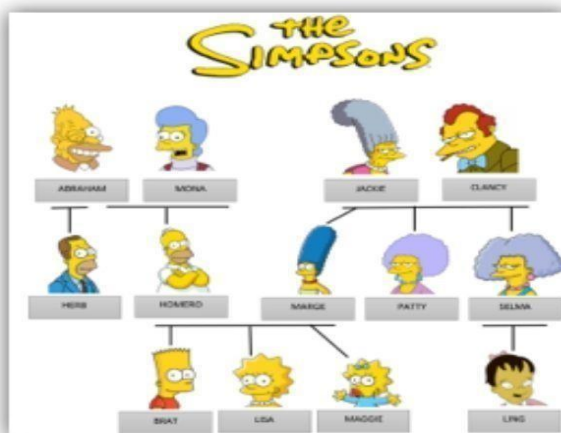


Time: 20 to 25 minutes



The duration of this activity is 20 to 25 minutes. There is no better way for students to learn about their family members and their writing than with one of their favorite cartoons "The Simpsons",

Complete the family member that corresponds to each character. Be sure to fill in the words in the box.



Marge is my \_\_\_\_\_

Homero is my \_\_\_\_\_



Abraham is my \_\_\_\_\_ and  
Mona is my \_\_\_\_\_

Bart is my \_\_\_\_\_ and  
marge is my \_\_\_\_\_



Ling is my \_\_\_\_\_ and  
Patty is my \_\_\_\_\_



Homero is my \_\_\_\_\_



Maggie is my \_\_\_\_\_

Herb is my \_\_\_\_\_ and  
Selma is my \_\_\_\_\_



Wife - husband - brother - sister  
- son - father - grandfather -  
aunt - cousin - daughter -  
grandmother - mother - uncle

# FAMILY MEMBERS

UNIT  
2

**OBJECTIVE:**  
TO KNOW THE ELEMENTS THAT  
MAKE UP THE IMMEDIATE FAMILY  
(PARENTS, SIBLINGS,  
GRANDPARENTS, AUNTS, UNCLES,  
AUNTS, UNCLES AND COUSINS).

**Task 2.**  
**Who is each member?**

## INSTRUCTIONS

Now that you have recognized the family members from a cartoon, it is time to recognize the members of my family. students should complete the following sentences with their family members.

Complete your own family tree. don't forget to complete the sentences below.



She is my mother's mother. She is my \_\_\_\_\_  
He is my uncle's father. He is my \_\_\_\_\_  
She is my father's sister. She is my \_\_\_\_\_  
She is my aunt's daughter. She is my \_\_\_\_\_  
He is my mother's brother. He is my \_\_\_\_\_  
She is my sister's mother. She is my \_\_\_\_\_  
He is my grandfather's son. He is my \_\_\_\_\_  
She is my dad's daughter. She is my \_\_\_\_\_  
He is my mother's son. He is my \_\_\_\_\_

**Time: 20 to 25  
minutes**

The duration of this activity is 20 to 25 minutes. Suggestion: once the activity has been completed, it is pertinent that students read aloud each sentence. In this way, students will practice their reading and speaking.

Complete your own family tree. don't forget to complete the sentences below.



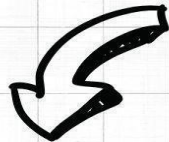
She is my mother's mother. She is my \_\_\_\_\_  
 He is my uncle's father. He is my \_\_\_\_\_  
 She is my father's sister. She is my \_\_\_\_\_  
 She is my aunt's daughter. She is my \_\_\_\_\_  
 He is my mother's brother. He is my \_\_\_\_\_  
 She is my sister's mother. She is my \_\_\_\_\_  
 He is my grandfather's son. He is my \_\_\_\_\_  
 She is my dad's daughter. She is my \_\_\_\_\_  
 He is my mother's son. He is my \_\_\_\_\_



# BODY PARTS

UNIT  
3

**OBJECTIVE:**  
STUDENTS CAN NAME THE PARTS  
OF THE BODY USING ENGLISH  
CORRECTLY. STUDENTS CAN  
IDENTIFY THE WRITTEN FORM OF  
BODY PARTS CORRECTLY.



## Task 1. Body parts - vocabulary

### INSTRUCTIONS

This activity consists of the students having to decipher and discover the correct word, the students will have reference images to make the activities a little more attractive and simple.

Decipher and discover the corresponding body part.



Ahed



Holursde



Neos



Plis



Eey



Tmuho



Danh



Cenk



Htee



Arc



Dofa



Mar



Gie



Ahir



Bolwe



Time: 20 to 25  
minutes

The duration of this activity is 20 to 25 minutes. It is important for students to recognize their body parts.

Decipher and discover the corresponding body part.



A h e d  
head



H a l u r s d e



N e o s



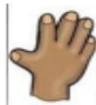
p l i s



E e y



T m u h a



D a n h



C e n k



H t e e



A r e



D o f o



M a r



G l e

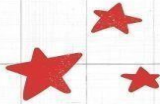


A h i r



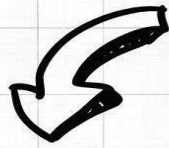
B o l w e





## BODY PARTS

UNIT  
3



**OBJECTIVE:**  
STUDENTS CAN NAME THE PARTS  
OF THE BODY USING ENGLISH  
CORRECTLY. STUDENTS CAN  
IDENTIFY THE WRITTEN FORM OF  
BODY PARTS CORRECTLY.

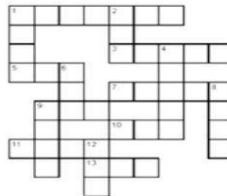
### Task 2.- Crossword.

#### INSTRUCTIONS

It's time to play and learn. Students will make a small crossword puzzle following sentences referring to the body parts they learned in the previous activity, they will have to find the hidden word in the crossword and complete the corresponding sentence.

Complete the crossword puzzle following sentences referring to the body parts. You will have to find the hidden word in the crossword and complete the corresponding sentence.

