



# UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

## ENGLISH LANGUAGE DEPARTMENT

### TITLE

THE SCAFFOLDING STRATEGIES IN THE DEVELOPMENT OF WRITING SKILLS AMONG STUDENTS OF EIGHTH-YEAR AT ESCUELA DE EDUCACIÓN BÁSICA FISCOMISIONAL SAN JUAN BAUTISTA DE LA SALLE AFTERNOON SESSION OF LOJA CITY DURING THE 2018-2019 SCHOOL YEAR

Thesis as a previous requirement to obtain the bachelor's degree in science of education, English Language Specialization

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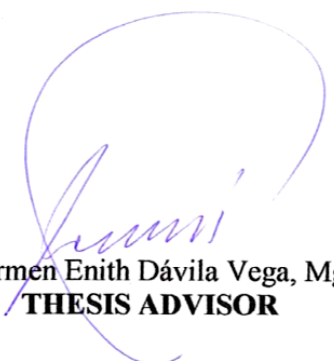
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The present research work entitled THE SCAFFOLDING STRATEGIES IN THE DEVELOPMENT OF WRITING SKILLS AMONG STUDENTS OF EIGHTH-YEAR AT ESCUELA DE EDUCACIÓN BÁSICA FISCOMISIONAL SAN JUAN BAUTISTA DE LA SALLE AFTERNOON SESSION OF LOJA CITY DURING THE 2018-2019 SCHOOL YEAR, under the responsibility of the undergraduate student: **JHOSELYN XIMENA CASTILLO ZHAMUNGUI** has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, March 18<sup>th</sup>, 2019



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## **THE AUTHOR**

## **DEDICATION**

This thesis is dedicated to my parents Servio Castillo and Alexandra Zhamungui, for all their love and support. To my dear grandparents who are always proud of me and gave me the strength and support during my studies. To my siblings Joel and Evelyn Castillo who always were there for me when I needed to take a break, to my uncles and aunts for being so supportive even when I was exhausted, they found a way to cheer me up.

I also dedicate this thesis to my professors for sharing with me all their knowledge and inspired me to do my best. And finally, to my friends for being such a good people and sharing with me the most unforgettable moments.

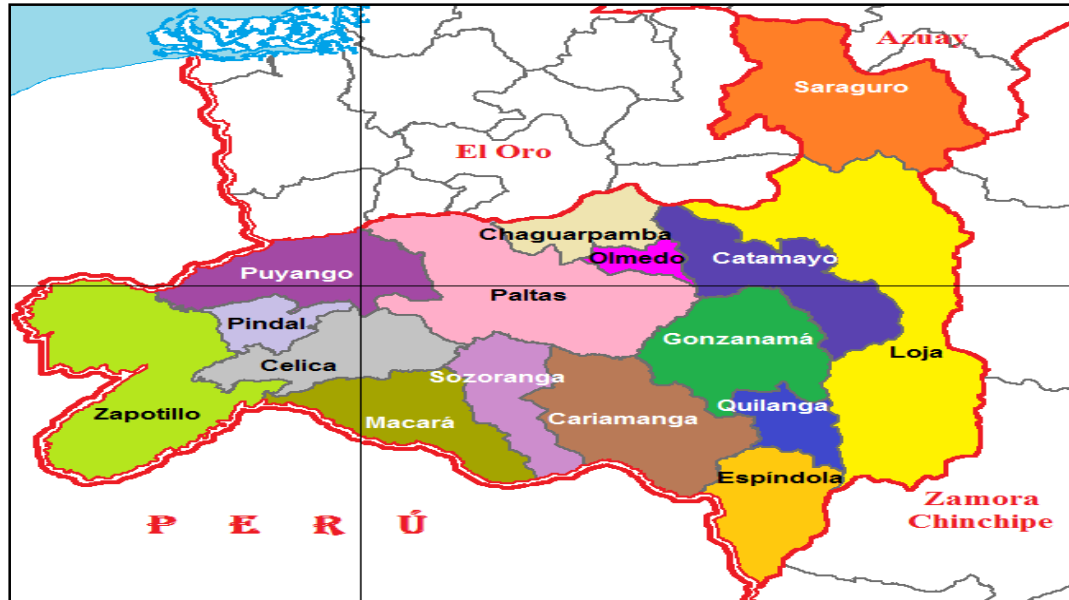
**JHOSELYN XIMENA**

## MATRIZ DE ÁMBITO GEOGRÁFICO

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## MAPA GEOGRÁFICO Y CROQUIS

### UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



### CROQUIS DE LA INVESTIGACIÓN ESCUELA DE EDUCACIÓN BÁSICA FISCOMISIONAL SAN JUAN BAUTISTA DE LA SALLE





## THESIS OUTLINE

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**a. TITLE**

THE SCAFFOLDING STRATEGIES IN THE DEVELOPMENT OF WRITING  
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SALLE AFTERNOON SESSION OF LOJA CITY DURING THE 2018-2019  
SCHOOL YEAR

## **b. RESUMEN**

El objetivo del siguiente trabajo de investigación fue desarrollar las habilidades de escritura mediante las estrategias de andamiaje en los estudiantes de octavo año en la Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle sección vespertina de la ciudad de Loja durante el año escolar 2018-2019. Los métodos aplicados fueron: analítico-sintético, estadístico, científico y descriptivo, que permitieron al investigador describir, interpretar, analizar y discutir los datos obtenidos. Dos pruebas y cuestionarios fueron aplicados a veintitrés estudiantes para diagnosticar y comparar su conocimiento y actitudes. Hojas de observación y notas de campo fueron utilizadas por el investigador para registrar el comportamiento de los participantes. Los resultados mostraron que los estudiantes mejoraron sus habilidades de escritura de un nivel deficiente a un nivel medio, presentaron una mejor comprensión sobre el proceso de escritura en el uso de vocabulario, puntuación, gramática, estructura de oraciones y organización de ideas. En conclusión, las estrategias de andamiaje fueron efectivas e incrementaron la motivación de los estudiantes para escribir y participar activamente en el desarrollo de actividades de escritura.

## **ABSTRACT**

The objective of the following research work was to develop writing skills through scaffolding strategies among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year. The methods applied were: analytical-synthetic, statistical, scientific and descriptive, which allowed the researcher to describe, interpret, analyze and discuss the obtained data. Two tests and questionnaires were applied to twenty-three students to diagnose and compare their knowledge and attitudes. Observation sheets and field notes were used by the researcher to record participants behavior. The results showed that the students improved their writing skills from a failing level to an average level, they presented a better understanding about the writing process in the use of vocabulary, punctuation, grammar, sentence structure and organization of ideas. In conclusion, the scaffolding strategies were effective and increased the motivation in the students to write and participate actively in developing writing activities.

### **c. INTRODUCTION**

Writing is an important part of communication. It is an intellectual activity of finding new ideas, and thinking about how to express them in a statement on a paragraph that is clear enough to be understood by a specific audience or a specific group of people. Consequently, writing activities require the student to follow certain steps or processes. It involves the development of some skills such as: handwriting, spelling, organization of ideas, punctuation, etc.

Based on the observations at the Escuela de Educación Básica San Juan Bautista de la Salle afternoon session, the researcher found that students of eighth year struggled with some problems when writing. The first difficulty was that they got confused about the structure of the sentences, word spelling, grammar and also the punctuation. Additionally, students did not follow the correct process that the writing activity required.

Considering the situation mentioned above, the researcher realized that students presented some problems when developing writing activities and that it was important to focus on the following problem: how do scaffolding strategies develop writing skills among students of eight-year at Escuela de Educación Básica San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year?

The problem mentioned above stated the reasons to research how scaffolding strategies develop writing skills. Scaffolding strategies allow students to follow a

step by step process in order to become more independent when developing a task and encourage their writing skills to communicate in a clear manner through writing. The specific objectives established to carry out this research were: to develop writing skills through scaffolding strategies among students; to research the theoretical and methodological references about scaffolding strategies to develop writing skills; to identify the issues that limit the improvement of writing skills; to elaborate an intervention plan based on the scaffolding strategies to develop writing skills; also, to select the most appropriate scaffolding strategies to develop writing skills, and, to validate the results obtained after the application of scaffolding strategies to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session.

The following methods were applied during this research work: the first one was the analytic/synthetic method, which was used to analyze all the information obtained through the applied instruments that facilitate the interpretation and logical analysis of the data. The statistical method was used to collect, analyze and represent graphically the data obtained from the pre/post questionnaire.

The third one was the scientific method, which facilitated the study of the theoretical framework about the variables of this research: Scaffolding strategies and Writing skills. It also helped to develop the phases in the observations before and during the intervention. Finally, the descriptive method, which was used to describe the stages of study and the kind of resources used by the researcher and to explain and analyze the object of the investigation.

The present research work contains eight parts: the first part is the Abstract that refers to the general objective, methods, population, the main outcomes obtained from data collection, and the conclusions. Then, the Introduction, which includes the contextualization of the problem, the central problem, the reasons why the theme was chosen, the specific objectives of the study, the methodology used and finally, the content of the thesis. Also, the Literature Review, which includes detailed information about the two variables: scaffolding strategies and writing skills. Additionally, the Materials and Methods section that contains the design of the research, different techniques, materials, instruments that were used to collect the information and the population who participated in this research. Then, the Result section that presents the analysis and interpretation of the information obtained in the research the same that are presented in the form of tables and graphs. Next, the Discussion, which includes a general analysis about the results obtained. Finally, the Conclusions and Recommendations which demonstrate the main achievements and give some suggestions for future research works.

## **d. LITERATURE REVIEW**

### **Scaffolding**

Scaffolding helps students to reach beyond where they could go on their own. It is a powerful tool for learning. The helping hand of scaffolding can be offered to students by teachers, by other more experienced students, or through learning materials. Scaffolding aims to help students to achieve intended learning outcomes. The helping hand is offered in cases where students are unlikely to complete the task without this extra aid. When the goal is for students to build competences, not just undertake specific tasks, scaffolding is offered quickly as required and withdrawn slowly when no longer needed. The idea is to help students who are in lower levels to be more open and engaged in learning so that they can continue moving forward (Fields, 2017, p.15).

"Scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning" (Ovando, Collier, & Combs, 2003, p.32). The teacher of second language learners has to facilitate that support. Then, "as students become more proficient, the scaffold is gradually removed" (Diaz-Rico & Weed, 2002, p.12).

An important aspect of scaffolding is that it is temporary. As the learner's abilities increase, the scaffolding provided by the more knowledgeable person is gradually withdrawn. Finally, the learner is able to complete the task or master the



concepts independently (Chang, Sung, & Chen, 2001, p.34). Therefore, the goal of the educator when using the scaffolding teaching strategy is for the student to become an independent and self-regulating learner and problem solver. In the educational setting, scaffolding includes models, cues, prompts, hints, partial solutions, think-aloud modeling and direct instruction. Following the use of teacher provided scaffolds, the educator then has the students engage in cooperative learning. In this type of environment students help students in small group settings but still have some teacher assistance. This can serve as a step in the process of decreasing the scaffolds provided by the educator and needed by students (Hartman, 2002, p.52).

#### **Characteristics of scaffolding:**

The first common characteristic in the various definitions of scaffolding is a contingency often referred to as responsiveness, tailored, adjusted, differentiated, titrated, or calibrated support. The teacher's support must be adapted to the current level of the student's performance and should either be at the same or a slightly higher level. A teacher acts contingently when he/she adapts the support in one way or another to a (group of) student(s). A tool for contingency is diagnostic strategies. To provide contingent support, one must first determine the student's current level of competence. Only with such knowledge the support can be provided and adapted to the student's level of learning (i.e., made contingent). Many authors have acknowledged the importance of diagnosis in relation to scaffolding and was referred to as: dynamic assessment, formative assessment, online diagnosis, or monitoring and checking students' understanding (Garza, 2009, p.76).

The second common characteristic is “fading” or, the gradual withdrawal of the scaffolding. The rate of fading depends upon the child’s level of development and competence. A teacher is fading when the level and/or the amount of support is decreased over time.

Fading of scaffolding is strongly related to the third common characteristic, namely the transfer of responsibility. Via contingent fading, that is, responsibility for the performance of a task is gradually transferred to the learner. Responsibility is interpreted in this review in a broad sense: it can refer to students’ cognitive or metacognitive activities or to students’ affect. The responsibility for learning is transferred when a student takes increasing learner control. If a student, for example, works on a series of tasks and the teacher adapts the support responsively to the understanding of the student, the teacher is teaching contingently. If the student gains understanding, the teacher can fade the support over time. While fading the support, the teacher can also transfer the responsibility to the student so that the learner will take more and more control over his/her learning (Valsiner, 2005, p.24).

Scaffolding is characterized by the three key characteristics namely: contingency, fading, and transfer of responsibility. That is, for scaffolding to occur, the teacher must apply scaffolding strategies that are clearly contingent. This support must be faded over time with, as a result, increased student responsibility for the task at hand (Wittwer, 2008, p.74).

Berk & Winsler (1995) claimed that “Scaffolding can be used at any point of the learning, at the point of providing inputs and explanations, through to modelling, interacting, and assessing” (p.22). Scaffolding might include: explaining a new concept through a concept map, making deliberate comparisons with the first language and culture, or using a variety of ways of representing ideas and concepts (e.g. visuals, diagrams, organizers, highlighting, various media and technologies).

### **How to use scaffolding strategies to develop students’ writing skills.**

Stone (1998) believes scaffolding can be used at any point of the learning at the point of providing inputs and explanations, through to modelling, interacting, and assessing. Scaffolding includes:

- Explaining a new concept through a concept map.
- Making deliberate comparisons with the first language and culture.
- Pre-teaching vocabulary and focusing on particular words.
- Providing examples and asking learners to notice particular aspects/features.
- Using questions to probe learners’ conceptions and prompt them to describe their interpretations and challenge their opinions.
- Using various ways of representing ideas and concepts (e.g. visuals, diagrams, organizers, highlighting, various media and technologies).
- Providing feedback that relates to improvement.

Other ways to use scaffolding strategies include:

**Demonstrate and modeling.**

McKenzie (1999) thinks that modeling for learners is a cornerstone of scaffolding:

- Always show learners the outcome or product before they do it. If a teacher assigns a discussion essay or technical report, a model should be presented side-by-side with a criteria chart or rubric. Teacher can guide the learners through each step of the process
- Talk about the process, which will allow to model the process as: read a text, solve a problem or design a project.

**Tap into prior knowledge.**

The teacher should ask learners to share their own experiences, knowledge and ideas about the content or concept of study and have them relate and connect it into their own lives. Brainstorming is one approach to activating prior knowledge, it values the learners past experience, treats them as an intelligent human being and motivates them to listen, contribute and learn (Alber, 2014, p.1).

**Give time to talk.**

All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with their peers. Communication is critical in the workplace and teamwork can mean that other learners will assist and mentor ESL learners with their assignments. As we all know, structured discussions really work best with children regardless of their level of

maturation. If you aren't weaving in think-pair-share, turn-and-talk, triad teams or some other structured talking time throughout the lesson, you should begin including this crucial strategy on a regular basis (Alber, 2014, p.2)

### **Pre-teach vocabulary.**

With complex readings, use all of the scaffolding techniques. Brainstorm the title, getting learners to activate their prior knowledge of the topic. Group read the larger text and then develop vocabulary lists of words in context (Alber, 2014, p.2)

### **Use visual aids.**

Graphs, pictures, and charts can all serve as scaffolding tools. Over the years, many education experts have dealt with the problems of language learning to find methods and techniques to make it more effective, easier and even creative. In the context of teaching, visual-aids are defined as items that are designed mostly by teachers to support written or spoken information so that it can be understood more easily. As stated by Gower (2005) “visuals make the lesson more interesting by making it lively, by illustrating the meaning of words, by facilitating learners understanding, by eliciting language that is already known, and by allowing teachers to check students’ comprehension” (p.26). Also, is very useful to use visuals for teaching because the human brain can process visuals faster than texts. Furthermore, Gower suggests to use these types of visual aids such as illustration, photographs, visual maps, screen captures, animated gifs pictures, etc.

On the other hand, graphic organizers and charts can all serve as scaffolding tools. Graphic organizers are very specific in that they help kids visually represent

their ideas, organize information, and grasp concepts such as sequencing and cause and effect. A graphic organizer shouldn't be the product, but rather it's a scaffolding tool that helps guide and shape the student's thinking so that they can apply it. Some students can dive right into the discussion, or writing an essay, or synthesizing several different hypotheses without using a graphic organizer of some sort, but many of our students benefit from using them with a difficult reading or challenging new information (Alber, 2014, p.3).

