



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

TITLE

PROMPTS AS AN EFFECTIVE STRATEGY TO IMPROVE WRITING SKILLS AMONG PET PREPARATION STUDENTS AFTERNOON SESSION, AT ENGLISH SPEAK UP CENTER IN THE CITY OF LOJA, DURING THE PERIOD SEPTEMBER 2020-FEBRUARY 2021.

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

AUTHOR

KARINA MAGDALENA BELTRÁN VALVERDE

THESIS ADVISOR

DRA. MARCIA ILIANA CRIOLLO VARGAS, MG. SC.

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CERTIFICATION

DRA. MARCIA ILIANA CRIOLLO VARGAS, MG. SC. PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA.

C E R T I F I E S :

The present research work entitled **PROMPTS AS AN EFFECTIVE STRATEGY TO IMPROVE WRITING SKILLS AMONG PET PREPARATION STUDENTS AFTERNOON SESSION, AT ENGLISH SPEAK UP CENTER IN THE CITY OF LOJA, DURING THE PERIOD SEPTEMBER 2020-FEBRUARY 2021.** , under the responsibility of the undergraduate student **KARINA MAGDALENA BELTRAN VALVERDE** has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of thesis for the pertinent legal aims.

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Firma:

Autora: Karina Magdalena Beltrán Valverde

Cédula: 1900724590

Dirección: Loja-La Argelia

Correo electrónico: karina.beltran@unl.edu.ec

Teléfono: 2303066

Celular: 0980638829

DATOS COMPLEMENTARIOS

Directora de tesis: Dra. Marcia Iliana Criollo Vargas, Mg. Sc.

Tribunal de grado

PRESIDENTE: Lcda. Karina Alexandra Celi Jaramillo, Mg. Sc.

PRIMER VOCAL: Lcda. Adriana Elizabeth Cango Patiño, Mg. Sc.

SEGUNDO VOCAL: Lcda. María Patricia Rodríguez Ludeña, Mg. Sc.

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DEDICATION

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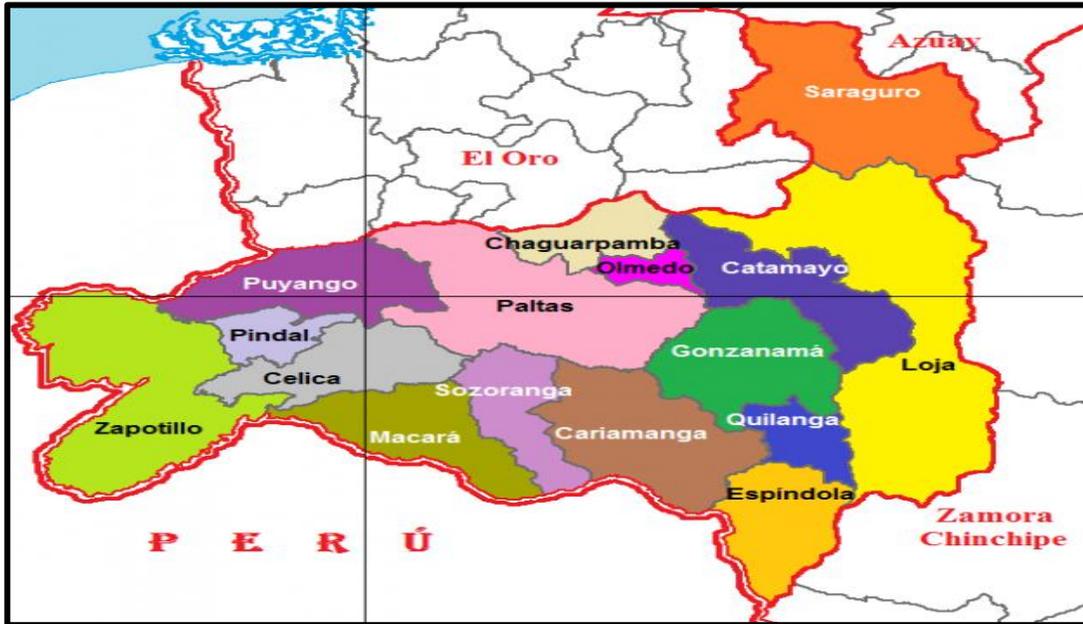
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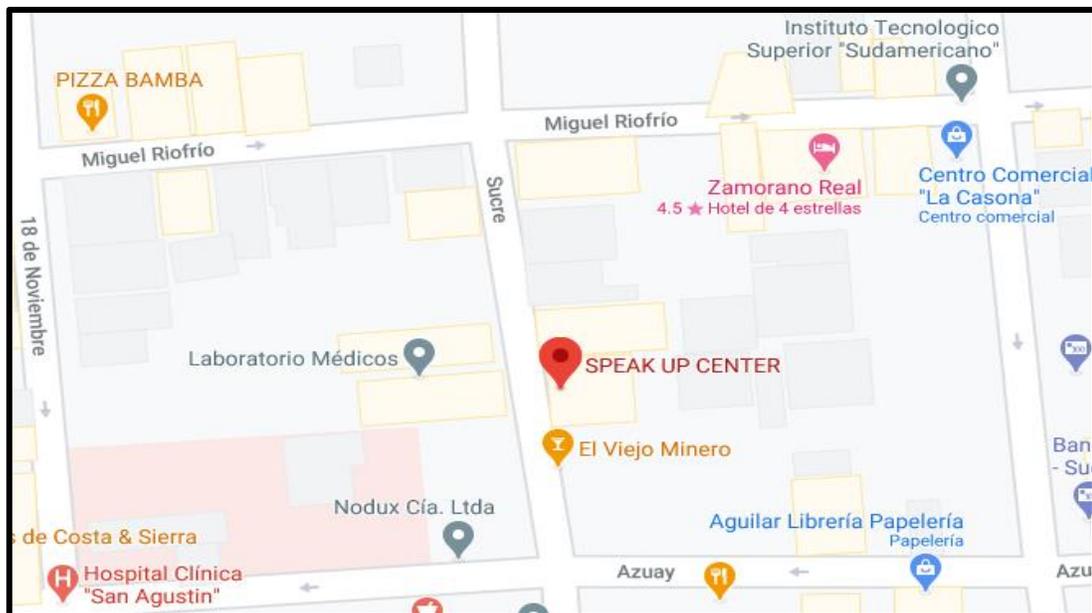
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THESIS OUTLINE