#### Your Body

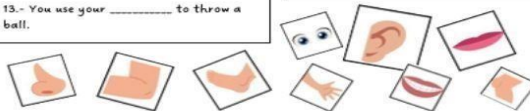


#### ACROSS

- 1.- Your hand has five \_\_\_\_\_.
- 3.- You use your \_\_\_\_\_ to bend your arm.
- 5.- How many eyes do you have?
- 7.- You use your \_\_\_\_\_ to pump blood.
- 9.- You use your \_\_\_\_\_ to run.
- 10.- How many fingers do you have?
- 11.- You use your \_\_\_\_\_ to bend your leg.
- 13.- You use your \_\_\_\_\_ to throw a ball.

#### DOWN

- 1.- You have five toes on your \_\_\_\_\_.
- 2.- You use your \_\_\_\_\_ to see.
- 4.- You use your \_\_\_\_\_ to think.
- 6.- How many noses do you have?
- 8.- Your foot has five \_\_\_\_\_.
- 9.- You use your \_\_\_\_\_ to breathe.
- 12.- You use your \_\_\_\_\_ to hear.

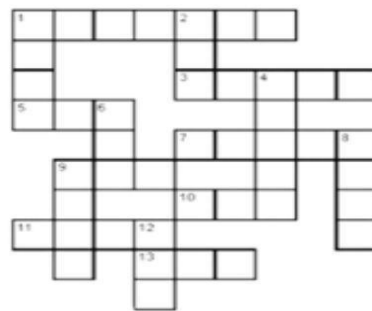
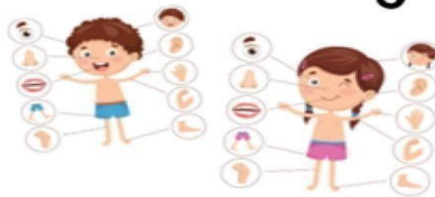


Time: 20 to 25  
minutes

The duration of this activity is 20 to 25 minutes. It is important for students to recognize their body parts.

Complete the crossword puzzle following sentences referring to the body parts. You will have to find the hidden word in the crossword and complete the corresponding sentence.

## Your Body

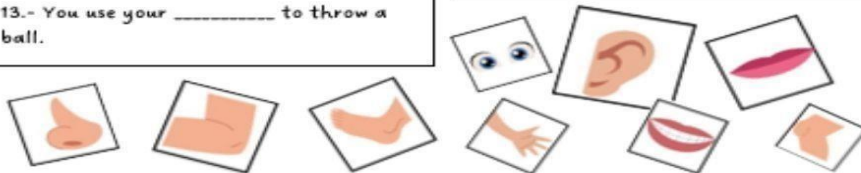


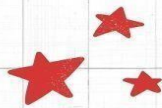
### ACROSS

- 1.- Your hand has five\_\_\_\_\_.
- 3.- You use your \_\_\_\_\_ to bend your arm.
- 5.- How many eyes do you have?
- 7.- You use your\_\_\_\_\_ to pump blood.
- 9.- You use your \_\_\_\_\_ to run.
- 10.- How many fingers do you have?
- 11.- You use your\_\_\_\_\_ to bend your leg.
- 13.- You use your \_\_\_\_\_ to throw a ball.

### DOWN

- 1.- You have five toes on your\_\_\_\_\_.
- 2.- You use your \_\_\_\_\_ to see.
- 4.- You use your \_\_\_\_\_ to think.
- 6.- How many noses do you have?
- 8.- Your foot has five \_\_\_\_\_.
- 9.- You use your \_\_\_\_\_ to breathe.
- 12.- You use your \_\_\_\_\_ to hear.

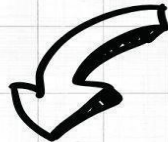




## ACTION WORDS

UNIT  
4

**OBJECTIVE:**  
TO DEVELOP THEIR VOCABULARY  
AND WRITTEN EXPRESSION BY  
IDENTIFYING VERBS IN SENTENCES,  
INSERTING THE CORRECT VERB  
INTO A GIVEN SENTENCE, AND  
MORE.



**Task 1.**  
Fill in the blanks.

### INSTRUCTIONS

The next activity consists of the students observing the images and placing the correct action or verb, in this way they will learn how to write them in a simple and fun way.

Complete with the verb or action that corresponds according to the images. Do not forget to use the words that are in the word box.

Listen - jump - drink - watch - eat - walk - play - run -  
wash - sell - sleep - buy.



**Time: 20 to 25  
minutes**



The duration of this activity is 20 to 25 minutes. It is imperative that students learn about the different existing actions or verbs, both their spelling, meaning and pronunciation.

Complete with the verb or action that corresponds according to the images. Do not forget to use the words that are in the word box.

Listen - jump - drink - watch - eat - walk - play - run - wash - sell - sleep - buy.



**OBJECTIVE:**  
TO DEVELOP THEIR VOCABULARY  
AND WRITTEN EXPRESSION BY  
IDENTIFYING VERBS IN SENTENCES,  
INSERTING THE CORRECT VERB  
INTO A GIVEN SENTENCE, AND  
MORE.

**Complete the sentences.**

Once the actions or verbs are recognized we can continue with the next activity. Students should complete the sentence with the correct verb or action.

My little brother \_\_\_\_\_ early every day.



85

The duration of this activity is 20 to 25 minutes. Suggestion: once the activity is finished, the teacher suggests that the students read the sentences so that they can practice reading and speaking them.

Complete the sentences with the correct verb. remember to use the verbs you have already learned.

My friend \_\_\_\_\_ to rock music in the classroom.

My brother \_\_\_\_\_ a delicious chicken in the restaurant.

My friend and I \_\_\_\_\_ a birthday present for our teacher,

My father \_\_\_\_\_ in an office. He is counter.

My cousin \_\_\_\_\_ an orange juicy.

My mother \_\_\_\_\_ a special dinner for my grandmother's birthday.

I \_\_\_\_\_ basketball with my basketball team every Friday.

My brother \_\_\_\_\_ in the park every day at 6:00 pm.

My grandfather \_\_\_\_\_ every morning at 6:00 am. He is 76 years old.

My sister \_\_\_\_\_ his thesis for graduating.

My little brother \_\_\_\_\_ early every day.



## **Conclusions**

According to the fulfillment of the general and specific objectives of the educational project, the conclusions are:

- From the analysis and interpretation of the results, it was concluded that the students do not have the expected A2.1 level in their writing skills. The main factors that hindered the students' writing skills were their poor practice, deficiency of vocabulary and grammatical knowledge, poor motivation, and low knowledge of the area from previous years.