### **Pause, ask questions, pause, review.**

According to Alber (2014), with all the diverse learners in the classrooms, there is a strong need for teachers to learn and experiment with new scaffolding strategies. Teacher have to slow down in order to go quickly. Scaffolding a lesson may, in fact, take longer to teach, but the end product is of far greater quality and the experience much more rewarding for all involved.

Puntamber & Hubscher (2005) said that modeling and checking students understanding is a cornerstone of scaffolding: Always show learners the outcome or product before they do it. If a teacher assigns a discussion essay or technical report, a model should be presented side-by-side with a criteria chart or rubric. Teacher can guide the learners through each step of the process.

### **Group Work**

“Group work involves group members making individual contributions in order to maximize learning and achieve a common goal for the group” (Johnson, Johnson, & Smith, 2014, pp.85-114). Within the group work context, an individual group

member's success is contingent on the success of the group as a whole, and is carried out through individual responsibility, positive interdependence, and individual contribution (Huang, Hsiao, Chang & Hu, 2012, pp.94-107).

In order for students to practice group cohesion, teachers need to create a learner-centered environment where students feel comfortable interacting with other group members without any perceived threats associated with the interaction (Ning, 2011). According to Damon & Phelps (1989) "children can learn from another, in addition to learning from their teachers. Peer interaction and group work play an important role for young students in learning new concepts and developing social behavior" (pp. 135-157).

Connected with these ideas, Johnson & Johnson (1994, p.25) have claimed the following are key to group work: positive interdependence, face-to-face promotive interaction, individual accountability, social skills, and group processing.

## **Feedback**

Alharbi (2017, p.87) stated that feedback plays an important role in the student learning process as it gives the learners greater insight into what they have actually done to arrive at an outcome. The importance of providing learners with feedback during the learning process comes from the fact that it guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson. Feedback sends a message to the student that the instructor cares about the learning taking place. It also allows the student to become more engaged and involved in the classroom.

### **Teacher's role in scaffolding**

According to Hovland, Gapp, & Theis (2011, p.48) teachers play an important role in scaffolding the cognitive and social development of young children. Teachers help to scaffold children's conceptual knowledge about phenomena and processes in nature by providing a physical environment where children can engage in play and have access to materials and experiences that provoke curiosity, exploration, and learning. For example, incorporating gardens into an outdoor play area can provide opportunities to explore and investigate insects, soil, and the life cycles of plants and animals.

The presence of these organisms in the environment increases the likelihood that children will make observations and ask questions regarding them, which can subsequently be scaffolded such that children may better understand the natural phenomena. Teachers can also initiate scaffolding through strategies such as drawing attention to relevant features of the environment.

To effectively employ pedagogical strategies in scaffolding, a teacher must adequately understand the strengths and needs of each learner and adjust his or her strategy accordingly. This is especially pertinent for spontaneous teaching opportunities when the teacher must determine what level of support the individual learner needs (Wood, 1976, p.17).

O'Connor (2005) says: "when a new concept or skill is being introduced, the learner requires low and high-support strategies, high-support strategies include eliciting, giving hints, and co-participating" (p. 29).



Low-support strategies are used when the learner begins to show signs of maturation and progresses to “higher order” tasks. Low-support strategies include generalizing and predicting; such strategies provide relatively less assistance (Pentimonti & Justice, 2010, p.37). Both high- and low-support strategies require the teacher to take a step back and allow the child to make the appropriate connections between their previously mastered “lower order” skills, knowledge and accomplish progressively more complex tasks. Teachers must then adjust their scaffolding strategies accordingly as the learner constructs knowledge and skills (Tharp & Gallimore, 1998, p.66).

### **Benefits of scaffolding**

According to Boro (2011) “The benefits of using scaffolding are numerous. Scaffolding help students build on prior knowledge and internalizes new information. The goal of the educator when using the scaffolding teaching strategy is for the student to become an independent and self-regulating learner and problem solver” (p.11).

In addition to facilitating learning, scaffolding:

- Motivate the students interest related to the task.
- Simplify the task to make it more manageable and achievable for a child.
- Helps the student focus on achieving the goal.
- Clearly indicate differences between the students’ work and the standard or desired solution.
- Reduce frustration and risk.

- Model and clearly define the expectations of the activity to be performed.

## **Writing**

Öz (2006) argues that: “Writing is the written expression of thoughts, desires, emotions, and schemes; and this requires skill rather than knowledge” (p.84). So, to speak, writing is a skill that serves individuals’ communication needs as well as their learning.

According to Dyson (1995) “Writing is not merely an individual activity but a process which requires social interaction” (p.55). Rayes (1987, p.24) maintains that the fledgling young who begins to write should write in a shared way to accelerate the process. Therefore, the learner is expected to develop a better technical point of view toward writing and have an increased awareness of his/her own responsibilities. “Writing is an essential language skill that is vital to academic success. Since it is an active, productive skill, students learning to write in a foreign language (FL) face multiple challenges” (Erkan & Saban, 2011, p.24).

Writing is important because it is used extensively in higher education and in the workplace. If students don’t know how to express themselves in writing, they won’t be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate (Walsh, 2005, p.35).

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading

and speaking. Moreover, it requires mastering of other skills, such as metacognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it (Bloom, 1985, p.11).

In the process of writing learners have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing. One of the best ways to attract students to writing is to let them write at the beginning of the learning process as freely as possible and evoke in them the feeling of creativity. Creative writing obviously can play a crucial role in the development of writing skills (Zajicova, 2012).

### **Characteristics of writing**

According to Donovan (2017, p.57), these are the characteristics of good writing:

- **Clarity and focus:** In good writing, everything makes sense and readers do not get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.
- **Organization:** A well-organized piece of writing is not only clear, it is presented in a way that is logical and aesthetically pleasing. The writer can tell non-linear stories or place his/her thesis at the end of an essay and get away with it as long as his/her scenes or ideas are well ordered.

- **Ideas and themes:** is the topic relevant? Does the story come complete with themes? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.
- **Language (word choice):** writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes precise and accurate word choices and well-crafted sentences.
- **Grammar and style:** Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there is a good reason). Style is also important in ensuring that a piece of writing is clear and consistent.
- **Credibility or believability:** Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it is impossible), and in nonfiction, accurate research can make or break a writer.
- **Thought-provoking or emotionally inspiring:** Perhaps the most important quality of good writing is how the reader responds to it. Does she/he come away with a fresh perspective and new ideas? Does he/she close the cover with tears in his eyes or a sense of victory? How readers react to the writer's work will fully determine your success as a writer.

### **Types of writing**

Meer (2016) mentions four types of writing:

- **Expository:** explains or informs, it talks about a subject without giving an opinion.
- **Descriptive:** focuses on communicating the details of the character, event or place.
- **Persuasive:** tries to give other people around to the writer's point of view.
- **Narrative:** tells a story, there will be characters and dialogue.

### **Writing process approach**

According to Harmer (1998), writing skills have been recognized as one of the fundamental skills for language learning. Harmer has also pointed out the reasons behind the essentiality of writing skill and teaching writing skills to EFL students. The reasons include reinforcement, language development and learning styles.

As it is known in the traditional method, practice is focused on the finished work, while in new methodology learners are given the experience of going through the processes of writing as writers. So, instead of analysis and correction of the final written product (usually) given by the teacher, there comes the process of writing in a number of activities, processes or stages. Graves (1983) suggests that "the processes include prewriting, drafting, revising, editing, and publishing" (p.11).

### **The five stages in writing process**

Graves' five-stages of writing process have been implemented by the researcher so as to meet the objectives of his/her writing class. In addition, these stages are more easily understood in EFL classroom context (Laksmi, 2006).

Also, according to Thompkins (1994). “These processes, which are the same that real writers apply during their writing, are recursive instead of linear which means any writer via using these processes can jump back and forth from one stage to another as they write” (p.44).

To make it clearer sometimes learners do not directly publish (Stage 5) after editing (Stage 4) their piece of writing because they want to revise (stage 3) it again, maybe due to the new ideas or information that they add to their writing, so they want to be sure that there is no mistake before publishing. As a result, it can be said that each stage of these processes helps learners to identify and discuss the activities throughout the process of writing (Laksmi, 2006).

According to Graves (1983) these are the five stages of the writing process:

### **Stage 1: Prewriting**

- Students write on topics based on their own experiences.
- Students gather and organize ideas.
- Students define a topic sentence.
- Students write an outline for their writing.

### **Stage 2: Drafting**

- Students write a rough draft.
- Students emphasize content rather than mechanics.

### **Stage 3: Revising**

- Students reread their writings.

- Students share their writings with teacher.
- Students participate constructively in discussion about their writing with teacher.
- Students make changes in their compositions to reflect the reactions and comments of teacher. Also, students make substantive rather than only minor changes.

#### **Stage 4: Editing**

- Students proofread their own writings.
- Students increasingly identify and correct their own mechanical errors.

#### **Stage 5: Publishing**

- Students make the final copy of their writings.
- Students publish their writings in appropriate forms.
- Students share their finished writings with the teacher.

#### **Grammar and Punctuation**

All writing begins with ideas that relate to one another. An author chooses words that express the ideas and chooses an arrangement of the words (syntax) that expresses the relationships between the ideas. Given this arrangement of words into phrases, clauses, and sentences, the author obeys grammar and punctuation rules to form a series of sentences that will impart the ideas (Halliday, 1985, p.23).

English rules of grammar originated in antiquity, but over centuries have evolved according to usage and are still changing today. Thus, grammar rules may change and may be inconsistent, but usually have a functional basis. A rule of

grammar or punctuation with a functional basis will not prevent effective statement of ideas, nor will following all the rules ensure effective writing (Jerry, 1992, p.42)

Effective writing requires good syntax, that is, an effective arrangement of sentence elements. Obviously, an editor is responsible for ensuring that a consistent and correct set of grammar and punctuation rules have been applied to a report (a process often called copy editing). However, language and substantive edits, as defined by Van Buren & Buehler (1980), involve revision of sometimes perfectly grammatical sentences to improve effectiveness of sentence structure (p.56).

### **Basic sentence structure**

Every word in a sentence serves a specific purpose within the structure of that particular sentence. According to rules of grammar, sentence structure can sometimes be quite complicated. For the sake of simplicity, however, the basic parts of a sentence are the subject and verb (Dyson, 1995, p.46).

**Subject:** The subject of a sentence is the person, place, or thing that is performing the action of the sentence. The subject represents what or whom the sentence is about. The simple subject usually contains a noun or pronoun and can include modifying words, phrases, or clauses.

**Verb:** Expresses what the person, animal, place, thing, or concept does. Determine the verb in a sentence by asking the question “What was the action or what happened?”



**Object:** A person, animal, place, thing, or concept that receives the action.

Determine the object in a sentence by asking the question “The subject did what?” or “To whom? /For whom?”

**Prepositional phrase:** A phrase that begins with a preposition (i.e., in, at for, behind, until, after, of, during) and modifies a word in the sentence. A prepositional phrase answers one of many questions. Here are a few examples: “Where? When? In what way?”

### **Punctuation and Capitalization**

#### **End punctuation:**

- **Period:** when a statement ends
- **Question mark:** when the writer is asking a question
- **Exclamation point:** when the writer expresses an emotion

#### **Commas:**

- To separate items
- To separate a date from the year
- When the writer wants to express a pause

#### **Colons:**

- Use colons after the salutation of a business letter
- Between numerals indicating time
- To introduce a list

## **Capitalization**

Always use capital letters to:

- First word of a sentence
- The name of days, months and holidays
- People's first and last names
- Names of specific buildings and monuments
- The titles of stories, movies. Tv shows and video games

## **Organization of ideas**

Students can follow the following steps to help them how to organize their ideas:

- Go through the ideas and cross out the irrelevant information or the information that no longer seems in use to the topic, but don't erase it completely maybe it turns out to be useful later on.
- Just put the ideas that most closely related together in the group that belong with, so at this stage you do not need worrying about the order of the ideas.
- Look critically at the ideas that you put in groups to identify the ideas that lack sufficient support to the topic (Cameron, 2009, p.12)

## **e. MATERIALS AND METHODS**

### **Materials**

Three kinds of materials were used in the present research work. The first was the human resources which included the twenty-three students of eighth year of Basic Education who participated in the development of this research work, the teacher who helped to monitor students, and the thesis advisor who helped to carry out the intervention plans by giving suitable suggestions. The second kind of material used in the development of this research work were: students' book and notebook, sheets of paper, copies, flashcards, mp3 to listen to the different audios to develop some listening activities, and a mp3 player. The technical resources were a computer to type up all the information, pictures and charts. A printer was beneficial to print the worksheets that students needed to work on, and the internet was useful to search information.

### **Design of the research**

The present research work was designed based on the action research proposed by Burns (2010). Action research in Education is a formative study of progress commonly practiced by teachers in schools. Basically, an action research is a spiral process that includes problem investigation, acting and fact-finding for the result of action. It enables a teacher to adopt the most appropriate strategy within their own teaching environment.

Teachers from all over the world have employed action research as a part of their teaching and research. Obviously, action research matches with education and benefits both teachers and students in their teaching and learning since it meets the need of education and enables continuity in research with its cyclic process. The suitability of action research to education reveals in its nature, characteristics, “circle within circle” process, etc. (Burns, 2010).

The present research work is considered action research because it included some steps such as observing, acting and planning. The first thing that the researcher had to do was to observe the situation to detect the issues inside the classroom, after that, the researcher had to create an action plan in order to give possible solutions to the problem detected, and finally the researcher applied the strategy proposed and reflected upon the possible outcomes after finishing the intervention stage.

## **Methods**

The following methods were used to develop the present research work:

**The analytic/ synthetic method**, helped the researcher to analyze all the information found through the observation sheet, field notes, questionnaires and the pre and post-tests, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

**The statistical method**, through which the researcher collected and analyzed all the answers that were represented in graphs and tables to indicate the percentages and results gotten from the questionnaires and tests applied to students to then give

a quantitative and qualitative analysis and interpretation according to the theoretical reference and drew up the respective conclusions.

**The scientific method**, facilitated the study of scaffolding strategies to develop writing skills. It helped the researcher to develop the phases in the observations before and during the intervention. This method also assisted during the prediction of the possible solution and gathering data to make relevant predictions and the analysis of them.

**The descriptive method**, helped to describe the different stages of the study and the kind of resources used by the researcher. It served to explain the object of the investigation.

### **Techniques and instruments**

**Tests**, the tests refer to a numerical score by which the researcher calculated the mean to compare the pre and post-test results.

**Pretest-test / Post-test**, composed of 5 questions, they were applied at the beginning and at the end of the intervention plan; at the beginning the pre-test was given to measure the performance of writing skills that students had, and at the end the post-test was given to measure the student performance in writing skills achieved by the students after the intervention plan.

**Questionnaires**, were given to the participants to answer questions related to their attitudes and feelings toward scaffolding strategies. A pre and post-test and questionnaire were given to make a comparison between the results. Furthermore, the data collected by the questionnaires supported the test results.

**Observation**, permitted the researcher know the facts in a participative and non-participative way. The observation was developed through an observation sheet and a field note sheet. The observation was developed in a natural environment conformed by the eighth-year students at Escuela De Educación Básica Fiscomisional San Juan Bautista De La Salle afternoon session during their English classes.

**Nonparticipant observation**, in nonparticipant observation, the researcher was not involved in the situation being observed. The researcher observed and recorded behaviors, but did not interact or participate in the setting under study. The objective of this nonparticipant observation was to identify the issue for this action research project, which would be supported through the participant observation. The instrument for the nonparticipant observation is the observation sheet.

**Observation sheet**, during the nonparticipant observation, the researcher needed an observation sheet to record the participants' behaviors. This observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators and all the relevant aspects of the dependent variable.

**Participant observation**, in the participant observation, the researcher became a participant in the situation being observed. The researcher participated deliberately in the problematic situation by using scaffolding strategies to develop writing skills among students at Escuela De Educación Básica Fiscomisional San Juan Bautista De La Salle afternoon session during the 2018-2019 school year. The instrument of this participant observation is the field note sheet.

**Field notes**, the researcher recorded a description of the events, activities, and people (e.g., what happened). The researcher recorded the participants' behaviors, attitudes and feelings toward the treatment to develop writing skills.