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a. TITLE

PROMPTS AS AN EFFECTIVE STRATEGY TO IMPROVE WRITING SKILLS AMONG PET PREPARATION STUDENTS AFTERNOON SESSION, AT ENGLISH SPEAK UP CENTER IN THE CITY OF LOJA, DURING THE PERIOD SEPTEMBER 2020-FEBRUARY 2021.

b. RESUMEN

Esta investigación tuvo como objetivo general mejorar las habilidades de escritura, implementando consignas como estrategia efectiva con los estudiantes del curso de preparación para exámenes preliminares de Inglés, sección vespertina en el Centro English Speak up, en la ciudad de Loja durante el período septiembre 2020-febrero 2021. A lo largo del trabajo de investigación se aplicaron los siguientes métodos: científico, descriptivo, analítico-sintético y estadístico, que fueron beneficiosos para obtener información teórica acerca de las dos variables, describir las etapas de estudio, interpretar y representar los resultados recopilados. Exámenes y cuestionarios fueron aplicados a cinco estudiantes para recolectar información. Además, hojas de observación y notas de campo sirvieron para registrar el progreso y actitudes de los estudiantes. Ellos demostraron un avance significativo en la redacción de párrafos y textos usando el correcto vocabulario, tiempos verbales, organización, capitalización, y puntuación. En resumen, la aplicación de consignas fue una estrategia útil para mejorar las habilidades de escritura de los estudiantes. Ellos participaron con más entusiasmo, trabajaron colaborativamente y adquirieron más interés en la escritura.