- Based on the correlational research, it was concluded that there are many advantages when didactic activities are used to develop students' writing skills. These advantages can help them address difficulties such as poor writing performance and low motivation to participate in activities.

- With the development of this project, the researcher could propose a didactic booklet to promote writing skills using didactic activities, which is a feasible solution to the problems posed. The CEFR descriptors can be useful for teachers to evaluate such activities.

- Finally, for all the above conclusions, it was demonstrated that it is likely that the use of didactic activities will have a positive impact on the development of

writing skills of the tenth-grade students from Unidad Educativa Maria Luisa de Sotomayor.

### **Recommendations**

- The first recommendation is to dedicate adequate time to developing good writing skills in and out of class, since this skill as well as the rest is very important, emphasizing the importance of student interaction and participation in both scenarios.

-In addition, conducting didactic activities during writing in English class can increase students' motivation to improve their writing skills and enhance their comprehension of texts and class activities.

- Moreover, it is recommended that teachers evaluate other study tools that may be advantageous in addressing similar problems related to writing skills.

-Finally, it is advisable to encourage further research on the impact of didactic use activities on the development of writing skills, as this field can be explored from different perspectives.



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# APPENDIXES

# DOCUMENTS





CARRERA  
PEDAGOGÍA DE LOS  
IDIOMAS NACIONALES Y  
EXTRANJEROS

## ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE INTEGRACIÓN CURRICULAR

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

### TRABAJO DE INTEGRACIÓN CURRICULAR

Nombre de la propuesta de trabajo de Integración Curricular:	<p>TOPIC: "Strategic uses of didactic activities to develop writing skills of A2.1 level students".</p> <p>PROPOSAL: : "Design didactic digital booklet to improve writing skill in students of A2.1 level".</p>		
Nombres y Apellidos del estudiante (s)	Britney Stephanie Navas Haz.		
Facultad	Filosofía Letras y Ciencias de la Educación	Carrera	Pedagogía de los Idiomas Nacionales y Extranjeros
Línea de Investigación	Estrategias Educativas Integradoras e Inclusivas	Sub-línea de investigación	Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras
Fecha de presentación de la propuesta de trabajo de Integración Curricular	Lunes, 18 de septiembre del 2023	Fecha de evaluación de la propuesta de trabajo de Integración Curricular	

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de Integración Curricular			
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			

<input type="checkbox"/>	APROBADO
<input type="checkbox"/>	APROBADO CON OBSERVACIONES
<input type="checkbox"/>	NO APROBADO

Firma del presidente del Consejo de Facultad o su delegado  
CC: MSc. Sara Anaguano - Directora de Carrera  
MSc. Israel Bravo - Gestor de Integración Curricular (Titulación)



ASISTENTE  
PEDAGÓGICO DE LOS  
IDIOMAS NACIONALES Y  
EXTRANJEROS

## ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE INTEGRACIÓN CURRICULAR

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Guayaquil, 16 de octubre de 2023

MÁSTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

De nuestra consideración:

Nosotros, **MSc. Pizarro Velastegui Jaime Roberto**, docente tutor del trabajo de Integración Curricular y la estudiante **Britney Stephanie Navas Haz**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario: **Los lunes de 15:00 pm a 17:00 pm**, durante el periodo ordinario **Ciclo II 2023-2024**.

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 %.
- 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 de Integración Curricular, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de Integración Curricular, haber aprobado las fases previas de tutorías y revisión.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Firma

Britney Stephanie Navas Haz  
CI: 1207830553

Firmado digitalmente  
por JAIME ROBERTO  
PIZARRO VELASTEGUI  
Fecha: 2023.10.16  
15:41:24 -0500

Firma

MSc. Pizarro Velastegui Jaime  
Roberto  
CI: 0916201239

### ANEXO III.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Msc. Jaime Roberto Pizarro Velastegui.

Tipo de trabajo de Integración Curricular: Proyecto de Investigación

Título del trabajo: "Strategic uses of didactic activities to develop writing skills of A2.1 level students".

Propuesta: "Design didactic digital booklet to improve writing skill in students of A2.1 level".

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeras

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	9/10/2023	Revisión del tema, propuesta, Anexo II y Especificaciones generales	15:00	17:00	Completar el Anexo III, modificar ciertas cosas de la introducción.
2	16/10/2023	Socialización del proyecto. Cambios en el capítulo I	15:00	17:00	Realizar correcciones en el capítulo I
3	23/10/2023	Corrección del capítulo I	15:00	17:00	Realizar correcciones en la justificación. Avanzar el capítulo II
4	30/10/2023	Elaboración del capítulo II. Revisión del contenido del capítulo II	15:00	17:00	Agregar más contenido. Correcciones de citas
5	06/11/2023	Revisión del marco contextual y legal del capítulo II.	15:00	17:00	Correcciones de citas y agregar artículos al marco legal. Avanzar capítulo III
6	13/11/2023	Inicio de capítulo III. Revisión de la primera estrategia.	15:00	17:00	Elaboración de encuestas a los estudiantes, y entrevista al docente. Corrección del análisis de los instrumentos de investigación.
7	20/11/2023	Revisión final del capítulo III Revisión de la primera unidad.	15:00	17:00	Iniciar el capítulo IV Elaboración de la segunda y tercera unidad
8	27/11/2023	Revisión de la segunda y tercera unidad. Revisión de las correcciones de la segunda y tercera unidad	15:00	17:00	Correcciones de la segunda y tercera unidad. Elaboración de la cuarta unidad.
9	04/12/2023	Revisión de la cuarta unidad	15:00	17:00	Correcciones de la cuarta unidad Elaboración de la propuesta en general

		Revisión de las correcciones de la cuarta unidad.			
10	11/12/2023	Revisión del avance de la propuesta como tal.	15:00	17:00	Correcciones del avance de la propuesta
11	18/12/2023	Revisión final del capítulo IV	15:00	17:00	Revisión final del último capítulo con las correcciones.
12	03/12/2024	Revisión de las conclusiones	15:00	17:00	Corrección de las conclusiones
13	10/01/2024	Revisión de las recomendaciones	15:00	17:00	Corrección de las recomendaciones
14	17/01/2024	Revisión final de todo el proyecto. Socialización del porcentaje del sistema TURNITING	15:00	17:00	Tutor sube proyecto a TURNITING.
15	24/01/2024	Revisión del proyecto final con anexos y finales.	15:00	17:00	Compilar todos los anexos y hacer el archivo final.