### **Population**

The target population of this research was the eighth-year students of Basic Education at Escuela De Educación Básica Fiscomisional San Juan Bautista De La Salle afternoon session during the 2018-2019 school year. There was a total of twenty-three students: twelve girls and eleven boys. It is a small population, so it was not necessary to take a sample of it.

## **f. RESULTS**

This section shows how the objectives of the present research work were accomplished.

The first objective was fulfilled through the research of information about the two variables of investigation which are: scaffolding strategies and writing skills. These theoretical references helped to design the intervention plans, research instruments, support the results, and to analyze and interpret the results.

The second objective was accomplished with the application of the pre-test at the beginning of the intervention plan, the results of the pre-test helped the researcher to diagnose students' limitations in writing skills.

The third objective was achieved through the design of the intervention plan which contained eight lessons, which were executed through two months with eighth year of Basic Education. Each lesson consisted of a variety of activities related to scaffolding strategies.

The fourth objective was fulfilled through the application of scaffolding strategies and the results gathered from pre and post questionnaires.

The fifth objective was achieved through the analysis of the results of the post-test which helped to validate the application of scaffolding strategies and to prove the effectiveness in the development and achievement of students' writing skills.



## Pre-Test Results

**Objective two:** To identify the issues that limit the improvement of writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of the city Loja city during the 2018-2019 school year.

### a. Table 1

*Pre-test Scores of the Eighth Year Students of Basic Education in Writing Skills*

Students' code	SS /2	P /2	OOI /2	POW /2	G /2	TOTAL /10
EEBFSBS 001	1.0	1.2	2.0	1.8	0.0	6.5
EEBFSBS 002	0.2	1.5	1.7	1.6	0.0	5.5
EEBFSBS 003	0.0	0.5	2.0	2.0	0.0	4.5
EEBFSBS 004	0.0	0.7	2.0	0.6	0.0	3.3
EEBFSBS 005	0.0	0.0	0.6	0.6	0.0	1.2
EEBFSBS 006	0.0	0.2	0.9	0.0	0.0	1.1
EEBFSBS 007	0.0	1.0	2.0	1.4	0.0	4.4
EEBFSBS 008	0.0	0.5	1.4	1.3	0.0	3.2
EEBFSBS 009	0.0	1.2	1.6	1.7	0.0	4.6
EEBFSBS 010	0.0	0.2	2.0	1.7	0.0	3.9
EEBFSBS 011	0.0	1.0	2.0	2.0	0.0	5.0
EEBFSBS 012	0.0	0.0	0.0	0.0	0.0	0.0
EEBFSBS 013	0.0	1.0	2.0	2.0	0.0	5.0
EEBFSBS 014	0.0	0.5	1.4	1.4	0.0	3.3
EEBFSBS 015	0.0	1.0	2.0	2.0	0.0	5.0
EEBFSBS 016	0.2	1.2	1.7	1.4	0.0	4.6
EEBFSBS 017	0.0	1.0	1.7	1.4	1.0	5.1
EEBFSBS 018	0.0	1.0	2.0	1.6	0.0	4.6
EEBFSBS 019	0.0	1.0	1.7	1.3	0.0	4.0
EEBFSBS 020	0.0	0.0	0.0	0.0	0.0	0.0
EEBFSBS 021	0.0	0.2	1.7	1.4	0.0	3.3
EEBFSBS 022	0.0	0.0	2.0	0.9	0.0	2.9
EEBFSBS 023	0.2	1.0	1.5	1.0	0.0	3.7
MEAN	0.5	0.6	1.6	1.1	0.0	3.1

Note. EEBFSBS = Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle, 001 = students' code; SS=Sentence structure; P= Punctuation; OOI= Organization of ideas; POW= Process of writing; G= Grammar

## **b. Interpretation and Analysis**

Based on the results shown in Table 1, students achieved the total mean score of 3.1/10 in writing skills, which corresponds to the failing qualitative score range (see grading scale on p. 133). The highest mean score 1.6/2, corresponds to organization of ideas, meaning that students can organize and brainstorm their ideas easily before writing, but, in some cases, they refer to their mother tongue to write ideas.

On the other hand, the lowest mean score of 0/2 was obtained in grammar. The score shows that students had problems recognizing the verb tense in sentences, how to structure sentences to express actions specifically using the present continuous tense. Additionally, when writing, students struggled with the use of punctuation marks to write questions, to separate items and capital letters to write the name of proper nouns. Likewise, students presented complications in connecting their ideas to produce a well written paragraph.

It is evident that students struggled with some aspects of writing skills such as sentence structure, punctuation, grammar, and process of writing. According to Erkan & Saban (2011) “writing is an essential language skill that is vital to academic success. Since it is an active, productive skill, students learning to write in a foreign language (FL) face multiple challenges” (p.24). According to Hammer (1998), writing skills have been recognized as one of the fundamental skills for language learning. He also pointed out the reasons behind the essentially of the writing skills and teaching the writing skills to EFL students which include

reinforcement, language development, learning style, and most importantly, writing skill in its own right.

### Comparison of the Pre and Post Questionnaire Results

**Objective Four:** to select the most appropriate scaffolding strategies to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year.

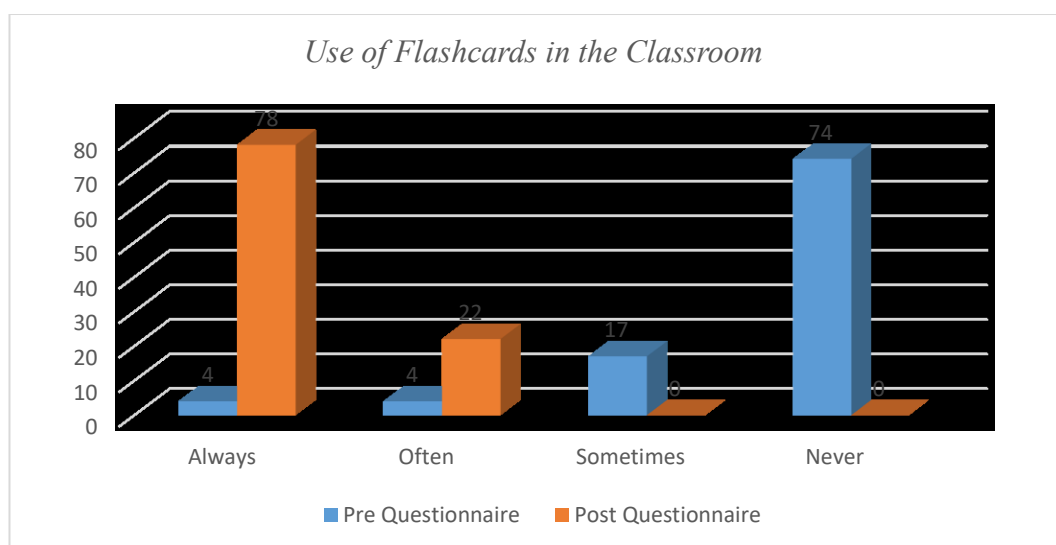
**Question 1:** How often does your teacher use flashcards in the classroom?

#### a. Table 2

*Use of Flashcards in the Classroom*

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
<b>Always</b>	1	4	18	78
<b>Often</b>	1	4	5	22
<b>Sometimes</b>	4	17	0	0
<b>Never</b>	17	74	0	0
<b>Total</b>	23	100	23	100

#### b. Figure 1



### c. Interpretation and Analysis

The data presented in Table 2 stated that before the intervention plan 74% of the students answered that the teacher never uses flashcards in the classroom. This indicates, students are only focused on learning the vocabulary that the book contains which is not increasing their vocabulary or knowledge about the meaning of different words. But after the application of the intervention plan 78% of students thought that the use of flashcards motivated them to use new words to write sentences and short paragraphs. Gower (2005) states that flashcards make the lesson more interesting by making it lively, by illustrating the meaning of words, by facilitating learners understanding, by eliciting language that is already known, and by allowing teachers to check students' comprehension (p.26). Also, is very useful to use visual aids for teaching because the human brain can process visuals faster than texts. Furthermore, Gower suggests using these types of visual aids such as illustration, photographs, visual maps, screen captures, animated gifs and pictures.

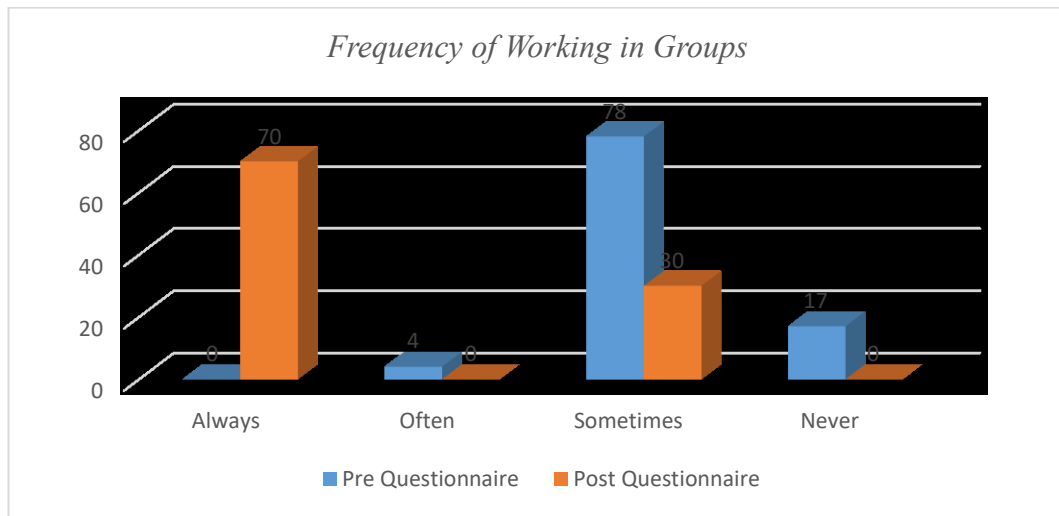
**Question 2:** How frequently does your teacher make students work in groups?

#### a. Table 3

*Frequency of Working in Groups*

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
<b>Always</b>	0	0	16	70
<b>Often</b>	1	4	0	0
<b>Sometimes</b>	18	78	7	30
<b>Never</b>	4	17	0	0
<b>Total</b>	23	100	23	100

**b. Figure 2**



**c. Interpretation and Analysis**

The results in Table 3 demonstrated that 78% of the students affirmed that teacher sometimes makes them work in groups. These findings indicated that students cannot share ideas, ask and answer questions to support each other, and also, they are not using peer correction to check each other mistakes. On the other hand, after applying the intervention plan, 70% of the students think that working in groups helped them to develop their writing skills and increase their interaction with their classmates. According to Damon & Phelps (1989) “children can learn from another, in addition to learning from their teachers. Peer interaction and group work play an important role for young students in learning new concepts and developing social behavior” (pp.135-157).

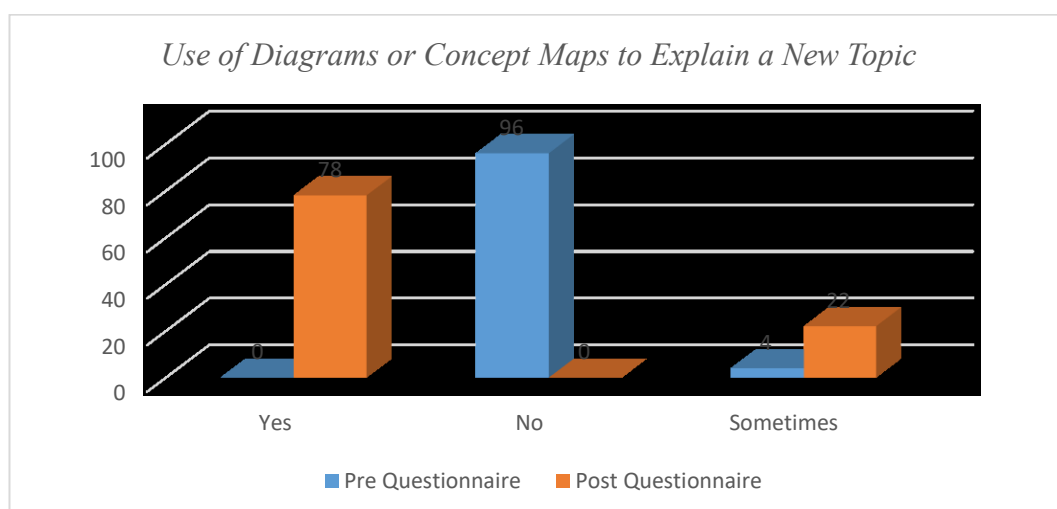
**Question 3:** Does your teacher use diagrams or concept maps to explain a new topic?

**a. Table 4**

*Use of Diagrams or Concept Maps to Explain a New Topic*

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
<b>Yes</b>	0	0	18	78
<b>No</b>	22	96	0	0
<b>Sometimes</b>	1	4	5	22
<b>Total</b>	23	100	23	100

**b. Figure 3**



**c. Interpretation and Analysis**

The data presented in Table 4 indicates that 96% of the students pointed out that the teacher does not use diagrams or concept maps to explain a new topic. Meaning that students are not able to organize their ideas and specific information before start writing. Nevertheless, after the application of the intervention plan, 78% of the students mention that the use of diagrams and concept maps was useful for them to represent ideas, make comparisons and explain the information about the topic

before star writing. Berk & Winsler (1995) claim that “Scaffolding can be used at any point of the learning, at the point of providing inputs and explanations, through to modelling, interacting, and assessing” (p.22). Scaffolding might include: Explaining a new concept through a concept map. Making deliberate comparisons with the first language and culture. Using various ways of representing ideas and concepts (e.g. visuals, diagrams, organizers, highlighting, various media and technologies).

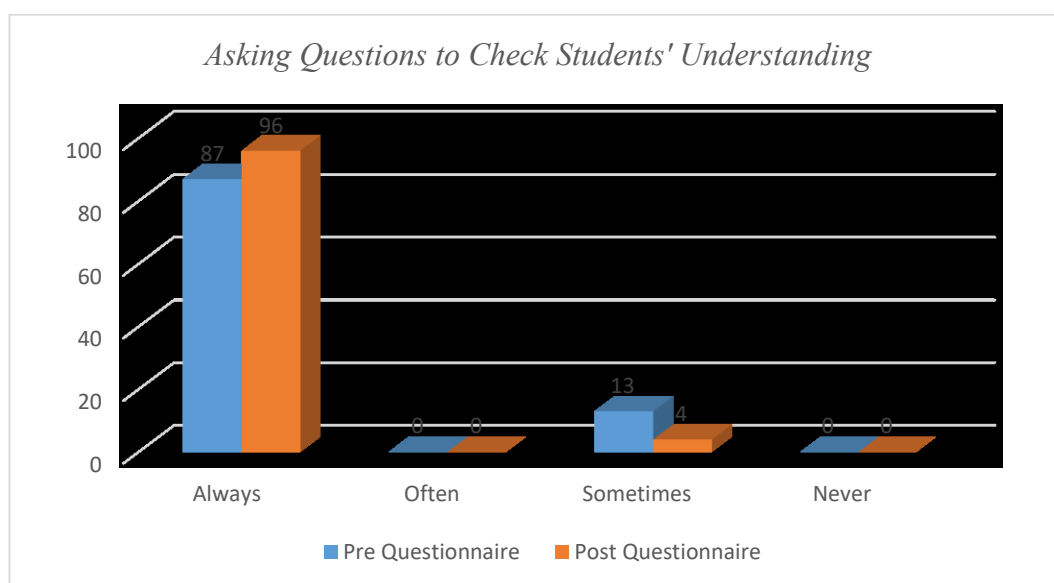
**Question 4:** How often does your teacher ask questions to check students’ understanding?

**a. Table 5**

*Asking Questions to Check Students’ Understanding*

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
<b>Always</b>	20	87	22	96
<b>Often</b>	0	0	0	0
<b>Sometimes</b>	3	13	1	4
<b>Never</b>	0	0	0	0
<b>Total</b>	23	100	23	100

**b. Figure 4**



### c. Interpretation and Analysis

The results in Table 5 demonstrate that 87% of the students affirmed that the teacher always asks questions to check their understanding. This demonstrates that students have a clear idea about what they have to do before starting an activity.

After the intervention plan 96% of the students said that it was easy for them to complete the different tasks and activities to write correctly following the steps of writing. Puntamber and Hubscher (2005, p.40) said that modeling and checking students understanding is a cornerstone of scaffolding: always show learners the outcome or product before they do it. If a teacher assigns a discussion essay or technical report, a model should be presented side-by-side with a criteria chart or rubric. The teacher can guide the learners through each step of the process.