ABSTRACT

This research had as general objective to improve writing skills through the use of prompts as an effective strategy among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021. Along the research work the following methods were applied: the scientific, the descriptive, the analytic-synthetic, and the statistical, which were beneficial to obtain theoretical information, describe the stages of study, interpret and represent the collected findings. Tests and questionnaires were applied to five students to collect data. Moreover, observation sheets, and field notes served to register students' progress and attitudes. Students showed a significant improvement in writing paragraphs and texts, using appropriate vocabulary, verb tenses, organization, capitalization, and punctuation. To summarize, the application of prompts was a helpful strategy to improve students' writing skills. They participated with more enthusiasm, worked supportively in the writing activities, and acquired more interest in writing.

c. INTRODUCTION

This study is about the application of prompts as an effective strategy to improve writing skills. It was carried out with PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021, since they faced several problems in writing. As Riswanto and Prandika (2012) say “writing is one of the language skills that will never be out of education. Students must know how to write letters, how to put written reports together, and how to reply to advertisements” (p.60). Moreover, Miftah (2015) states that “writing as one of the skills to communicate is not an ability we acquire naturally, but it needs to be taught” (p.9). Hence, prompts are a good strategy for encouraging students to write. According to Ramirez (2016), prompts are simply a topic or cue which students can use to start writing and add ideas. Prompts can be words, short phrases, paragraphs, even pictures with the main idea of something. They help students to focus on what they have to write. Additionally, prompts promote the development of thinking and creative skills with students.

After observing five students of PET (Preliminary English Test) Preparation at the English Speak up Center during the pre-professional internship, it was found that they failed to construct their pieces of compositions. In fact, students make mistakes in some writing aspects. First, in the organization, it was noticed that students write without differentiating among the main, supporting, and concluding ideas. Second, in terms of vocabulary, students use few words related to the topic. Third, they have trouble with

verb tenses. Learners find it difficult to use multiple tenses within a paragraph or text. Fourth, students always write paragraphs with the absence of punctuation marks, so they write run-on sentences. Finally, they write words in uppercase when they are not necessary or in lowercase when capitalization is required. All these complications that students face limit the development of their writing skills.

These issues that PET Preparation students have in writing, stimulated the researcher to look for a strategy that can solve those concerns and lend a hand in the enhancement of this skill. Therefore, the researcher proposed the application of prompts for the improvement of writing.

The researcher has chosen prompts as a strategy for many good reasons. The use of them inspires students (Cohen, 2010). Prompts involve different things like images, words, initial statements, questions, models texts about different topics that support learners to write when they do not have ideas in their heads. Another positive reason is that these tools benefit the teachers when they are giving instructions. By using prompts educators can explain in great detail what they want students to write and how to do it (Ramirez, 2016). Moreover, prompts encourage learners to get into new topics, experiences, and feelings (Cheyney, 2018).

For the development of this research work the following objectives were stated: to research the theoretical and methodological references about prompts as an effective strategy and their application on writing skills, to diagnose the issues that limit the improvement of writing skills, to elaborate an intervention plan based on prompts in order to improve writing skills, to apply the most suitable prompts, and to validate the

results obtained after the application of prompts as an effective strategy to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.

This thesis made emphasis on the use of some important and useful methods. The *scientific method* provided the fundamental theoretical framework about the two variables: prompts and writing skills. The *descriptive method* facilitated the description of the different stages of the study and the kind of resources used by the researcher. The *analytic- synthetic method* was used to analyze the obtained results from the tests, questionnaires, observation sheets, and field notes. The *statistical method* was beneficial to collect the findings of the tests and questionnaires applied to the students, which were represented in tables and graphs to indicate the percentages of results obtained during the research work.

The content of this research is structured as follows: to begin with, the *Abstract* points out the general objective, principal methods, techniques, instruments, main results obtained from the data collected, and the main conclusion of the research. Then, the *Introduction* includes the contextualization of the problem investigated, the statement of the main problem, the reasons why the theme was chosen, the specific objectives of the study, the methodology used, and the contents of this thesis. Next, the *Literature Review* sets up specific information about the two variables: prompts and writing skills. After that, the *Materials and Methods* section involves the design of the research, materials, methods, techniques, and instruments that were used to collect information, the population, and the explanation of the intervention plan. Additionally,

the **Results** section encompasses the fulfillment of the objectives, the results of the pre / post-test as well as the data of pre/post-questionnaire and the comparison between them. They are showed in tables and figures with the corresponding interpretation and logical analysis. Subsequent, the **Discussion** comprehends the general results, aspects/parameters evaluated, description of the intervention plan phases, weaknesses and strengthens of the students, and the contribution of the strategy for the improvement of the skill. Afterward, the **Conclusions** describe the achievements obtained after applying the strategy. Finally, the **Recommendations** provide some suggestions for teachers and researchers about the use of prompts.