Firmado  
 digitalmente por  
 JAIME ROBERTO  
 PIZARRO  
 VELASTEGUI  
 Fecha: 2024.01.29  
 11:50:48 -0500

JAIME ROBERTO PIZARRO VELASTEGUI  
 MSc.  
 Docente Tutor  
 C.I.: 0916201239



Firmado digitalmente por  
 ISRAEL  
 GUILLERMO  
 BRAVO BRAVO

Ph.D. Israel Guillermo Bravo Bravo  
 Gestor de Integración Curricular  
 C.I.: 0704999143

*Britney Navas H.*

Britney Stephanie Navas Haz  
 C.I.: 1207830553

#### ANEXO IV.- RÚBRICA DE EVALUACIÓN TRABAJO DE INTEGRACIÓN CURRICULAR

<b>Título del Trabajo:</b> "Strategic Uses Of Didactic Activities To Develop Writing Skills Of A2.1 Level Students" <b>Propuesta:</b> "Design A Didactic Digital Booklet To Improve Writing Skills In Students Of A2.1 Level". <b>Autor:</b> Britney Stephanie Navas Haz.		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	<b>4.5</b>	<b>3.7</b>
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	0.8
Coherencia en relación con los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	0.8
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	0.8
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.3
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.3
<b>RIGOR CIENTÍFICO</b>	<b>4.5</b>	<b>4.1</b>
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	0.9
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	0.6
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.6
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	<b>0.8</b>
Pertinencia de la investigación	0.5	0.4
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.4
<b>CALIFICACIÓN TOTAL *</b>	<b>10</b>	<b>8.6</b>
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral. ** El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar las siguientes fases (revisión, sustentación).		

Firmado  
digitalmente por  
0916201239  
JAIME ROBERTO  
PIZARRO  
VELASTEGUI  
Fecha: 2024.01.31  
15:17:40 -05'00'

MSc. Jaime Roberto Pizarro Velastegui.

No. C.I. 0916201239

FECHA: Guayaquil, 30 de enero del 2024





CARRERA  
PEDAGOGÍA DE LOS  
IDIOMAS NACIONALES Y  
EXTRANJEROS

## ANEXO V. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

### FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Guayaquil, 30 de enero del 2023

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 Integración Curricular "[Strategic Uses of Didactic Activities to Develop Writing Skills of A2.1 Level Students](#)". del (los) estudiante (s) [Britney Stephanie Navas Haz](#), 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 el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

Firmado  
digitalmente por  
0916201239  
JAIME ROBERTO  
PIZARRO  
VELASTEGUI  
Fecha: 2024.01.31  
15:17:40 -05'00'

Jaime Roberto Pizarro Velastegui

No CI. 0916201239

Fecha: Guayaquil, 30 de enero del 2024



CARRERA  
PEDAGOGÍA DE LOS  
IDIOMAS NACIONALES Y  
EXTRANJEROS

## ANEXO VI. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Jaime Roberto Pizarro Velastegui, tutor del trabajo de Integración Curricular certifico que el presente trabajo ha sido elaborado por Britney Stephanie Navas Haz 1207830553 No. 1207830553, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Pedagogía del Idioma Inglés.

Se informa que el trabajo de Integración Curricular: "STRATEGIC USES OF DIDACTIC ACTIVITIES TO DEVELOP WRITING SKILLS OF A2.1 LEVEL STUDENTS", ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el 5% de coincidencia.

### STRATEGIC USES OF DIDACTIC ACTIVITIES TO DEVELOP WRITING

#### INFORME DE ORIGINALIDAD



<https://ev.turnitin.com/app/carta/es/?s=1&o=2277810056&u=1133714269&lang=es>

Firmado  
digitalmente por  
0916201239  
JAIME ROBERTO  
PIZARRO  
VELASTEGUI  
Fecha: 2024.01.25  
08:30:54 -05'00'

Jaime Roberto Pizarro Velastegui

No. CI 0916201239

Fecha: Guayaquil, 24 January 2024.

## ANEXO VII. – INFORME DEL DOCENTE REVISOR

Guayaquil, febrero 21 de 2024

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 **REVISIÓN FINAL** del Trabajo de Integración Curricular STRATEGIC USES OF DIDACTIC ACTIVITIES TO DEVELOP WRITING SKILLS OF A2.1 LEVEL STUDENTS. PROPOSAL: DESIGN A DIDACTIC DIGITAL BOOKLET TO IMPROVE WRITING SKILLS IN STUDENTS OF A2.1 LEVEL de la estudiante BRITNEY STEPHANIE NAVAS HAZ. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 13 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 10 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- 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 indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el (los) estudiante(s) está(n) apto(s) para continuar el proceso de Integración Curricular. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,