**Question 5:** Does your teacher provide feedback after any writing activity?

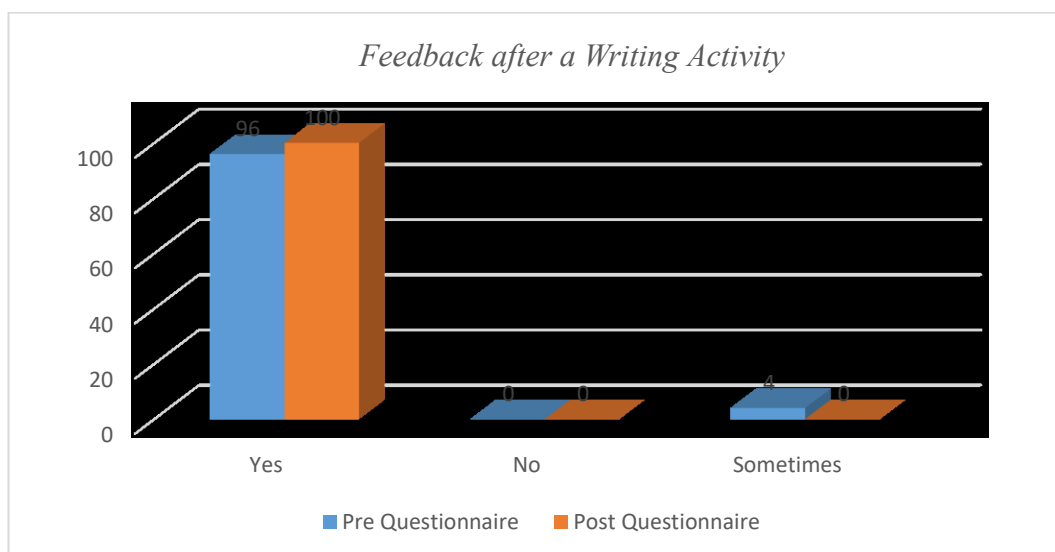
#### a. Table 6

*Feedback after a Writing Activity*

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
Yes	22	96	23	100
No	0	0	0	0
Sometimes	1	4	0	0
Total	23	100	23	100



**b. Figure 5**



**c. Interpretation and Analysis**

The data presented in Table 6 indicates that 96% of the students explained that the teacher provides feedback after any writing activity. This means that even though the teacher gives feedback, they are not able to correct their writing mistakes. But, after the application of the intervention plan 100% of the students thought that they learn more when their errors are corrected by the teacher. Additionally, receiving feedback made students felt motivated to perform better on the writing activities. Alharbi (2017) stated that feedback plays an important role in the student learning process as it gives the learners greater insight into what they have actually done to arrive at an outcome (p.87). The importance of providing learners with feedback during the learning process comes from the fact that it guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson. Feedback sends a message to the student that the instructor cares about the learning taking place.

## Post Test Results

**Objective five:** to validate the results obtained after the application of scaffolding strategies to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session Loja city during the 2018-2019 school year.

### a. Table 7

*Post-Test Scores of the Eighth Year Students of Basic Education in Writing Skills*

Students' code	SS /2	P /2	OOI /2	POW /2	G /2	TOTAL /10
EEBFSBS 001	2.0	2.0	2.0	2.0	2.0	10
EEBFSBS 002	2.0	2.0	2.0	2.0	2.0	10
EEBFSBS 003	1.5	1.2	2.0	1.7	2.0	8.7
EEBFSBS 004	2.0	1.5	2.0	2.0	2.0	9.5
EEBFSBS 005	2.0	2.0	2.0	1.4	2.0	9.4
EEBFSBS 006	2.0	1.7	0.3	0.6	2.0	6.6
EEBFSBS 007	0.5	0.0	2.0	1.0	0.5	4.0
EEBFSBS 008	2.0	1.7	2.0	1.7	2.0	9.4
EEBFSBS 009	2.0	1.5	0.0	0.0	2.0	5.5
EEBFSBS 010	2.0	2.2	2.0	2.0	2.0	10
EEBFSBS 011	2.0	1.7	2.0	1.7	2.0	9.4
EEBFSBS 012	0.0	0.0	2.0	2.0	1.5	5.5
EEBFSBS 013	2.0	1.0	2.0	1.7	2.0	8.7
EEBFSBS 014	1.2	1.2	2.0	1.7	1.5	7.7
EEBFSBS 015	2.0	2.0	2.0	2.0	2.0	10
EEBFSBS 016	0.5	0.0	1.7	2.0	1.5	5.7
EEBFSBS 017	2.0	2.0	2.0	2.0	2.0	10
EEBFSBS 018	2.0	2.0	2.0	2.0	1.0	9.0
EEBFSBS 019	1.5	2.0	2.0	2.0	2.0	9.5
EEBFSBS 020	2.0	2.0	2.0	2.0	2.0	10
EEBFSBS 021	2.0	1.7	2.0	2.0	2.0	9.7
EEBFSBS 022	2.0	2.0	1.0	1.0	2.0	8.0
EEBFSBS 023	2.0	2.0	2.0	2.0	2.0	10
MEAN	1.7	1.5	1.8	1.7	1.8	8.5

Note. EEBFSBS= Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle, 001= students' code; SS= Sentence structure; P= Punctuation; OOI= Organization of ideas; POW= Process of writing; G= Grammar

## **b. Interpretation and Analysis**

As it can be seen in Table 7, the results obtained from the post test showed that students achieved the mean score of 8.5/10 which corresponds to an average level (see grading scales p.133) in the development of writing skills. The most important increase that students gained was in organization of ideas and grammar, in both students obtained the highest mean score of 1.8/2. This indicates learners can organize their ideas and information, and also, they can use grammar to write sentences using the different verb tenses. In sentence structure and process of writing students got 1.7/2. This means that students can write sentences appropriately, and also, they can follow the different stages of the writing process. However, in punctuation learners got the lowest mean score which was 1.5/ 2, this indicates that students still have some difficulties when using punctuation and capitalization.

In conclusion, scaffolding strategies were effective and helped students to develop their writing skills satisfactorily. Based on the nature of writing as a skill, it is obvious that writing needs to go through an effective developmental process.

Sommers (2006) argues that writers need plenty of practice in order to get better. This practice needs to occur in and beyond the first-year experience. It specially needs to happen within students' discipline. Chai (2006) stressed that generating a writing plan before writing a composition is beneficial for writers. Similarly, using content area literacy strategies increases students' abilities to internalize content of courses, and develop conceptual understanding about subject matters.

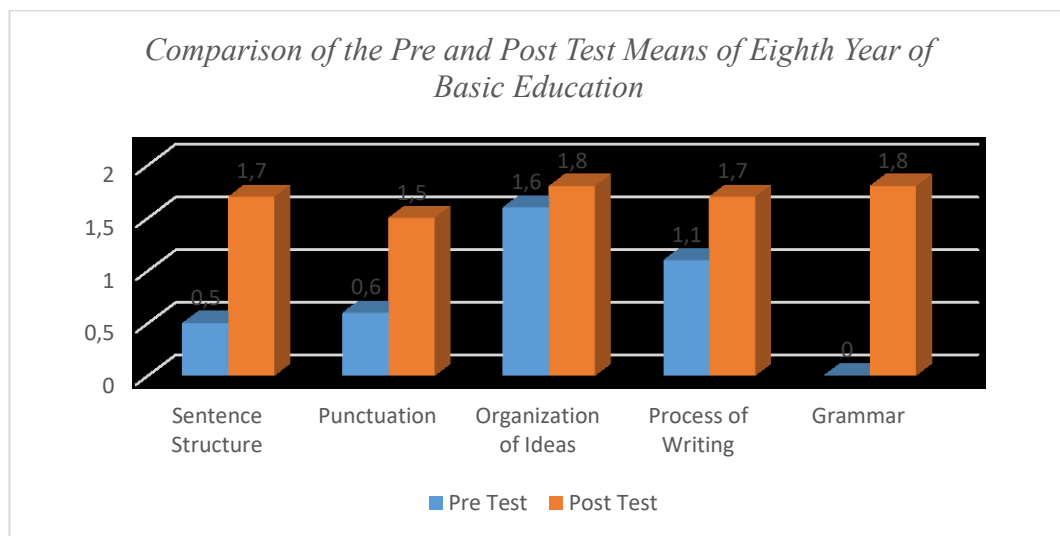
## Comparing Pre and Post Test Means

### a. Table 8

*Comparison of the Pre and Post Test Means of Eighth Year Students of Basic Education*

Indications	Pre Test	Post Test
<b>Sentence Structure</b>	0.5	1.7
<b>Punctuation</b>	0.6	1.5
<b>Organization of Ideas</b>	1.6	1.8
<b>Process of Writing</b>	1.1	1.7
<b>Grammar</b>	0.0	1.8

### b. Figure 6



### c. Interpretation and Analysis

After the application of the intervention plan, the application of scaffolding strategies had a significant impact in the development of writing skills during the application of the intervention plan. In sentence structure students increased their scores from 0.5/2 to 1.7/2. In punctuation, students improved their scores from 0.6/2

to 1.5/2. In organization of ideas, they increased the mean score from 1.6/2 to 1.8/2. In process of writing, learners improved their score from 1.1/2 to 1.7/2, and finally, in grammar scholars achieved the highest growth from 0/2 to 1.8/2. The results demonstrated that the use of scaffolding strategies in class motivated students to interact among themselves, share ideas and knowledge about the process of writing, and to be more confident when writing about any topic.

## **g. DISCUSSION**

This research work answers the main question asked before the intervention plan, which was, How do scaffolding strategies develop writing skills? Scaffolding strategies were applied to 23 students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session. The results obtained from the pre and post-test show that students increased their scores from 3.1/10 to 8.5/10, which means that scaffolding strategies helped students to develop their writing skills in a satisfactory way. As Fields (2017) states, Scaffolding aims to help students to achieve intended learning outcomes (p.15). This helping hand is offered in cases where students are unlikely to complete the task without this extra aid. When the goal is for students to build competences, not just undertake specific tasks, scaffolding is offered quickly as required and withdrawn slowly when no longer needed.

The aspects in which students were tested were: sentence structure, punctuation and capitalization, organization of ideas, process of writing and grammar. Before the application of the intervention plan students had problems with sentence structure, and they presented some difficulties to write sentences appropriately. Students struggled with the use of correct punctuation and capitalization when writing short paragraphs. They did not use punctuation marks to write questions, commas to separate similar ideas or the use capital letters to write proper nouns.

Moreover, learners got confused when organizing the different ideas in each item about different cultural events. Another aspect in which students presented difficulties was in the process of writing. Learners did not follow the stages of the process of writing, such as editing and revising their written work before presenting it to the teacher. Additionally, learners struggled with grammar. They were not able to recognize and use the different verb tenses, more specifically, the present continuous tense. The students did not have a clear idea of how to write sentences using this verb tense nor the changes that some verbs have when writing in present continuous tense (e.x. spelling rules).

At the beginning of the intervention plan, students showed some negative attitudes in the classroom, they disliked the idea of working in groups and interacting with their classmates, they were shy when pronouncing some words from the new vocabulary and students felt nervous when participating in class or when asking and answering teacher's questions. However, during the intervention plan, student's interaction started to increase slowly, learners were able to participate in class to share their ideas and feelings, they were more willing to work in groups with their classmates and to correct their mistakes with the feedback given by the teacher. At the end of the intervention plan, students' participation increased significantly, they showed self-confidence when interacting and participating in class with the teacher and their classmates, students were able to apply teacher's feedback to correct their writing mistakes, they felt comfortable when pronouncing words to learn new vocabulary, and they felt more confident when writing.

Furthermore, this research had some strengths and limitations that enhanced and affected the development of writing skills. Some strengths in the application of the intervention plan were that students felt motivated to learn with the use of the didactic materials, such as visual aids and worksheets since these kinds of materials make the learning process more dynamic and interesting. The number of the students in the class was convenient, there were twenty three students, and the size of the classroom was the adequate to work. On the other hand, the weaknesses presented in the application of the intervention plan were that sometimes learners did not collaborate in the development of some activities and some days the time was not enough to apply of the activities planned in the intervention plan. But the experience was satisfactory.

Finally, the progress that students experienced using the scaffolding strategies to develop writing skills was evident. Students felt really engaged and motivated to improve their writing skills, likewise they were dazzled by and enthusiastic about the application of these new strategies to learn how to write correctly. These also helped students to interact among themselves, completing tasks, sharing experiences and to participate actively in the class. For that reason, students were able to develop their writing skills demonstrating good results on the post-test and post-questionnaires. In conclusion, the use of scaffolding strategies in the development of writing skills was a successful plan to work with teenagers, also this intervention plan was a refreshing activity to change the daily routine that the English classes are for the students.



## **h. CONCLUSIONS**

Students of eighth year of Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session, faced some difficulties in the development of writing skills. Students presented problems with using the appropriate grammatical structure when writing sentences, organizing their ideas, following the steps of the process of writing, the use of the present continuous tense and the capitalization of words to write paragraphs.

The application of the scaffolding strategies (tap into prior knowledge, use of visual aids, demonstrate and modeling, group work) helped students to acquire more vocabulary to write sentences, to follow the correct grammatical structures to organize their ideas to write paragraphs. Also, these strategies helped students to be more confident when expressing their ideas, experiences and thoughts in writing.

The results obtained from the post test show the effectiveness of the application of scaffolding strategies. Students increased their knowledge about the appropriate steps of the writing process. Additionally, students also felt motivated to write about different topics that were interesting for them. In that way students participated actively in developing different writing activities.

## **i. RECOMMENDATIONS**

Educators should continue applying scaffolding strategies in the classroom to help students in the development of their writing skills. These strategies make learners more independent when performing or developing activities in class individually or in groups. Additionally, scaffolding strategies help students to be focused on the processes and structures that they must follow to write appropriately.

Teachers should include the scaffolding strategies in their classes by involving students in: tap into prior knowledge, the use of visual aids and group work. These activities increase students' interaction into the classroom with their classmates and teacher, and make learners participate actively in every activity developed in class.

Educators should evaluate the application of each activity, strategy or technique performed in the classroom, in order to validate if it was effective or not. Scaffolding strategies are helpful to be used in English classes, making students work in groups, and more collaborative and creative when developing writing activities.

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## **k. ANNEXES**



### **UNIVERSIDAD NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

#### **THEME**

**THE SCAFFOLDING STRATEGIES IN THE DEVELOPMENT OF WRITING SKILLS AMONG STUDENTS OF EIGHTH-YEAR AT ESCUELA DE EDUCACIÓN BÁSICA FISCOMISIONAL SAN JUAN BAUTISTA DE LA SALLE AFTERNOON SESSION OF LOJA CITY DURING THE 2018-2019 SCHOOL YEAR**

Thesis project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

#### **AUTHOR**

**Jhoselyn Ximena Castillo Zhamungui**

**LOJA-ECUADOR  
2018**

**a. THEME**

THE SCAFFOLDING STRATEGIES IN THE DEVELOPMENT OF  
WRITING SKILLS AMONG STUDENTS OF EIGHTH-YEAR AT  
ESCUELA DE EDUCACIÓN BÁSICA FISCOMISIONAL SAN  
JUAN BAUTISTA DE LA SALLE AFTERNOON SESSION OF  
LOJA CITY DURING THE 2018-2019 SCHOOL YEAR

## **b. PROBLEM STATEMENT**

### **Background**

The present research work will be carried out at la Escuela de Educación Básica Fiscomisional SAN JUAN BAUTISTA DE LA SALLE during the afternoon session. The work Lasallana was established in Ecuador on February 28, 1863. In order for the foundations to be safe, Garcia Moreno officially delegated Brother Yon José, to seek the coexistence of any possible foundation in the provinces, and gave him the full power to choose the local, draw plans and make lists of everything necessary. Following his journey, in the middle of November of 1870, Brother Yon José, arrived to Loja and met with his enthusiastic and understanding authorities. The enthusiasm of the Government to open new schools was admirably contributed by the excellent patriot and Governor, Dr Manuel Eguiguren, who promised to get the building for the month of August, and everything necessary to start the school year.