e. LITERATURE REVIEW

PROMPTS AS AN EFFECTIVE STRATEGY

Definition of Prompts

Throughout the years, several techniques have been applied to give a great breakthrough in writing and prompts in one of them. Cambridge English Dictionary (2015) defines prompts as a set of directions or a passage from a book, poem, or play to give someone ideas for writing something. Prompts are used with the aim of helping by suggesting or saying the following words of something forgotten or imperfectly learned. When teaching children new skills, teachers provide instruction and prompts to complete the ability. Hence, many times different prompts are used together to assist a child, teenager, and adults learn a new aptitude or complete a targeted response (Cho, 2019).

The term prompt has come to be used to refer to a statement of instructions or directions (Lieu, 2015). All of them provide clear information about the task and guide students. For instance, what vocabulary to use, what grammar structures, what kind of language (formal or informal) and thus, avoid writers struggling with word choice (Cheyney, 2018). Moreover, Ramirez (2016) says that “prompts can be employed in speaking activities, but they can also be used for the betterment of learners’ writing skill” (p. 81). Prompts are useful cues for starting to write.

Prompts are simply topics, cues, beginning lines or a paragraph that students can use to start composing and adding ideas (Knight, 2013). Furthermore, Cho (2019)

explains that “a prompt could be a very short phrase and a quote that sets the mind off on a journey that inspires creative energy” (p.578). Christianse (2012) says that “prompts can, of course, appear in other forms besides starter sentences. Likewise, photos, images or illustrations can work in exactly the same way” (p.4). Therefore, the application of prompts supports and guides students when producing writing (Ramirez, 2016).

In addition, effective writing prompts include two basic components; a situation and directions. On the one hand, the first part presents the general theme that trainees should write about and should be interesting, consistent with their experience, and mastery of the imagination. On the other hand, directions are specific tasks, the particular way people should respond according to the situation. Prompts support and guide scholars intending to share their knowledge as well as experiences when producing writing. Besides, prompts inspire interest and curiosity (Jones, McDonald & Shore, 2020).

Additionally, Raymond (2012) establishes that prompts are for all people. For example, students, writers, novelists, memoirists, and poets. Prompts could help them to discover new material for an old piece, or new material for a new piece. The strategy can support whatever people are working on. They take individuals places they never knew existed and lead them right into the next poem, story or novel.

Besides, other authors Smith and Swain (2011) exclaim that “prompts represent a huge part of scholars' writing progress” (p.1). They affirm that prompts do play a key role in student performance. In order of appearance on the writing stage, prompts are

often first. If they are dull, indecipherable, or daunting, students may not be able to come up with their best composing act. Prompts are part of a teacher's curriculum, assignments constructed to teach a particular something or part of a test or evaluation so that they are unavoidable.

Objectives of Using Prompts

Writing prompts are very significant because they prepare students for real situations. For most learners, it is hard to write and reject drafting activities. Therefore, the most vital aspect for teachers to consider is the use of prompts in order to solve this problem. According to Harrison and Harrison (2006), prompts are used for the purpose of trainees achieving the following objectives:

- To assist successfully complete a writing activity.
- To persuade to write about something that inspires students.
- To encourage creativity and increase interest in wording.
- To offer choices and opportunities to practice their writing skills.
- To enable students to think and write using their own experiences.
- To direct narrative, expository, persuasive, comparison and contrast as well as cause-effect texts and help learners attain their composition goals.

Characteristics of Effective Writing Prompts

One of the most common challenges in designing a prompt is determining how much information to include. A prompt should have some essential characteristics to ensure that the student grasps and understands exactly what is required by the teacher.

Prompts use narrow topics.

Ramirez (2016) points out that a fundamental factor to consider at the moment of selecting prompts for writing is the narrower the prompt, the more specific a response it requires. There are great probabilities to not get bad pieces of writing with narrow prompts. They produce a narrow range of results and help students to encourage writing specific information and details. On the other hand, the more broad a prompt is, the more difficult is to focus on what information to describe.

Prompts are required to be engaging.