CLAUDIO FEDERICO  
MALO TOLEDO

*MSc. Claudio Mala Toledo*

DOCENTE REVISOR

No CI. 0301695128

Fecha: 21/02/24



**ANEXO VIII.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR**

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

<b>Título del Trabajo:</b> STRATEGIC USES OF DIDACTIC ACTIVITIES TO DEVELOP WRITING SKILLS OF A2.1 LEVEL STUDENTS			
<b>Propuesta:</b> DESIGN A DIDACTIC DIGITAL BOOKLET TO IMPROVE WRITING SKILLS IN STUDENTS OF A2.1 LEVEL			
<b>Autor:</b> BRITNEY STEPHANIE NAVAS HAZ			
<b>ASPECTOS EVALUADOS</b>	<b>PUNTAJE MÁXIMO</b>	<b>CALF.</b>	<b>COMENTARIOS</b>
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</b>		<b>2.8</b>
Formato de presentación acorde a lo solicitado	0.6		0.6
Tabla de contenidos, índice de tablas y figuras	0.6		0.6
Redacción y ortografía	0.6		0.5
Correspondencia con la normativa del trabajo de titulación	0.6		0.6
Adecuada presentación de tablas y figuras	0.6		0.5
<b>RIGOR CIENTÍFICO</b>	<b>6</b>		<b>4.8</b>
El título identifica de forma correcta los objetivos de la investigación	0.5		0.4
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6		0.5
El objetivo general está expresado en términos del trabajo a investigar	0.7		0.5
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7		0.6
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7		0.7
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7		0.4
El análisis de la información se relaciona con datos obtenidos	0.4		0.2
Factibilidad de la propuesta	0.4		0.3
Las conclusiones expresan el cumplimiento de los objetivos específicos	0.4		0.3
Las recomendaciones son pertinentes, factibles y válidas	0.4		0.4
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5		0.5
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>		<b>0.4</b>
Pertinencia de la investigación/ Innovación de la propuesta	0.4		0.1
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3		0.1
Contribuye con las líneas / sublíneas de investigación de la Carrera	0.3		0.2
<b>CALIFICACIÓN TOTAL*</b>	<b>10</b>		<b>8.00</b>
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.			
**El estudiante que obtiene una calificación menor a 7/10 en la fase de revisión, no podrá continuar a la siguiente fase (sustentación).			



CLAUDIO FEDERICO  
MALO TOLEDO

MSc. CLAUDIO MALO TOLEDO (DOCENTE REVISOR)

No. C.I. 0301695128

FECHA: 21 de febrero de 2024

# **ADDITIONAL DOCUMENTS**

## Tutor designation letter

25/1/24, 17:21

Correo: BRITNEY STEPHANIE NAVAS HAZ - Outlook

### DESIGNACIÓN DE TUTOR INDIVIDUAL, TITULACIÓN 2023-2024 T12

ALEXANDRA DOLORES DELGADO LOPEZ <alexandra.delgadol@ug.edu.ec>

Mar 03/10/2023 16:11

Para: JAIME ROBERTO PIZARRO VELASTEGUI <jaime.pizarrov@ug.edu.ec>

CC: SARA LORENA ANAGUANO PEREZ <sara.anaguanop@ug.edu.ec>; TITULACION LENGUAS

<titulacion.lenguas@ug.edu.ec>; BRITNEY STEPHANIE NAVAS HAZ <britney.navash@ug.edu.ec>

Guayaquil, 02 de Octubre del 2023

MSc.

Pizarro Velastegui Jaime Roberto

**PROFESOR/A DE LA FACULTAD DE FILOSOFÍA,  
LETRAS Y CIENCIAS DE LA EDUCACIÓN**

Ciudad. -

De mi consideración:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designada **Docente – Tutor Individual** de Proyecto de Investigación.

En esta designación consta el nombre de la estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, **NAVAS HAZ BRITNEY STEPHANIE**, con el tema y propuesta aprobado por el Consejo de Facultad:

**TOPIC:** "STRATEGIC USES OF DIDACTIC ACTIVITIES TO DEVELOP WRITING SKILLS OF A2.1 LEVEL STUDENTS".

**PROPOSAL:** "DESIGN DIDACTIC DIGITAL BOOKLET TO IMPROVE WRITING SKILL IN STUDENTS OF A2.1 LEVEL".

Se debe por lo tanto acordar un horario de atención de dos horas a la semana y enviar el anexo 2 correspondiente firmado por ambas partes a los siguientes correos:

alexandra.delgadol@ug.edu.ec

titulacion.lenguas@ug.edu.ec

Además, tanto tutores como estudiantes deberán notificar algún cambio en el tema y propuesta, volviendo a enviar el anexo 1 y explicando las razones del cambio en un documento aparte, para enviarlo nuevamente a Consejo de Facultad, para su aprobación. La fecha para notificar algún cambio es hasta el **viernes 27 de octubre** del presente año.

Según el instructivo del Proceso de Integración Curricular de grado de la Universidad de Guayaquil, señala en su parte:

7.1.1. Desarrollo de las tutorías individuales. - Son funciones del docente- tutor de trabajo de integración curricular las siguientes:

- Realizar la tutoría a los estudiantes asignados dos horas semanales por cada trabajo de integración curricular o las veces que considere pertinente, según la disponibilidad del docente.
- Organizar al menos 4 sesiones de tutoría individual de forma presencial.
- Supervisar sistemáticamente a los estudiantes asignados, con el objetivo de guiarlo adecuadamente durante toda la fase de tutoría del trabajo de titulación.
- Realizar el control de las tutorías desarrolladas, el que deberá ser entregado a las instancias pertinentes (Anexo III. INFORME DE AVANCE DE LA GESTIÓN TUTORIAL).

Luego de finalizado el plazo de tutorías de trabajos de integración curricular, de acuerdo con el calendario académico, corresponde a los docentes tutores realizar el procedimiento de revisión de trabajo de titulación, con el sistema de detección de coincidencias TURNITIN e ingresar al módulo informático de titulación (SIUG) el certificado de anti-plagio, con un porcentaje de similitud máximo de 10 %, y asentar la calificación de tutoría de titulación a cada estudiante asignado. Los docentes tutores deben completar el Anexo IV.- RÚBRICA DE EVALUACIÓN DEL TRABAJO DE TITULACIÓN de la Universidad de Guayaquil, el que debe entregar en físico a dirección de carrera.

<https://outlook.office365.com/mail/id/AAQkADk1MGMzZjRkLTlNGUwNDkyMy1YzBmLWl4MmNkNTk0OTk0OQAQANvby77nsJLq6c2xJ%2BnTck...>

1/2

25/1/24, 17:21

Correo: BRITNEY STEPHANIE NAVAS HAZ - Outlook

NOTA: El oficio firmado por la directora de carrera, se le hará llegar oportunamente.

Atentamente:

*Ing. Alexandra Delgado López*  
*Secretaria I- Carrera de Lenguas*

## Letter to schools



UNIVERSIDAD DE GUAYAQUIL  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN



CARRERA  
PEDAGOGÍA DE LOS  
IDIOMAS NACIONALES Y  
EXTRANJEROS

Oficio No. UG- LENGUAS 2023-385  
Guayaquil, 08 de junio del 2023

MSc.  
CELIA CASTILLO QUICALIQUI  
RECTORA DE LA UNIDAD EDUCATIVA "MARÍA LUISA DE SOTOMAYOR"  
Ciudad.