To the inexpressible joy of the city, the School of Loja was founded on October 22, 1871, and began to operate with 210 students in a large building formerly built with funds from the legacy benefit of Dr. Bernardo Valdivieso. The classes of the foundational era were replete: Brother Leon, Director and professor of the "Great Class" taught 100 students; in the "Segunda", Brother Benigno worked with 135; in the "Third", Brother Calixto educated 180 students. On October 21, 1907, the school was re-founded with 300 students. Likewise, and after going through some difficulties, the Brothers agreed to teach secondary education in the city of Loja at La Dolorosa School, until founding La Salle School, which thanks to the support



of the Congress and other Institutions, began to work with the First course in 1963, under the direction of Brother Rector Juan Nepomuceno (Luis Santander).

The following year, the ecclesiastical authorities asked the Brothers of La Salle to take charge of La Dolorosa School before the retreat of the Lazarist Fathers of the Seminary. Accepted the conditions during some years, the Brothers will administrate the mentioned establishment.

Currently, the José Antonio Eguiguren Educational Community, La Salle, is a Particular-Catholic educational center, located in the central eastern urban sector of the city of Loja, on the banks of the Zamora River and has 1.684 students, distributed between its two sections: 1.393 in the morning section and 291 in the afternoon section.

### **Current situation of the research problem**

One goal of the Ecuadorian Curriculum for English as Foreign Language for Educación Básica General and Bachillerato is to develop students' writing skills. Since writing is a complex intellectual task that involves various language and cognitive skills, this includes everything from punctuation and mechanics to grammar and word choice. While writing in one's first language can be challenging enough, writing in a foreign language can be even more daunting.

Students have time to choose the best word or grammar structure and revise their work in order to clarify points or correct mistakes. Moreover, they can choose when it is ready to be read, after they feel relatively confident that they have done what was needed to produce the best possible product.

Of course, these are all characteristics of written production which are not part of spoken production, where interaction happens much more quickly and spontaneously. Thus, the act of writing gives learners a chance to slow down and interact with the language in a different and more intimate way than speaking does.

The writing process is very complex and requires many skills such as understanding and organization by students, since this is an activity that involves many challenges, and also because students face with the situation of expressing their feelings and thoughts in a written way. Writing in another language can be very challenging for students because if they do not use the proper strategies, structures, punctuation, etc. It will be difficult to write or produce correctly written texts.

However, eighth year students currently do not show enough appropriate skills to communicate through writing using English as a foreign language. The researcher realized through a non-participant observation that students do not use the appropriate strategies to produce written texts. This is due to their lack of knowledge about the writing process and the strategies that they must apply in order to write in a correct way. This research project proposes to investigate several options for making the eighth-year students aware of the importance of scaffolding strategies which will allow them to correctly communicate in a writing way using the most appropriate strategies to write correctly. Scaffolding allows the teacher to help students transition from assisted tasks to independent performance. It is a step-by-step process that provides the learner with sufficient guidance until the process is learned, and then gradually removes the support in

order to transfer the responsibility for completing the task to the student. For scaffolding to be successful, a foundation and organized procedure must be developed first. The teacher must provide students with the optimal amount of support necessary to complete the task, and then progressively decrease the level of assistance until the student becomes capable of completing the activity independently. (Pentimonti, J.M., & Justice, L.M. 2010).

Following the same basic steps of the writing process across all written assignments builds consistency and develops learner independence. Initially, students need a lot of guidance in order to complete each step. As they progress through several writing activities, some students will need limited support, while others may need to continue with the maximum level of assistance. The repetition and uniformity of the scaffolding strategies such as the use of visual aids, tap into prior knowledge, demonstrate and modeling, etc, will help to cement the writing concepts students through process, supporting generalization of the skill across disciplines. During any given step, students may need some modifications such as word processing, dictation to scribe, or other technological supplements. The scaffolding strategies for the writing process allows for practical individualization of the writing lessons and will help students to develop their writing skills through a variety of support and activities given by the teacher.

## **Research problem**

Considering the aforementioned elements, it is essential to research the following problem:

HOW DO SCAFFOLDING STRATAGIES DEVELOP WRITING SKILLS AMONG STUDENTS OF EIGHTH-YEAR AT ESCUELA DE EDUCACIÓN BÁSICA FISCOMISIONAL SAN JUAN BAUTISTA DE LA SALLE AFTERNOON SESSION, OF LOJA CITY DURING THE 2018-2019 SCHOOL YEAR?

## **Delimitation of the research**

### **Timing**

This research will be developed during the 2018 – 2019 school year.

### **Location**

The present project will be carried out at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle during the afternoon session. This is a Particular-Catholic educational center, it is located in the central eastern urban sector of the city of Loja, in Vicente Rocafuerte street and Avenida Orillas del Zamora, and has 1684 students, distributed in its two sections: 1393 in the morning section and 291 in the afternoon session.

### **Participants**

The participants of this research work will be the students of eighth-year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle

afternoon session, who are all about twelve to thirteen years old. There are twenty three students, twelve girls and eleven boys, in addition to the teacher candidate of this study who is going to take part in the intervention plan.

## **Subproblems**

- What theoretical and methodological references about scaffolding strategies are appropriate to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session during the 2018 – 2019 school year?
- Which are the issues that limit the development of writing skills among students of Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session during the 2018 – 2019 school year?
- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing writing skills among students of Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session during the 2018 – 2019 school year?
- What are the effects of scaffolding strategies applied in the development of writing skills among students of Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session during the 2018 – 2019 school year?
- How effective was the application of scaffolding strategies to develop writing skills among students of Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session during the 2018 – 2019 school year?

### **c. JUSTIFICATION**

The present research work is justified because scaffolding strategies help to develop writing skills among eighth-year students at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session during the 2018-2019 school year. From the scientific point of view, it is important to carry out this project because enough information can be gathered to give some theoretical elements in order to establish some alternatives of the solution to the problems found around. Scaffolding strategies to develop writing skills among eighth year students in the English language teaching learning process. From the educational point of view, it is important to develop the present project because scaffolding strategies are an essential approach that helps to teach writing, since it is an essential way to communicate with others, students must learn how to organize their ideas and thoughts following the principal steps and selecting the appropriate vocabulary and grammar to produce written text in a coherent and clear manner.

The present research is also pertinent, because it is a proposal that can help English teachers to solve many problems around developing writing skills through an introduction of different activities that scaffolding strategies provides in order to engage students into the activity of writing. It means, teachers are going to be able to teach the step by step process of writing breaking down the task in into small steps, providing before, during and after task support, using visuals, demonstrating activities, the use of model text and provide student's constructive feedback after each completed task or activity.

Finally, the development of this research is a requirement for the student to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization established in the regulations of the Facultad de la Educación, el Arte y la Comunicación of the Universidad Nacional de Loja.

## **d. OBJECTIVES**

### **General**

- To develop writing skills through scaffolding strategies among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year.

### **Specifics**

- To research the theoretical and methodological references about scaffolding strategies to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year.
- To identify the issues that limit the improvement of writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of the city Loja city during the 2018-2019 school year.
- To elaborate an intervention plan based on the scaffolding strategies to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year.
- To select the most appropriate scaffolding strategies to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional



San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year.

- To value the results obtained after the application of scaffolding strategies to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session Loja city during the 2018-2019 school year.

## **e. THEORETICAL FRAMEWORK**

### **Scaffolding.**

Scaffolding helps students to reach beyond where they could go on their own. It is a powerful tool for learning. The helping hand of scaffolding can be offered to students by teachers, by other more experienced students, or through learning materials. Scaffolding aims to help students to achieve intended learning outcomes. The helping hand is offered in cases where students are unlikely to complete the task without this extra aid. When the goal is for students to build competences, not just undertake specific tasks, scaffolding is offered quickly as required and withdrawn slowly when no longer needed. The idea is to help students lower their difficult level and be more open and engaged in learning so that they can continue moving forward (Fields, 2017).

"Scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning" (Ovando, Collier, & Combs, 2003). The teacher of second language learners has to facilitate that support. Then, "as students become more proficient, the scaffold is gradually removed" (Diaz-Rico & Weed, 2002)

The teacher supports a student to work just beyond the level he could achieve on his own. Psychologist Lev Vygotsky called this area the "zone of proximal development." As the student becomes more competent, the support is gradually removed until the student is able to perform the task without assistance.

Scaffolding represents high quality support (e.g., Seidel and Shavelson 2007). The metaphor of scaffolding is derived from mother–child observations and has been applied to many other contexts, such as computer environments (Azevedo and Hadwin 2005; Cuevas et al. 2002; Feyzi-Behnagh et al. 2013; Rasku-Puttonen et al. 2003; Simons and Klein 2007), tutoring settings (e.g., Chi et al. 2001) and classroom settings (e.g., Mercer and Fisher 1992; Roll et al. 2012). Scaffolding is closely related to the socio-cultural theory of Vygotsky (1978) and especially to the Zone of Proximal Development (ZPD). The ZPD is constructed through collaborative interaction, mediated by verbal interaction. Student’s current or actual understanding is developed in these interactions towards their potential understanding. Scaffolding can be seen as the support a teacher offers to move the student toward his/her potential understanding (Wood et al. 1976). More specifically, scaffolding refers to support that is contingent, faded, and aimed at the transfer of responsibility for a task or learning (Van de Pol, 2010). Contingent support (Wood, 1978) represents support that is tailored to a student’s understanding. Via fading, i.e., decreasing support, the responsibility for learning can be transferred which is the aim of scaffolding. However, this transfer is probably more effective when implemented contingently. Because contingency is a necessary condition for scaffolding, we focus on this crucial aspect. Wood (1978) further specified the concept of contingency by focusing on the degree of control that support exerts. They labelled support as ‘contingent’ when either the tutor increased the degree of control in reaction to student failure or decreased the degree of control in reaction to student success. This is called the contingent shift principle.

This specification of contingency shows that the degree of control does not determine whether contingent teaching or scaffolding takes place or not. It is the tailored adaptation to a student's understanding that determines contingency. Most studies on scaffolding did not use such a dynamic operationalization of scaffolding but merely focused on the teachers' behavior only.

### **Support contingency and independent working.**

Quite some research exists on small-group work but the teacher's role is still receiving relatively little attention (Webb, 2009). Studies that focused on the teacher's role mainly studied how collaborative group work could be stimulated. Mercer and Littleton (2007) for example focused on how teachers could stimulate high-quality discussions in small groups (called exploratory talk). Little attention has been paid to how teachers can provide high quality contingent support to students—who work in groups—with regard to the subject-matter.

Some studies investigated effects of support types (e.g., process support versus content support) on students' learning (e.g., Dekker and Elshout-Mohr 2004). However, it may not be the type of support that matters, but the quality of the support (e.g., in terms of contingency). Diagnosing or evaluating students' understanding enables contingency and this is effective.

Chiu (2004) for example found that when supporting small groups with the subject-matter, evaluating students' understanding before giving support was the key factor in how effective the support was.

Although evaluation is not necessarily the same as contingency, it most probably facilitates contingency. To be able to be contingent, a teacher needs to evaluate or diagnose students' understanding first.

It seems reasonable to assume that scaffolded or contingent support takes more time than non-scaffolded support, given that diagnosing students' understanding first before providing support is necessary to be able to give contingent support. This makes the scaffolding process time-consuming which may result in longer periods of independent small-group work. Constructivist learning theories assume that active and independent knowledge construction promotes students' learning (e.g., Duffy and Cunningham 1996). In line with this assumption some authors suggest that groups of students should be left alone working for considerable amounts of time as frequent intervention might disturb the learning process (e.g., Cohen 1994). Other studies, however, found that students benefit in classrooms with a lot of individual attention (Blatchford; Bru "hwiler and Blatchford 2007). Although it is not known to what extent students should work independently, it is now generally agreed that students at least need some support and guidance during the learning process and that minimal guidance does not work (e.g., Kirschner, 2006). Guidance might not only be needed to help students with the task at hand, it might also help students to stay on-task. Wannarka and Ruhl (2008) for example found that, compared to an individual seating arrangement, students who are seated in small-groups are more easily distracted.

## **The benefits of using scaffolding.**

The benefits of using scaffolding are numerous. Scaffolding help students build on prior knowledge and internalizes new information. The goal of the educator when using the scaffolding teaching strategy is for the student to become an independent and self-regulating learner and problem solver. In addition to facilitating learning, the scaffolds: (a) motivate the students interest related to the task. (b)Simplify the task to make it more manageable and achievable for a child. (c) Helps the student focus on achieving the goal. (d) Clearly indicate differences between the students' work and the standard or desired solution. (e) Reduce frustration and risk. (f) Model and clearly define the expectations of the activity to be performed.

To make sure that students successfully deal with authentic materials and that as much input as possible can be intake, it is essential for students to receive ample support. The need scaffolding to help them to cope with language input of all sorts. The quantity and intensity of scaffolding can be reduced as student's language skills advance.

Scaffolding serves several purposes as reducing the cognitive and linguistic load of the content it means that scaffolding helps students to understand the content and language of any given material, also, it enables to students to accomplish any given task through appropriate supportive structuring and additionally, scaffolding also supports language production by proving phrases, subject-specific vocabulary and

collocations needed to complete assignments in other words, scaffolding done right will boost students' cognitive academic language proficiency.

### **Characteristics of scaffolding:**

According to Waqui Anda, The International Journal of Bilingual Education and Bilingualism Vol. 9. No.2 (2006) says: scaffolding is tutorial behavior that is contingent, collaborative and interactive.

**Contingent:** action depends on/ influences/ is influenced by other actions.

**Collaborative:** end results is jointly achieved

**Interactive:** includes activities of two or more people who are engaged.

### **Sources of scaffolding:**

Four sources of scaffolding: (1) Assisted by an expert (teacher). (2) Collaborating with other learners. (3) Assisting a lower-level learner. (4) Working alone – internalized practice, inner speech, etc., are employed.

### **Scaffolding strategies to develop students' writing skills.**

Scaffolding can be used at any point of the learning –at the point of providing inputs and explanations, through to modelling, interacting, and assessing. Scaffolding might include: (a) Explaining a new concept through a concept map. (b) Making deliberate comparisons with the first language and culture. (c) Pre-

teaching vocabulary and focusing on particular words. (d) Providing examples and asking learners to notice particular aspects/features. (e) Using questions to probe learners' conceptions and prompt them to describe their interpretations and challenge their opinions. (f) using various ways of representing ideas and concepts (e.g. visuals, diagrams, organizers, highlighting, various media and technologies). (g) Providing feedback that relates to improvement.

### **Demonstrate and modeling.**

Modeling for learners is a cornerstone of scaffolding: (1) Always show learners the outcome or product before they do it. If a teacher assigns a discussion essay or technical report, a model should be presented side-by-side with a criteria chart or rubric. Teacher can guide the learners through each step of the process. (2) Talk about the process, which will allow to model the process as: read a text, solve a problem or design a project.

### **Tap into prior knowledge.**

Teacher should ask learners to share their own experiences, knowledge and ideas about the content or concept of study and have them relate and connect it into their own lives. Brainstorming is one approach to activating prior knowledge, it values the learners past experience, treats them as an intelligent human being and motivates them to listen, contribute and learn.

### **Give time to talk.**

All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with their peers.



Communication is critical in the workplace and teamwork can mean that other learners will assist and mentor ESL learners with their assignments.

**Pre-teach vocabulary.**

With complex readings, use all of the scaffolding techniques. Brain storm the title, getting learners to activate their prior knowledge of the topic. Group read the larger text and then develop vocabulary lists of words in context.

**Use visual aids.**

Graphs, pictures, and charts can all serve as scaffolding tools.

**Pause, ask questions, pause, review.**

With all the diverse learners in the classrooms, there is a strong need for teachers to learn and experiment with new scaffolding strategies. Teachers have to slow down in order to go quickly. Scaffolding a lesson may, in fact, take longer to teach, but the end product is of far greater quality and the experience much more rewarding for all involved.

To be fully successful, not only must scaffolding lead to the completion of the single task, but it must also be generalized so that the student is able to apply the process to other similar tasks (Puntambler and Hubsher, 2005).

The larger goal of scaffolding is for students to learn how to regulate their own learning and performance, Zimmernam (2001) refers to this “self-directive process” as “self-regulated learning”. Grasser and Person (1994) speculate that because one-

to-one tutoring provides more opportunities for students to ask questions related to their knowledge deficits, it helps students learn self-regulation. Proactive and self-controlled rather than reactive and extremely controlled, self-regulated learning requires students to learn how to choose appropriate learning strategies, select or create the best possible learning environment, and regulate the instruction they receive.