ASUNTO: AUTORIZACIÓN PARA DESARROLLAR PROYECTO EDUCATIVO PREVIO A LA OBTENCIÓN DE SU TÍTULO DE TERCER NIVEL, COMO LICENCIADO EN CIENCIAS DE LA EDUCACIÓN DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.

De mi consideración:

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y la suscrita Máster Sara Anaguano Pérez, en su calidad de Docente - Directora de la Carrera de Lenguas, modalidades semestral y anual y de Pedagogía de los Idiomas Nacionales y Extranjeros, del presente periodo académico 2023-2024, CICLO I, hacemos extensivo nuestro cordial y más cálido saludo Institucional.

La Universidad de Guayaquil, como Alma Mater de Educación Superior, contribuye de manera fundamental a los planes y ejecuciones de las políticas del estado, por medio de acciones que permitan establecer ofertas académicas y buscar soluciones a los diversos problemas sociales, tecnológicos y humanísticos, e integrar las variables que son parte de la formación académica y profesional con la investigación científica, lo que permite crear nuevos conocimientos para ser transferidos a la sociedad en su conjunto con responsabilidad social.

Bajo este contexto, me permito presentar a la discente:  
NAVAS HAZ BRITNEY STEPHANIE, con C.I. Nro. 1207830553

Actualmente matriculada en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciada en Pedagogía del Idioma Inglés; debiendo previamente efectuar su proyecto educativo, con el objetivo de implementar estrategias de solución que ayuden a superar las dificultades de los estudiantes en procesos de aprendizaje de mayor complejidad como la asignatura de inglés.

En virtud de lo expuesto, solicito a usted comedidamente, la respectiva autorización para que se le brinde las facilidades necesarias a la discente mencionada anteriormente para que pueda desarrollar su proyecto educativo; y de considerarlo aprobado, agradeceré remitir respuesta a los correos institucionales:

sara.anaguano@ug.edu.ec  
titulacion.lenguas@ug.edu.ec  
alexandra.delgado@ug.edu.ec

Segura de contar con su valioso contingente, que permitirá la aplicación de conocimientos teóricos-prácticos adquiridos por los estudiantes durante su carrera académica, anticipo mis agradecimientos, deseándole éxitos en la gestión a su cargo, y sin otro particular, me suscribo de usted, no sin antes expresar mi sentimiento de alta consideración y estima.

Atentamente,

SARA  
ANAGUANO

MSc. SARA ANAGUANO PEREZ  
DIRECTORA  
CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN  
MODALIDADES SEMESTRAL Y ANUAL  
sara.anaguano@ug.edu.ec

c.c.: MSc. Israel Bravo Bravo, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral y Pin, periodo académico 2023-2024 CI; y estudiantes interesados.

	FUNCIONARIO RESPONSABLE	CARGO
Elaborado por:	Ing. Alexandra Delgado Lopez	SECRETARIA I
Aprobado por:	MSc. Israel Bravo Bravo	GESTOR DE TITULACION

f i l o s o f i a u g

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## Response from schools



UNIDAD EDUCATIVA



**"MARÍA LUISA DE SOTOMAYOR"**

Recinto: El Porvenir Parroquia: Pimocha Cantón: Babahoyo

[marialuisadesotomayor@hotmail.com](mailto:marialuisadesotomayor@hotmail.com)

Babahoyo, 14 de junio del 2023

Señora Máster  
Sara Anaguano Pérez  
Directora de la Carrera de Lenguas y Lingüísticas  
Facultad de Filosofía, Letras y Ciencias de la Educación  
Universidad de Guayaquil  
Ciudad. –

De mi consideración:

Reciba un atento saludo, en respuesta al oficio UG-LENGUAS-2023-385 con fecha del 8 de junio del 2023, suscrito por usted, comunico que, la Unidad Educativa María Luisa de Sotomayor, aprueba el desarrollo del Proyecto de Titulación del estudiante:

ESTUDIANTE: NAVAS HAZ BRITNEY STEPHANIE

Además, comunico que, para cualquier información, contactarse al correo de la Unidad Educativa: [marialuisadesotomayor@hotmail.com](mailto:marialuisadesotomayor@hotmail.com)

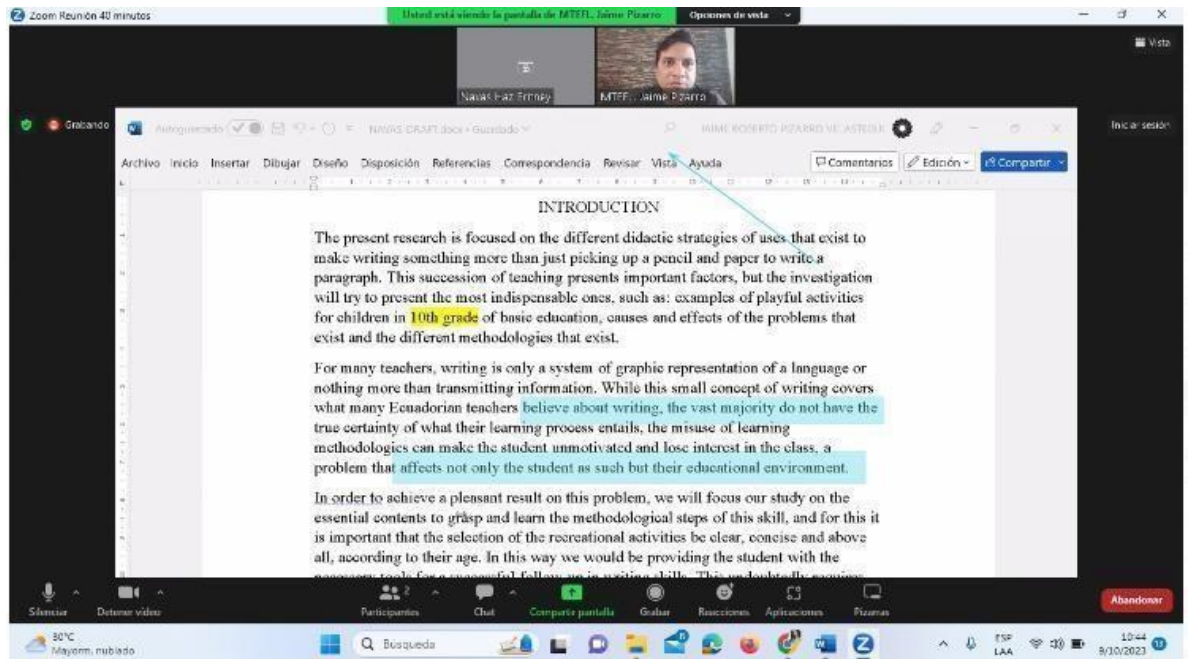
Particular que comunico para los fines pertinentes.

  
MSc. Celia Castilla Q.  
Rectora

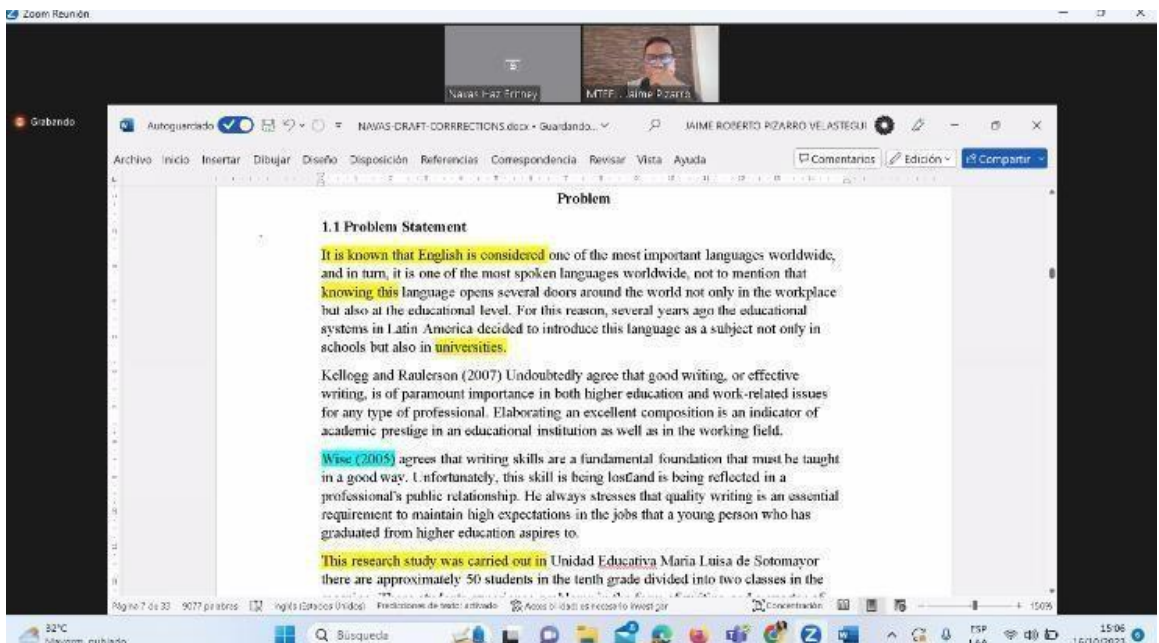
# **PHOTOGRAPHIC EVIDENCE**



## Tutor and student working together.



*Note. First meeting via Zoom. Author: Britney Stephanie Navas Haz.*



*Note. First meeting via Zoom. Author: Britney Stephanie Navas Haz.*



## Institution



*Note. First visit to get to know the institution. Author: Britney Stephanie Navas Haz.*



*Note. Second and last visit, explaining to the principal how the research instruments will be carried out. Author: Britney Stephanie Navas Haz.*

**Administration of the data collection instruments.**



*Note. Application of surveys. Author: Britney Stephanie Navas Haz.*



*Note. Teacher interview. Author: Britney Stephanie Navas Haz.*

**RESEARCH**

**INSTRUMENTS**



**UNIVERSIDAD DE GUAYAQUIL FACULTAD DE FILOSOFÍA, LETRAS  
Y CIENCIAS DE LA EDUCACIÓN SCHOOL OF LANGUAGES AND  
LINGUISTIC**



**ENCUESTA A LOS ESTUDIANTES**

**Institution:** "Educativa Unit Maria Luida de Sotomaroyor".

**Instructions:** Read the questions below and select the option that you think is best for you. I ask you to be completely honest about it.

**1. How would you rate your English teacher's teaching?**

Please note that the answer options are as follows:

- ☐ Agree
- ☐ Moderately agree.
- ☐ Strongly disagree.

**2. Your English teacher is orderly and at the same time clear when he/she is going to explain an English class that has to do with writing.**

- ☐ Agree
- ☐ Moderately agree.
- ☐ Strongly disagree.

**3. Your English teacher uses some kind of handouts, cards, or just some kind of game to teach you about writing in English.**

- ☐ Agree
- ☐ Moderately agree.
- ☐ Strongly disagree.

4. **Do you think that the type of teaching that your English teacher uses in any subject that has to do with writing has helped you to improve your writing in English?**
- ☐ Agree
  - ☐ Moderately agree
  - ☐ Strongly disagree
5. **Have you ever used a website (digital platform) to improve your English writing?**
- ☐ Always
  - ☐ Sometimes
  - ☐ Never
6. **Has your English teacher ever mentioned or shown you any digital application to manage and improve your writing?**
- ☐ Always
  - ☐ Sometimes
  - ☐ Never
  - ☐ No response
7. **How often does your teacher evaluate you with some type of essay, letter, or essay to take into account your level of writing?**
- ☐ Daily
  - ☐ 1 or 2 times a week
  - ☐ 1 or 2 times a month
  - ☐ Never evaluates us

8. **Do you consider that your English teacher motivates you to participate in class and at the same time uses some type of game to motivate you?**
- ☐ Agree
  - ☐ Moderately agree
  - ☐ Disagree
9. **What do you think is your current level of writing in English?**
- ☐ Excellent
  - ☐ Regular
  - ☐ Not good



**UNIVERSIDAD DE GUAYAQUIL FACULTAD DE FILOSOFÍA, LETRAS  
Y CIENCIAS DE LA EDUCACIÓN SCHOOL OF LANGUAGES AND  
LINGUISTIC**



**INTERVIEW WITH THE ENGLISH TEACHER**

**Objective:** To define the pedagogical and didactic resources that the English teacher attributes during the English class to the pupils in the tenth year of basic education at the Maria Luisa de Sotomayor Educational Unit to encourage writing skills to broaden their knowledge of writing and increase their vocabulary through didactic activities.