Holton and Clark (2006) suggested that self-regulation is provided through metacognition, with “scaffolding providing a metaphorical bridge between the social and the personal”. As students gain agency, they are able to self-scaffold, conduct an “internal conversation” by questioning their epistemic self[ves]. McCaslin and Hickey (2001) described what they call “adaptive learning” as “the internalization of goals, the motivation to commit, challenge, or reform them, and the competence to enact and evaluate the commitments”. All of this view goes beyond critical thinking as a goal for instruction and require students to be actively engaged and motivated as well as cognitively ready to learn.

Even though Wood, Bruner, and Ross did not directly connect scaffolding with Vygotskian psychology, the connection was soon made and “region of sensitivity to instruction” was correlated with “zone of proximal development” Vygotsky (1978) which is defined at its lowest point by what the student already knows and can do and at its highest point by what the student can do with help from an expert.

Scaffolding is important at Stage 1, where student performance is assisted by a tutor, who hands off the task to the student as soon as possible. During stages 2 and

3, performance is improved and eventually “fossilized” (Tharp & Gallimore, 1988).

In stage 4, the routine breaks down, and the learning process starts again.

### **Teacher’s role in scaffolding.**

To effectively employ pedagogical strategies in scaffolding, a teacher must adequately understand the strengths and needs of each learner and adjust his or her strategy accordingly. This is especially pertinent for spontaneous teaching opportunities when the teacher must determine what level of support the individual learner needs (Wood et al., 1976). For instance, when a new concept or skill is being introduced, the learner requires high-support strategies (O’Connor et al., 2005). High-support strategies include eliciting, giving hints, and co-participating.

Low-support strategies are used when the learner begins to show signs of maturation and progresses to “higher order” tasks. Low-support strategies include generalizing and predicting; such strategies provide relatively less assistance (Echevarria, Vogt, & Short, 2004; Pentimonti & Justice, 2010). Both high- and low-support strategies require the teacher to take a step back and allow the child to make the appropriate connections between their previously mastered “lower order” skills, knowledge and accomplish progressively more complex tasks (Norris & Hoffman, 1990). Teachers must then adjust their scaffolding strategies accordingly as the learner constructs knowledge and skills (Tharp & Gallimore, 1998).

Teachers play an important role in scaffolding the cognitive and social development of young children (Hovland, Gapp, & Theis, 2011; Howes & Ritchie, 2002; Pianta, 1999). Teachers help to scaffold children’s conceptual knowledge

about phenomena and processes in nature by providing a physical environment where children can engage in play and have access to materials and experiences that provoke curiosity, exploration, and learning. For example, incorporating gardens into an outdoor play area can provide opportunities to explore and investigate insects, soil, and the life cycles of plants and animals. The presence of these organisms in the environment increases the likelihood that children will make observations and ask questions regarding them, which can subsequently be scaffolded such that children may better understand the natural phenomena. Teachers can also initiate scaffolding through strategies such as eliciting or drawing attention to relevant features of the environment.

During outdoor activities, teachers provide feedback, hints, or assistance to scaffold children's learning about their environment (Echevarria et al., 2004; Pianta, La Paro, & Hamre, 2008; Zucker, Justice, Pianta, & Kadaravek, 2010). Assistance may take the form of drawing children's attention to relevant features of the environment or to relevant features of a particular problem. Teachers manage cooperative learning activities by providing materials, scaffolding competences, guiding children's learning objectives, and using inferential questioning (Lee, Kinzie, & Whittaker, 2012; Tarim, 2009; Zucker, 2010).

For example, a teacher may prompt a verbal exchange with a child by saying, "Let's count how many maple trees we see." The teacher can thereby direct children's attention to observing something specific in their environment. They may use a high-support strategy, such as counting with them until they can count with less support ("what comes after 11?"), as well as provide validation ("yes, there are

14 trees”) and feedback (“I think there might be less than 100”). Children can achieve more with these types of support than they could by themselves.

Preschool children learn from one another in addition to learning from their teachers. Peer interactions play an important role for young children in learning new concepts and developing social behaviors in preschool years (Damon & Phelps, 1989).

Peer-supported learning, conceptualized as peer tutoring, is also based on Vygotsky’s concept of ZPD (1978) and occurs when a child learns behaviors, concepts, or information from another child (Gordon, 2005).

Therefore, it is important for teachers to provide opportunities and support for peer collaboration. Teachers create a context that is conducive to learning by providing social and emotional guidance that teaches important skills for life and promotes harmonious relationships so that maximal attention can be focused on learning, rather than behavior management (Inan & Katz, 2007; Trawick-Smith & Dziurgot, 2011).

## **Writing**

Writing is claimed to play an important role in intellectual development and career preparation (Gere, 1985). Öz (2006) argues that: “Writing is the written expression of thoughts, desires, emotions, and schemes; and this requires skill rather than knowledge”. So, to speak, writing is a skill that serves individuals’ communication needs as well as their learning.

As writing skills of students develop, they begin to apply their knowledge to the written expression more and more easily and go beyond what they have learnt (Raimes, 1983). According to Dyson (1995), writing is not merely an individual activity but a process which requires social interaction. Rayers (1987) maintain that the fledgling young who begins to write should write in a shared way to accelerate the process. Therefore, the learner is expected to develop a better technical point of view toward writing and have an increased awareness of his/her own responsibilities. One of the key factors which affect writing is the writing strategies. Findings of a number of previous studies suggest that teaching strategies for managing text production is an effective way of improving the writing of students with learning disabilities or poor writing skills (De la Paz, 1999; García & Arias-Gundín, 2004; García & de Caso, 2004; García-Sánchez & Fidalgo-Redondo, 2006; Graham, Harris, & Mason, 2005; Graham, Harris, & Troia, 2000; Graham, Macarthur, Schwartz, & Pagevoth, 1992; Harris, Graham, & Mason, 2006; Lei, 2008). Most language learners at all levels believe that writing is one of the most difficult language skills to master (Kurt & Atay, 2007).

Writing is an essential language skill that is vital to academic success. Since it is an active, productive skill, students learning to write in a foreign language (FL) face multiple challenges (Erkan & Saban, 2011). Lindemann (2001) defined writing as “a process of communication that uses a conventional graphic system to convey a message to a reader”. Writing involves a deliberate, creative, and complex cognitive process on the part of the writer (Silvia & Matsuda, 2001).

Based on the very nature of writing as a skill, it is obvious that writing needs to go through an effective developmental process. Sommers (2006) argues that writers need plenty of practice in order to get better. This practice needs to occur in and beyond the first-year experience. It especially needs to happen within the student's discipline. (Hence, Fidalgo, Torrance, and García, 2008) suggest that persistence benefits strategy-focused writing instruction. Chai (2006) stressed that generating a writing plan before writing a composition is beneficial to writers. Similarly, using content area literacy strategies increases students' abilities to internalize content of courses, and develop conceptual understanding about subject matters (Stephens & Brown, 2000).

### **Writing process approach.**

EFL (English as a Foreign language) writing has not attracted much attention until the 1960s; but nowadays it has been getting more attention. According to Harmer (1998), writing skill has been recognized as one of the fundamental skills for language learning. He has also pointed out the reasons behind the essentiality of the writing skill and teaching the writing skills to EFL students which include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. "Writing approach in 1970s started gaining broad writing classroom practice and it changed the traditional practice to new methodology. As it is known in the traditional method practice focused on the finished work, while in new methodology learners are given the experience of going through the processes of writing as writers. So, instead of analysis and correction of the final

written product (usually) given by the teacher, there comes the process of writing in a number of activities, processes or stages: as Graves (1983) suggests that the processes include prewriting, drafting, revising, editing, and publishing” (Laksmi, 2006).

### **The five stages in writing process.**

Graves’ five-stage of writing process have been implemented by the researcher so as to meet the objectives of his/her writing class. In addition, these stages are more easily understood in EFL classroom context (Laksmi, 2006).

Also, according to Tompkins (1994) these processes, which are the same processes that real writers apply during their writing, are recursive instead of linear: which means any writer via using these processes can jump back and forth from one stage to another as they write.

To make it clearer sometimes learners do not directly publish (Stage 5) after editing (Stage 4) their piece of writing because they want to revise (stage 3) it again, maybe due to the new ideas or information that they add to their writing, so they want to be sure that there is no mistake before publishing. As a result, it can be said that each stage of these processes helps learners to identify and discuss the activities throughout the process of writing (Laksmi, 2006).

According to Graves’ five-stage of writing process and with taking advantage from the features of the five-stage process that is adapted from Tompkins (1994, p.28) the study implemented the writing process approach in EFL classroom.



**Stage 1: Prewriting**

- Students write on topics based on their own experiences.
- Students gather and organize ideas.
- Students define a topic sentence.
- Students write an outline for their writing.

**Stage 2: Drafting**

- Students write a rough draft.
- Students emphasize content rather than mechanics.

**Stage 3: Revising**

- Students reread their writings.
- Students share their writings with teacher.
- Students participate constructively in discussion about their writing with teacher.
- Students make changes in their compositions to reflect the reactions and comments of teacher. Also, students make substantive rather than only minor changes.

**Stage 4: Editing**

- Students proofread their own writings.
- Students increasingly identify and correct their own mechanical errors.

### **Stage 5: Publishing**

- Students make the final copy of their writings.
- Students publish their writings in appropriate forms.
- Students share their finished writings with the teacher.

### **Basic sentence structure**

Every word in a sentence serves a specific purpose within the structure of that particular sentence. According to rules of grammar, sentence structure can sometimes be quite complicated. For the sake of simplicity, however, the basic parts of a sentence are the subject and verb.

**Subject:** The subject of a sentence is the person, place, or thing that is performing the action of the sentence. The subject represents what or whom the sentence is about. The simple subject usually contains a noun or pronoun and can include modifying words, phrases, or clauses.

**Verb:** Expresses what the person, animal, place, thing, or concept does. Determine the verb in a sentence by asking the question “What was the action or what happened?”

**Object:** A person, animal, place, thing, or concept that receives the action. Determine the object in a sentence by asking the question “The subject did what?” or “To whom? /For whom?”

**Prepositional phrase:** A phrase that begins with a preposition (i.e., in, at for, behind, until, after, of, during) and modifies a word in the sentence. A prepositional phrase answers one of many questions. Here are a few examples: “Where? When? In what way?”

## **Organization of ideas.**

Students can follow the following steps to help them how to organize their ideas:

- Go through the ideas and cross out the irrelevant information or the information that no longer seems in use to the topic, but don’t erase it completely maybe it turns out to be useful later on.
- Just put the ideas that most closely related together in the group that belong with, so at this stage you do not need worrying about the order of the ideas.
- Look critically at the ideas that you put in groups to identify the ideas that lack sufficient support to the topic (Cameron, 2009).

## **Grammar: Punctuation and capitalization**

### **End punctuation:**

- **Period:** when a statement ends
- **Question mark:** when the writer is asking a question
- **Exclamation point:** when the writer expresses an emotion

### **Commas:**

- To separate items

- To separate a date from the year
- When the writer wants to express a pause

**Colons:**

- Use colons after the salutation of a business letter
- Between numerals indicating time
- To introduce a list

**Capitalization**

Always use capital letters to:

- First word of a sentence
- The name of days, months and holidays
- People's first and last names
- Names of specific buildings and monuments
- The titles of stories, movies. Tv shows and video games

## **f. METHODOLOGY**

### **Design of the research**

Action research in Education is a formative study of progress commonly practiced by teachers in schools. Basically, an action research is a spiral process that includes problem investigation, acting and fact-finding about the result of action. It enables a teacher to adopt most appropriate strategy within its own teaching environment.

Teachers from all over the world have employed action research as a part of their teaching and research. Obviously, action research well matches with education and benefits both teachers and students in their teaching and learning since it meets the need of education and enables continuity in research with its cyclic process. The suitability of action research to education reveals in its nature, characteristics, “circle within circle” process, etc.

This action will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of scaffolding strategies in order to develop writing skills among students of eighth year at Escuela De Educación Básica Fiscomisional San Juan Bautista De La Salle afternoon session during the 2018-2019 school year.

Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find immediate solution to the issue of writing skills in which the students have showed some problems experimenting when writing sentences, paragraphs, organizing their ideas and using the correct punctuation, this is to due

to the lack of scaffolding strategies that are not being applied into the classroom in order to develop writing skills in students.

## **Methods, techniques and instruments**

### **Methods**

To carry out this research work it is important to consider the most appropriate methods, which will guide the researcher to use and apply them in the different action research steps. They are the following:

**The analytic/ synthetic method** will help the researcher to analyze all the information found through the observation sheet, field notes, questionnaires and the pre and posttest, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

**The statistic of method** through which the researcher will collect and analyze all the answers which will be represented in graphics and tables to indicate the percentages and results gotten from the questionnaires, observation sheet and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

**The Scientific method** will facilitate the study of scaffolding strategies to develop writing skills. It will help the researcher to develop the phases in the observations before and during the intervention. This method will also assist during the prediction of the possible solution and gathering data to make relevant predictions and the analysis of them.

**The Descriptive method** will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

### **Techniques and instruments**

#### **Data collection**

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words and action. Qualitative and quantitative instruments are self-developed by the researcher considering the principles of question construction. The researcher will gather the necessary information from paper and pencil methods (tests) which are quantitative and qualitative data instruments that will come from questionnaires and observation sheets.

**Tests:** The tests will refer a numerical score by which the researcher will calculate the mean to compare the pre and post-test results.

**Pretest-test / Post-test:** They will be applied at the beginning and at the end of the intervention plan; at the beginning the pre-test will be given to measure the performance of writing skills that students have; and at the end the post-test to measure the performance of writing skills achieved by the students after the intervention plan.

**Questionnaires:** Will be given to the participants to answer questions related to their attitudes and feelings toward scaffolding strategies. A pre and posttest and

questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

**Observation:** will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the eighth-year students at Escuela De Educación Básica Fiscomisional San Juan Bautista De La Salle, afternoon session during their English classes. There will be two types of observation as detailed below.

**Nonparticipant observation:** In nonparticipant observation, the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project, which will be supported through the participant observation.

The instrument for the nonparticipant observation is the observation sheet.

**Observation sheet:** During the nonparticipant observation, the researcher will need an observation sheet to record the participants' behaviors shown on the performance of the writing skills. This observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators and all the relevant aspects of the dependent variable.

**Participant observation:** In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of scaffolding



strategies to develop writing skills among students at Escuela De Educación Básica Fiscomisional San Juan Bautista De La Salle afternoon session during the 2018-2019 school year. The instrument of this participant observation is the field note sheet.

**Field notes:** The researcher will record a description of the events, activities, and people (e.g., what happened). The researcher will record the participants' behaviors, attitudes and feelings toward the treatment to develop writing skills (the issue), that are the scaffolding strategies.

### **Population**

The target population of this research is constituted by the eighth-year students of Basic Education at Escuela De Educación Básica Fiscomisional San Juan Bautista De La Salle afternoon session during the 2018-2019 school year. Who are a total of 23 students: twelve girls and eleven boys; it is a small population, it was no necessary to take a sample of it.

### **Intervention plan description**

The intervention plan is designed based on a lesson plan model that contains three stages: Activation (before), Connection (during) and Affirmation (after). These lesson plans will cover 40 hours of instructions in 8 consecutive weeks of treatment.

## **Activation**

In the activation phase, some activities will be done to identify the students' prior knowledge such as writing strategies, grammar, etc, that permit teacher to make the instruction more relevant to learners making use of speech acts. In this phase students can interact with each other and debate their knowledge with peers in pairs or small groups. While students will perform these tasks, the teacher will listen and document background knowledge. The teacher is then in the position to maximize this knowledge in building a bridge between what is known and what is unknown about the new concepts, vocabulary, and processes to be taught (Herrera, Holmes, & Kavimandan, 2012).

## **Connection**

In the connection phase, teacher will act as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching by using the scaffolding strategies such as groups work, the use of visual aids, demonstrate and modeling, etc, to develop students' writing skills. In this phase students will connect from what they already know about writing to the new. As students share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning. Also, the learners will be provided with activities that connect the relationship between teacher-student where the teacher will organize groups to get benefits of collaborative peer. Even though, there will be time for individual work and whole

group instruction, pairs and small groups. Learners will have experiences for interpreting the curriculum and applying learning to real world issues (Kavimandan, Herrera, & Holmes, 2011).

### **Affirming**

The last phase of the lesson plans will be the affirmation one. In this phase, students will recognize their progress on developing their writing skills and keep in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher will affirm the progress made at both the individual and collective levels. In this context, every aspect of content-area learning and language acquisition is worthy of celebration in the classroom (Herrera, Holmes, & Kavimandan, 2012).

**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK 1**

**INFORMATION DATA**

**INSTITUTION:** Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle

**TEACHER:** Lic: Jonatan Arias

**TEACHER CANDIDATE:** Jhoselyn Castillo.

**PARTICIPANTS:** 8th year of Basic Education

**SCHOOL YEAR:** 2018-2019

**TOPIC:** What's on at cinema?

**RESEARCH PROBLEM:** How do scaffolding strategies develop writing skills among students of eight year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year?

**GOAL:** By the end of the intervention plan students will be able to develop writing skills emphasizing in the main aspects such as: sentence structure, process of writing and grammar.

**LEARNING OBJECTIVES:** By the end of this lesson students will be able:

- To ask and answer questions about schedules
- To ask for and give dates
- Identify the genre, date and time of movies

CONTENTS	IMPLEMENTATION PLAN	RESOURCES
<ul style="list-style-type: none"> <li>• Type of movies</li> <li>• Cinema</li> <li>• Grammar: prepositions of time</li> <li>• Days of the week</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>• Cinema, cine club, horror, science fiction, action, animated</li> <li>• Monday, Tuesday, Wednesday...</li> </ul>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher brings to the class two sets of cards with a) each day of the week, b) two headings: weekdays and weekend and c) different times of the day (7:00 AM 4:00 PM 11:30).</li> <li>• Teacher divides the class into two teams and challenge them to classify the weekdays and the weekend days and arrange the times into chronological order.</li> <li>• Finally, teacher asks: How many days are there in a week? (7) How many weekdays are there? (5) How many days are in a weekend? (2). Congratulate the teams for their job by saying Great! or Excellent!</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher indicates students the different types of movies by showing them some flashcards</li> <li>• Students learn to recognize the different type of movies</li> <li>• Teacher makes an explanation about grammar: prepositions of time and how to place them in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids: flashcards</li> <li>• Students' textbook</li> <li>• Students' notebook</li> </ul>

	<ul style="list-style-type: none"> <li>• Students develop the activities on pages 36-37 of the students' book</li> <li>• Students get in groups and then correct their classmates' mistakes about the activities on the book</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Students write some sentences using prepositions of time and the learnt vocabulary about types of movies</li> <li>• Teacher monitors students' activities and give some feedback about their writing mistakes.</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Pre-test and Pre-Questionnaire		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> November 12 <sup>th</sup> to November 16 <sup>th</sup> , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, Berk, L.E. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children

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**INTERVENTION AND OBSERVATION PLAN WEEK 2**

**INFORMATION DATA**

**INSTITUTION:** Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle

**TEACHER:** Lic: Jonatan Arias

**TEACHER CANDIDATE:** Jhoselyn Castillo.

**PARTICIPANTS:** 8th year of Basic Education

**SCHOOL YEAR:** 2018-2019

**TOPIC:** Dates

**RESEARCH PROBLEM:** How do scaffolding strategies develop writing skills among students of eight year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year?

**GOAL:** By the end of the intervention plan students will be able to develop writing skills emphasizing in the main aspects such as: sentence structure, process of writing and grammar

**LEARNING OBJECTIVES:** By the end of this lesson students will be able:

- To write about dates.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES
<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Use of capital letter for days of the week.</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>• Monday/Tuesday, Friday...</li> <li>• On/ at</li> </ul>	<p><b>Activation</b></p> <p><b>Fill the gaps.</b></p> <ul style="list-style-type: none"> <li>• Teacher gives students a worksheet with the lyrics of a song.</li> <li>• Teachers makes students to listening the song 2 times.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher explains the class about the prepositions of time and their use in a sentence.</li> <li>• Teacher shows some flashcards as examples to make students understand about the use of the prepositions of time</li> <li>• Teacher asks students to develop the activity on the student's book page 37.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids: flashcards</li> <li>• Worksheets</li> <li>• Students' textbook</li> <li>• Students' notebook</li> </ul>



	<b>Affirming</b> <ul style="list-style-type: none"> <li>Teacher divides the class in various groups, then gives students an assessment sheet in order to evaluate students' understanding about the prepositions of time</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: assessment sheet		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> November 19 <sup>th</sup> to November 23 <sup>rd</sup> , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, Berk, L.E. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children

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**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK 3**

**INFORMATION DATA**

**INSTITUTION:** Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle

**TEACHER:** Lic: Jonatan Arias

**TEACHER CANDIDATE:** Jhoselyn Castillo.

**PARTICIPANTS:** 8th year of Basic Education

**SCHOOL YEAR:** 2018-2019

**TOPIC:** Cultural events.

**RESEARCH PROBLEM:** How does scaffolding strategies develop writing skills among students of eight year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year?

**GOAL:** By the end of the intervention plan students will be able to develop writing skills emphasizing in the main aspects such as: sentence structure, process of writing and grammar.

**LEARNING OBJECTIVES:** By the end of this lesson students will be able:

- To write questions and answers about the date and time of festival and cultural events.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES
<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Use of capital letter for days of the week.</li> </ul> <p><b>KEY WORDS:</b></p> <p>Art, painting, photography exhibitions, theater, food, rock, film, dance, reading festivals, months, cardinal numbers, time expressions</p>	<p><b>Activation</b></p> <p><b>The wall dictation game</b></p> <ul style="list-style-type: none"> <li>• Teacher looks for a short paragraph that includes leisure activities related to culture and the benefits of doing such activities; stick several copies of this text on the board and classroom walls.</li> <li>• Teacher asks students to look for a partner, and take a piece of paper, an eraser and a pencil. The game is a contest in which the fastest pair wins.</li> <li>• Each pair will exchange roles every minute until the first pair finishes the dictation. As soon as the first pair finishes, teacher asks them to read the passage. Remember to take advantage and teach some punctuation (comma, period and capital letters).</li> <li>• Finally, have them underline the leisure activities mentioned in the text. Teacher congratulates the winners and the class for their good reading and writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Small pieces of paper</li> <li>• Students' textbook</li> <li>• Students' notebook</li> </ul>

	<p><b>Connection</b></p> <ul style="list-style-type: none"> <li>Students pay attention to teacher's explanation about how to write about a cultural event and what are the details that should be include in the paragraph, for instance, dates, ordinal numbers, the use of capital letters, etc.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>Teacher divides the class and small groups and asks students to work on student's book pages 38 and 39.</li> <li>Then teacher monitors the activity and clarify students' errors giving some feedback.</li> </ul>	
<b>MONITORING PLAN:</b> Quiz		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> November 26 <sup>th</sup> to November 30 <sup>th</sup> , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, Berk, L.E. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children

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**INTERVENTION AND OBSERVATION PLAN WEEK 4**

**INFORMATION DATA**

**INSTITUTION:** Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle

**TEACHER:** Lic: Jonatan Arias

**TEACHER CANDIDATE:** Jhoselyn Castillo.

**PARTICIPANTS:** 8th year of Basic Education

**SCHOOL YEAR:** 2018-2019

**TOPIC:** Famous Fests

**RESEARCH PROBLEM:** How does scaffolding strategies develop writing skills among students of eight year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year?

**GOAL:** By the end of the intervention plan students will be able to develop writing skills emphasizing in the main aspects such as: sentence structure, process of writing and grammar.

**LEARNING OBJECTIVES:** By the end of this lesson students will be able:

- To recognize names, dates, time, activities, and places where people celebrate cultural events.
- To distinguish true, false and nonmentioned information.
- To complete paragraphs using mind maps and prompts

CONTENTS	IMPLEMENTATION PLAN	RESOURCES
<ul style="list-style-type: none"> <li>• Dates, events, festivals.</li> <li>• Writing strategy: mind maps</li> </ul> <p><b>KEY WORDS:</b></p> <p>Dance, costume, wig, make-up, play, parade, celebration, festivals</p>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher prepares a presentation about various famous festivals and the corresponding matching cards with the names and places where they take place or are celebrated.</li> <li>• Teacher introduces each festival to the class (the... festival is in...).</li> <li>• Teacher tells students what people do in those festivals (listen to and dance to rock music, make friends, go sight-seeing, watch movies, get in touch with actors and movie makers, go to restaurants, etc.)</li> <li>• Teacher challenges students to tell him/her about other famous festivals they know about.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the topic indicating students how to use the mind map to organize their ideas before writing</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids: flashcards</li> <li>• Students' textbook</li> <li>• Students' notebook</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher asks students to draw a mind map on their notebooks organizing the information about a cultural event in the city.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>Teacher divides the class and small groups and asks students to work on student's book pages 41 and 42.</li> <li>Teacher takes a quiz about ideas organizations using the mind map</li> <li>Then teacher monitors the activity and clarify students' errors giving some feedback.</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: quiz		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> December 3 <sup>rd</sup> to December 7 <sup>th</sup> , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, Berk, L.E. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children

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**INTERVENTION AND OBSERVATION PLAN WEEK 5**

**INFORMATION DATA**

**INSTITUTION:** Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle

**TEACHER:** Lic: Jonatan Arias

**TEACHER CANDIDATE:** Jhoselyn Castillo.

**PARTICIPANTS:** 8th year of Basic Education

**SCHOOL YEAR:** 2018-2019

**TOPIC:** What are you doing?

**RESEARCH PROBLEM:** How does scaffolding strategies develop writing skills among students of eight year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year?

**GOAL:** By the end of this intervention plan students will be able to develop writing skills emphasizing in the main aspects such as: sentence structure, process of writing and grammar.

**LEARNING OBJECTIVES:** by the end of this lesson students will be:

- To identify and express actions that people are doing at the moment of speaking.



CONTENTS	IMPLEMENTATION PLAN	RESOURCES
<ul style="list-style-type: none"> <li>• Present progressive</li> <li>• Affirmative, negative and interrogative sentences using the present progressive.</li> <li>• Spelling</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>• Activities on the street: skate, walk the dog, talk on the phone, ride a bike, go to, listen to music, eat, run</li> </ul>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher makes a mind map of the actions people do in the park. Starts by writing “in the park I...” and get students to brainstorm actions</li> <li>• As students mentioned the actions (even in Spanish), teacher writes them in English I a mind map.</li> <li>• Then, teacher invites students to mime those actions.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the topic explaining the correct use of the present progressive and its structure to write affirmative, negative and interrogative sentences.</li> <li>• Students learn to use the present progressive to express actions that are being done at the moment of speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids: flashcards</li> <li>• Worksheets</li> <li>• Students’ textbook</li> <li>• Students’ notebook</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher show students some flashcards with verbs expressing the present progressive and make students listen and repeat the verbs</li> <li>• Teacher ask students to write some sentences of their notebooks using the present progressive tense and then students read loudly the sentences to their classmates.</li> <li>• Teacher provides feedback in case of being necessary to correct students' writing or spelling errors</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher divides the class in small groups of 3 or four students per group in order to make them develop the activities of the assessment sheet to verify students' understanding about the topic.</li> <li>• Teacher gives time (10 minutes) to students to complete the activity and help students in the activities in which they have problems to develop or understand.</li> <li>• Teacher makes students exchange their assessment sheets with the other group of the class to correct the possible errors.</li> <li>• Teacher checks the answers as a class and provides feedback if possible.</li> </ul>	
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<b>MONITORING PLAN:</b> Data source 1: assessment sheet
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor
<b>DATE /TIME:</b> December 10 <sup>th</sup> to December 14 <sup>th</sup> , 2018

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, Berk, L.E. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children

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**INTERVENTION AND OBSERVATION PLAN WEEK 6**

**INFORMATION DATA**

**INSTITUTION:** Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle

**TEACHER:** Lic: Jonatan Arias

**TEACHER CANDIDATE:** Jhoselyn Castillo.

**PARTICIPANTS:** 8th year of Basic Education

**SCHOOL YEAR:** 2018-2019

**TOPIC:** Street fashion

**RESEARCH PROBLEM:** How does scaffolding strategies develop writing skills among students of eight year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year?

**GOAL:** By the end of this intervention plan students will be able to develop writing skills emphasizing in the main aspects such as: sentence structure, process of writing and grammar.

**LEARNING OBJECTIVES:** by the end of this lesson students will be able:

- To describe clothes using demonstrative pronouns.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES
<ul style="list-style-type: none"> <li>• Demonstrative pronouns</li> <li>• Number (singular and plural)</li> <li>• Clothes characteristics</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>• Words related to clothes: scarf, shorts, shoes, t-shirts, gloves, pants, etc.</li> </ul>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Prior to this lesson, teacher asks students to organize themselves into pairs and ask them to bring one of the 18 clothes articles listed on student's book page 50, some clothes hangers and 18 pieces of paper. Teachers has to bring all the names of the clothes items written on with pieces of paper, using the same numbers assigned to each garment in exercise 1, page50</li> <li>• Teacher makes students imagine that they are in a clothing store and encourage students to use their imagination while organizing or making the clothes arrangements.</li> <li>• Teacher divides the classroom into two teams: A and B. Team A members should place the labels of clothes items and team B should write the color of each of the clothes item.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids: flashcards</li> <li>• Flashcards</li> <li>• Students' textbook</li> <li>• Students' notebook</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher takes advantage of this lively activity to introduce the grammar strategy by telling students that they should write the color before the clothes they are describing and then, have them do some choral and individual drills of the new vocabulary.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>Teacher shows some flashcards to make students learn new vocabulary about clothes</li> <li>Students listen and repeat the new vocabulary.</li> <li>Teacher explains to students the use of the demonstrative pronouns using the words from the vocabulary</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>Teacher gives to students an assessment sheet in which they have to develop some activities related to the class (vocabulary about clothing and demonstrative pronouns)</li> </ul>	
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	<ul style="list-style-type: none"> <li>Teacher monitors students' activities and give some feedback about their writing mistakes.</li> </ul>	
<b>MONITORING PLAN:</b> Data resource 1: assessment sheet		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> December 17 <sup>th</sup> to December 21 <sup>st</sup> , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, Berk, L.E. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children.

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**INTERVENTION AND OBSERVATION PLAN WEEK 7**

**INFORMATION DATA**

**INSTITUTION:** Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle

**TEACHER:** Lic: Jonatan Arias

**TEACHER CANDIDATE:** Jhoselyn Castillo.

**PARTICIPANTS:** 8th year of Basic Education

**SCHOOL YEAR:** 2018-2019

**TOPIC:** What's the weather like?

**RESEARCH PROBLEM:** How does scaffolding strategies develop writing skills among students of eight year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year?

**GOAL:** By the end of the intervention plan students will be able to develop writing skills emphasizing in the main aspects such as: sentence structure, process of writing and grammar.

**LEARNING OBJECTIVES:** By the end of this lesson students will be able:

- To recognize seasons, clothes, and famous places.
- To classify clothes according to the season



CONTENTS	IMPLEMENTATION PLAN	RESOURCES
<ul style="list-style-type: none"> <li>Categories to identify information</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>Warm, cold, sunny, hot, snowy, windy. Surf, go to school, play video games, watch TV, drink tea, neighborhood</li> </ul>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>Teacher draws a grid on the board with 4 cells with a sunshine face, a rainy cloud, a blowing cloud and a snowy cloud.</li> <li>T. gets students work in pairs and invite them to observe and copy the drawings on a piece of paper</li> <li>Then asks: What are these drawings? What's the topic of the lesson? Afterwards, write the words sunny, windy, snowy and rainy on the right side of the grid and encourage them to do the same on their papers.</li> <li>Next, tell them they will participate in a 30-second contest to match the drawings to the words: sunshine face (sunny), rainy cloud (rainy), a blowing cloud (windy) and a snowy cloud (snowy).</li> <li>Time students and shout Time! when the time is up! Call on some volunteers to socialize their answers on the board. Congratulate the winners.</li> </ul>	<ul style="list-style-type: none"> <li>Visual aids: flashcards</li> <li>Flashcards</li> <li>Students' textbook</li> <li>Students' notebook</li> </ul>

	<p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher with student make a brainstorming about the word weather, students go in front of the board and write words or sentences about the weather</li> <li>• Teacher makes students realize that for each season or weather people need to wear different kind of clothes</li> <li>• Then, students write some sentences about what kind of clothes they like to wear the most when it is raining or when it is summer.</li> <li>• Students develop the classification activity on students' book page 52.</li> <li>• Students read the four paragraphs on page 52 and match each of them with the corresponding picture</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher takes a quiz to students to verify their comprehension about the topic.</li> <li>• Teacher make a review of the quiz with the whole class and help students to correct their mistakes</li> <li>• In pairs, students make a correction of the quiz and then give it to teacher to correct the possible mistakes.</li> </ul>	
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<b>MONITORING PLAN:</b> Data source 1: Quiz
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor
<b>DATE /TIME:</b> January 2 <sup>nd</sup> to January 4 <sup>th</sup> , 2018

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, Berk, L.E. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children

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**INTERVENTION AND OBSERVATION PLAN WEEK 8**

**INFORMATION DATA**

**INSTITUTION:** Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle

**TEACHER:** Lic: Jonatan Arias

**TEACHER CANDIDATE:** Jhoselyn Castillo.

**PARTICIPANTS:** 8th year of Basic Education

**SCHOOL YEAR:** 2018-2019

**TOPIC:** Are you working in a hand glove?

**RESEARCH PROBLEM:** How do scaffolding strategies develop writing skills among students of eight year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year?