**Instructions:** Answer the questions according to what you consider the most appropriate from your teaching experience.

**QUESTIONS. -**

**1. What professional qualifications do you have?**

1.- What professional qualifications do you have?

1 respuesta

Professor of English as a foreign language

- 2. Apart from the professional degree already mentioned, do you have any other degree or certificate?**

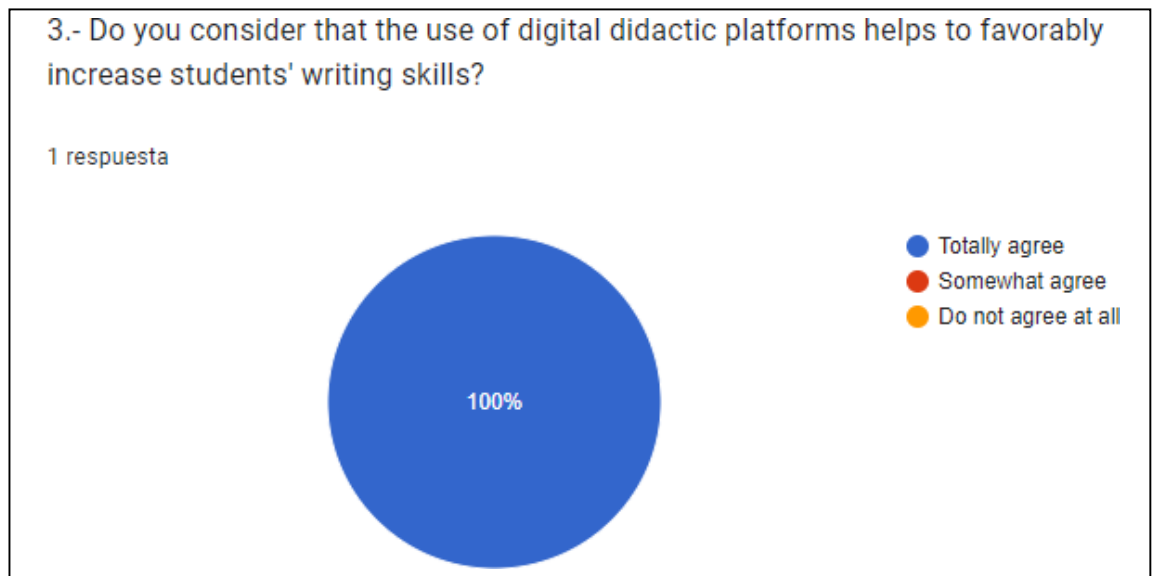
2.- Apart from the professional degree already mentioned, do you have any other degree or certificate?

1 respuesta

Ph.D. Of American literature

- 3. Do you consider that the use of digital didactic platforms helps to favorably increase students' writing skills?**

- agree
- Somewhat agree
- Do not agree at all



- 4. Would you recommend the use of digital platforms to your students to practice their home activities such as essays, letters, or some type of writing exercise?**



Strongly agree  
Somewhat agree  
Not at all agree

4.- Would you recommend the use of digital platforms to your students to practice their home activities such as essays, letters, or some type of writing exercise.

1 respuesta



5. As a foreign language teacher, would you implement the use of didactic and interactive activities for a better cognitive development of the students?

- Strongly agree
- Somewhat agree
- Do not agree at all

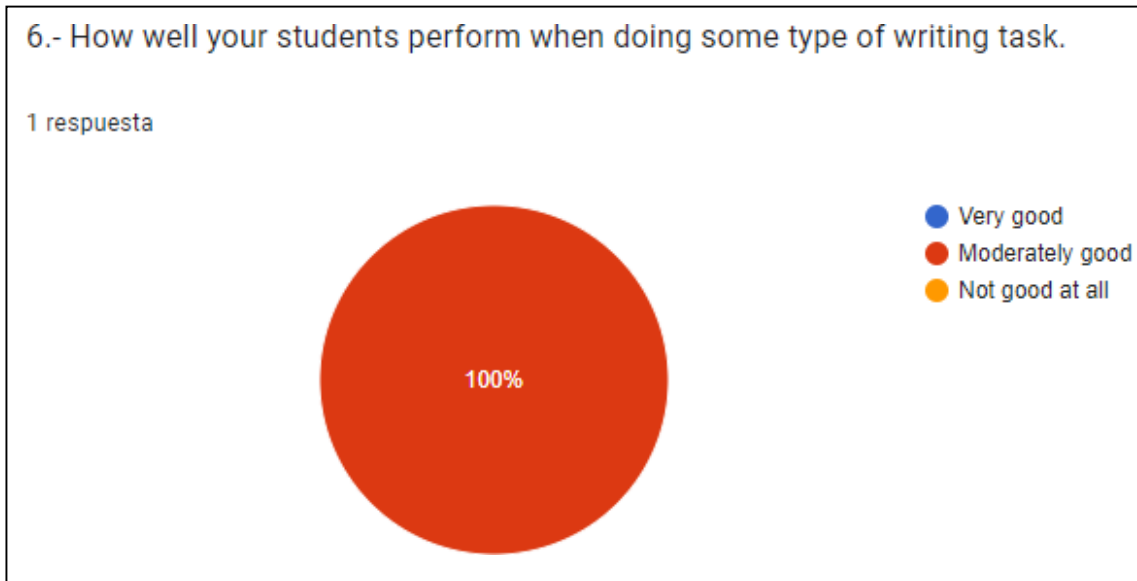
5.- As a foreign language teacher, would you implement the use of didactic and interactive activities for a better cognitive development of the students?

1 respuesta



6. **How well do your students perform when doing some type of writing task?**  
**SK.**

- Very good
- Moderately good
- Not good at all



7. **You consider intrinsic motivation to be an important factor in student performance.**

- Strongly agree
- Somewhat agree

- Do not agree at all

7.- You consider intrinsic motivation to be an important factor in student performance.

1 respuesta