**GOAL:** By the end of this intervention plan students will be able to develop writing skills emphasizing in the main aspects such as: sentence structure, process of writing and grammar.

**LEARNING OBJECTIVES:** by the end of this lesson students will be able:

- To recognize and deduce meaning of idioms in informal conversations

CONTENTS	IMPLEMENTATION PLAN	RESOURCES
<ul style="list-style-type: none"> <li>• Writing results or consequences of actions</li> <li>• The use of the connector so</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>• Work hard</li> <li>• Take my hat off</li> <li>• In fashion</li> </ul>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher writes three scrambled words on the board: pulapor, cobollatoran and amidre .and make sure the first and the last letters remain in their correct places and see if students can unscramble them.</li> <li>• To help students to recognize the words, teacher gives them two types of clues: the grammatical category and the synonyms. Popular (adjective: fashionable), collaboration (noun: group work) and admire (verb: show respect for).</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher explains to students the meaning of some informal expression written on the book and ask students to develop the activities from the student's book page 54</li> <li>• Teacher directs students' attention to the writing strategy using the connector so to express the consequences or results of actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids: flashcards</li> <li>• Flashcards</li> <li>• Students' textbook</li> <li>• Students' notebook</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher makes an explanation about how students can use this connector in a sentence.</li> <li>• Students write a short paragraph using the connector.</li> <li>• Students develop the activities on the students' book page 53 about a neighborhood</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to write sentences indicating results or consequences</li> <li>• Students and teacher correct the possible mistakes in the sentences written by the students</li> <li>• Teacher monitors students' activities and give some feedback about their writing mistakes.</li> </ul>	
<p><b>MONITORING PLAN:</b> Data source 1: Posttest and Post Questionnaire</p> <p>Data source 2: Students written samples</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> January 10<sup>th</sup> to January 14<sup>th</sup>, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, Berk, L.E. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children.

## **Organization and Management of the Research**

### **Resources**

#### **Human**

- The teacher candidate
- The 8<sup>th</sup> year” of Basic Education afternoon session
- The thesis advisor

#### **Material**

- Flash cards
- Book
- Sheet of paper
- Mp3 player
- Charts
- Notebook

#### **Technical**

- Computer
- Projector
- Printer
- Internet

## g. TIMELINE

[illegible]



#### **h. BUDGET AND FINANCING**

<b>RESOURCES</b>	<b>COST</b>
<b>Internet connection</b>	<b>20</b>
<b>Print of reports</b>	<b>20</b>
<b>Print of the project</b>	<b>30</b>
<b>Print of the final report and thesis</b>	<b>50</b>
<b>Unexpected expenses</b>	<b>320</b>
<b>Total</b>	<b>440</b>

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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# Annex 1: Observation sheet



## UNIVERSIDAD NACIONAL DE LOJA ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE DEPARMENT

### DATA COLLECTION SOURCE: OBSERVATION SHEET

OBSERVATION SHEET					
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Participants:</b> Students of eighth year & The researcher				<b>Role of the researcher:</b> Nonparticipant observer  <b>Duration of the observation:</b>
Things to be observed	Levels of acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Sentence structure					
Punctuation					
Organization of ideas					
Process of writing					
Grammar					

## Annex 2: Field notes



**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE DEPARMENT**

**DATA COLLECTION SOURCE: FIELD NOTES**

<b>FIELD NOTES</b>		
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Class size:</b>  <b>Participants:</b> Students of eight year & The researcher	<b>Role of the researcher:</b> Participant observer  <b>Duration of the observation:</b>
<b>Description of the event</b>		<b>Reflective Notes</b>

### Annex 3: Pre and Post Test & Scoring Guide



**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: PRE TEST / POST TEST**

**Student's code:**

.....

**Date:**

.....

*You have 40 minutes to solve the following questions. Concentrate, read and analyze carefully. Good luck.*

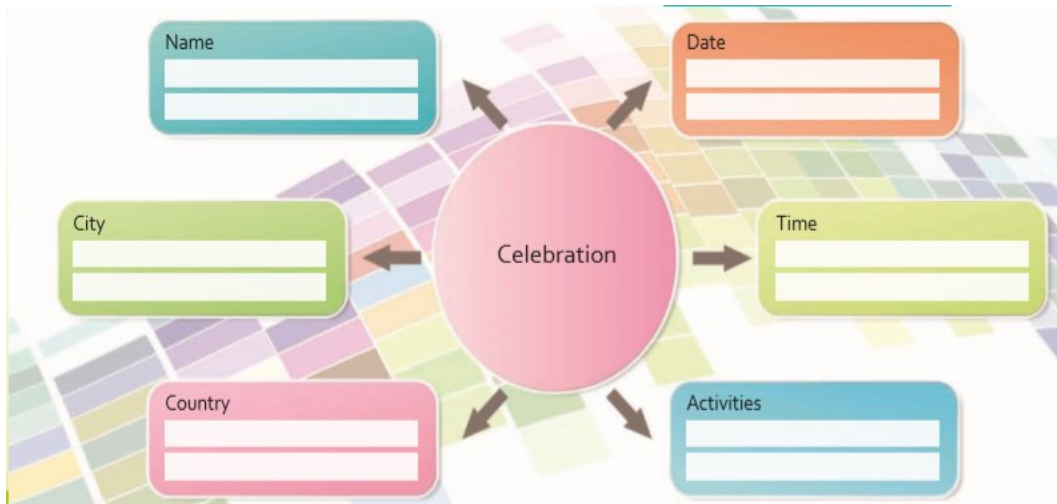
**1. Order the following sentences according to sentence structure. (2p)**  
**(sentence structure)**

- a. Mondays/ school/I/go/to: \_\_\_\_\_
- b. O'clock/is/the/at/party/eight: \_\_\_\_\_
- c. Born/was/on/June/he/7<sup>th</sup>: \_\_\_\_\_
- d. My/visited/cousins/at/3/yesterday/I/o'clock: \_\_\_\_\_

**2. Rewrite the following sentences correctly. (2p) (punctuation)**

- a. She enjoys chocolates candy marshmallows and cupcakes:  
\_\_\_\_\_
- b. Whatch out: \_\_\_\_\_
- c. chinese is difficult to learn: \_\_\_\_\_
- d. How are you: \_\_\_\_\_
- e. I bought apples potatoes bananas \_\_\_\_\_
- f. the flowers were like a carpet of gold: \_\_\_\_\_
- g. My favorite subjects are math English and spanish:  
\_\_\_\_\_
- h. . neither james nor virginia was at home: \_\_\_\_\_

3. Think of a festival in your country and make a mind map. (2p) (organization of ideas)



4. Complete the paragraph using the ideas written in the mind map. (2p) (process of writing)

People celebrate \_\_\_\_\_ (name of the festival) in \_\_\_\_\_ (city),  
a beautiful city in \_\_\_\_\_ (country). The festival  
is \_\_\_\_\_ (date). The \_\_\_\_\_ (artist) prepare different  
activities. For example: \_\_\_\_\_ (example)

5. Complete the following sentences using the present continuous tense (2p) (grammar)

- a. My soon \_\_\_\_\_ (talk) on the phone right now
- b. Jason \_\_\_\_\_ (do) his homework at the moment
- c. My kids \_\_\_\_\_ (play) in the garden now
- d. Some people \_\_\_\_\_ (wait) for you

.....

Student Signature

THANKS FOR YOUR COLLABORATION



## Test Scoring Guide

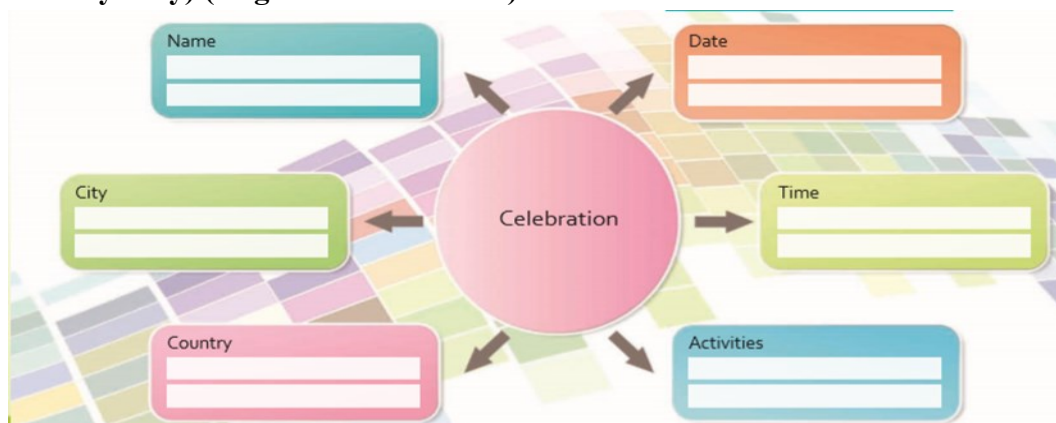
### 1. Complete the sentences with the correct preposition. (2p) (sentence structure)

- a. I go to school on Mondays (0.50)
- b. The party is at eight o'clock (0.50)
- c. He was born on June 7<sup>th</sup> (0.50)
- d. I visited my cousins yesterday at 3 o'clock (0.50)

### 2. Rewrite the following sentences correctly. (2p) (Punctuation)

- a. She enjoys chocolates, candy, marshmallows and cupcakes (0.25)
- b. Watch out! (0.25)
- c. Chinese is difficult to learn. (0.25)
- d. How are you? (0.25)
- e. I bought apples, potatoes and bananas. (0.25)
- f. The flowers were like a carpet of gold. (0.25)
- g. My favorite subjects are: Math, English and Spanish. (0.25)
- h. Neither James nor Virginia was at home. (0.25)

### 3. Think of a festival in your country and make a mind map. (2p) (answers may vary) (Organization of ideas)



- Name (0.3)
- Date: (0.3)
- Time: (0.3)
- Activities (0.3)
- Country (0.3)
- City (0.3)

**4. Complete the paragraph using the ideas written in the mind map. (2p)**  
**(Process of writing)**

People celebrate **carnival party** (name of the festival) in **Guaranda** (city), a beautiful city in **Ecuador** (country). The festival is on **February 10<sup>th</sup>** (date). The **singers and dancers** (artist) prepare different activities. For example: **parades of allegorical cars and performances** (example).

<b>Name:</b> carnival party	(0. 3)
<b>Date:</b> on February 10 <sup>th</sup>	(0. 3)
<b>Time:</b> on February 10 <sup>th</sup>	(0. 3)
<b>Activities:</b> allegorical cars and performances	(0. 3)
<b>Country:</b> Ecuador	(0. 3)
<b>City:</b> Guaranda	(0. 3)

**5. Complete the following sentences using the present continuous tense (2p)**  
**(Grammar)**

- a. My soon **is talking** (talk) on the phone right now (0.50)
- b. Jason **is doing** (do) his homework at the moment (0.50)
- c. My kids **are playing** (play) in the garden now (0.50)
- d. Your parents **are waiting** (wait) for you (0.50)

#### **Annex 4. Pre and Post Questionnaire**



**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE**

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

**Student's code:** .....

**Date:** .....

**1. How often does you teacher use flashcards in the classroom?**

- |           |     |
|-----------|-----|
| Always    | ( ) |
| Often     | ( ) |
| Sometimes | ( ) |
| Never     | ( ) |

**2. How frequently does your teacher make students work in groups?**

- |           |     |
|-----------|-----|
| Always    | ( ) |
| Often     | ( ) |
| Sometimes | ( ) |
| Never     | ( ) |

**3. Does your teacher use diagrams or concept maps to explain a new topic?**

- |           |     |
|-----------|-----|
| Yes       | ( ) |
| No        | ( ) |
| Sometimes | ( ) |

**4. How often does your teacher ask questions to probe students' understanding?**

- Always ( )  
Often ( )  
Sometimes ( )  
Never ( )

**5. Does your teacher provide feedback after any activity?**

- Yes ( )  
No ( )  
Sometimes ( )

.....  
**Student Signature**

THANKS FOR YOUR COLLABORATION

## Annex 5: Research Matrix

**THEME:** The scaffolding strategies in the development of writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year.

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	TECHNIQUES AND INSTRUMENTS
<p><b>General</b></p> <ul style="list-style-type: none"> <li>How do scaffolding strategies develop writing skills among students of eighth-year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session, of Loja city during the 2018-2019 school year?</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>What theoretical and methodological references about scaffolding strategies are appropriate to develop writing skills among students of eighth year at Escuela de Educación</li> </ul>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>To develop student's writing skills through, the scaffolding strategies among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>To research the theoretical and methodological references about scaffolding strategies to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan</li> </ul>	<p><b>Independent Variable</b></p> <p>The Scaffolding strategies</p> <ul style="list-style-type: none"> <li>Definition</li> <li>Importance</li> <li>Scaffolding strategies</li> <li>Teacher's role in scaffolding</li> </ul> <p><b>Dependent Variable</b></p> <p><b>Writing skills</b></p> <ul style="list-style-type: none"> <li>What is writing</li> <li>The writing process</li> <li>Preparing to write</li> <li>Drafting</li> <li>Revising</li> <li>Punctuation</li> <li>capitalization</li> </ul>	<p><b>Preliminar investigation</b></p> <ul style="list-style-type: none"> <li>Observing the English classes</li> <li>Stating background of the research problem</li> <li>Describing the current situation</li> <li>Locating and reviewing the literature</li> <li>Creating a methodological framework for the research</li> <li>Designing an intervention plan</li> </ul> <p><b>Intervention and Observation</b></p> <ul style="list-style-type: none"> <li>Administering test and questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Observation sheet</li> <li>Pre and Post test</li> <li>Pre and Post questionnaire</li> <li>Field Notes</li> </ul>

<p>Básica Fiscomisional San Juan Bautista de la Salle afternoon session during the 2018 – 2019 school year?</p> <ul style="list-style-type: none"> <li>• What are the issues that limit the development of writing skills among students of Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session during the 2018 – 2019 school year?</li> <li>• What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing writing skills among students of Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session during</li> </ul>	<p>Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year.</p> <ul style="list-style-type: none"> <li>• To identify the issues that limit the improvement of writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of the city Loja city during the 2018-2019 school year.</li> <li>• To elaborate an intervention plan based on the scaffolding strategies to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year.</li> </ul>		<ul style="list-style-type: none"> <li>• Observing and monitoring student's performance according to the intervention plan.</li> <li>• Presentation of the research findings</li> <li>• Reflecting, analyzing and answering the proposed inquires.</li> <li>• Organizing the final report.</li> </ul>	
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<p>the 2018–2019 school year?</p> <ul style="list-style-type: none"> <li>• What are the effects of scaffolding strategies applied in the development of writing skills among students at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session during the 2018 – 2019 school year?</li> <li>• How effective was the application of scaffolding strategies to develop writing skills among students at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session during the 2018 – 2019 school year?</li> </ul>	<ul style="list-style-type: none"> <li>• To select the most appropriate activities of scaffolding strategies to develop writing skills among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session of Loja city during the 2018-2019 school year.</li> <li>• To validate the results obtained after the application of scaffolding strategies to develop writing skill among students of eighth year at Escuela de Educación Básica Fiscomisional San Juan Bautista de la Salle afternoon session Loja city during the 2018-2019 school year.</li> </ul>			
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## Annex 6. Grading Scales

### Writing skills

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
4	Failing

### Scaffolding strategies

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of scaffolding strategies
61-80	Expected level of effectiveness of scaffolding strategies
41-60	Moderate level of effectiveness of scaffolding strategies
21-40	Unexpected level of effectiveness of scaffolding strategies
01-20	Low level of effectiveness of scaffolding strategies



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