Moreover, another important aspect is how motivating and appealing prompts are for students. Prompts have to appeal to the students' interest and curiosity (Neuemeier, 2012). This aspect keeps a relation with current topics: if the topic of the prompt is current and interesting, students can be more engaged to write about the issue.

Likewise, to create an effective writing prompt, it should meet the qualities in some terms proposed by The Oregon Department of Education (2011). These are:

Prompts employ clear and concise wording.

Choose the word that most clearly conveys meaning. "English words generally have two types of meanings: a denotative meaning that refers to the descriptive dictionary definition of a word and a connotative meaning that indicates the emotional impact of a word" (The Oregon Department of Education, 2011, p.1). For example, the words slender, thin, and skinny have the same denotative meaning, but

very different connotations. Therefore, the use of the correct words is very essential so as not to confuse the students.

Prompts must clearly state the student’s task.

Prompts have to express the mode or purpose for writing. The Oregon Department of Education (2011) suggests that the use of clue words such as “explain” for expository, “convince” for persuasive, “tell a true story” for narrative, “invent a story” for imagination, “explain the advantages and disadvantages,” for comparisons are essential for redaction. Hence, keys words say exactly what needs to be done.

Prompts need to be free from bias.

Experiences and interests common to students may be addressed according to the level they have. "It is meaningful that the writing prompts are not biased" (The Oregon Department of Education, 2011, p.1). For example: not providing benefits to learners who have had a variety of life experiences. Moreover, it is useful to be aware that not everyone takes family vacations, has Internet access, etc.

Prompts avoid overused topics.

The Oregon Department of Education (2011) mentions that it is necessary to eliminate certain overused and value-laden topics, such as abortion, the death penalty, gun control, etc. because these are boring issues that have been written several times by people and rarely fresh.

Types of Prompts

There are various kinds of prompts teachers can use for assignments or assessments, and some of them are more arguably better than others in terms of being fair to all students and collecting more accurate information. The most used prompts are picture prompts, bare prompts, vocabulary prompts, and prose model prompts.

Picture prompts.

Picture prompts involve images plus guided information in order to provide students with specific information about what and how to write in the target language. Picture prompts provide students the information they see, tell about the specific topic and help the students to understand what they are going to write. The use of picture prompts in the classroom inspires pupils to dig deep and come up with new and imaginative ideas. Therefore, they assist students to write narrative and descriptive compositions as well as stimulate their thinking and creativity. Picture prompts can guide them to reality. Nevertheless, the selection of the correct image is relevant if teachers want trainees to develop new and exciting ideas (Ramirez, 2016).

Bare prompt.

This kind of writing containing nothing more than simple initial statements such as sentences and questions requiring writers to write about a subject. It is a simple explanation of the task in English. For example, many people say that “money is the root of all evil.” Do you agree or disagree with this statement?” It incorporates instructions in which the learner has a lot of freedom to respond and still be on the topic (Chapman, 2016). For younger, lower writers, or those who may not be English

proficient, it was found that adding these questions improves the probability that everyone understands exactly what they are being asked to do. It engages students in thinking, problem-solving, and practice writing (Bahrbar & Darabad, 2013).

Vocabulary prompt.

It presents the vocabularies needed to write about a specific subject. It includes the explanation of the task along with a list of precise words and expressions that students need to use. These keywords have been emphasized as clues for students to write about the desired mode of response. This prompt helps to build vocabulary related to different types of writing and makes responses not only more specific but also easy to do (Bahrbar & Darabad, 2013).

Prose model prompt.

It gives a model of a paragraph or more of a similar type of writing to show the writers how to write about the subject. The objective of a prose model prompt is to demonstrate the structure and the organization of any type of composition, so students have a guide to follow. The effectiveness of the prose model prompt enforces the idea of the reading-writing connection. The rich and reliable source of knowledge for learning about written language is the writing already done by others. In other words, one learns to write by reading (Bahrbar & Darabad, 2013).

Bahrbar and Darabad (2013) state that bare, vocabulary, picture, and prose model prompts lend a hand to everyone in order to generate ideas at the beginning of any writing styles and thus understand exactly what they are being asked to write. These

kinds of prompts act as instructions, guides, and say what to include in each piece of writing to make responses more specific.

It is evident that not all prompts generate similar results in all groups, even though the indications are designed with themes that all learners would be familiar with (Bahrbar & Darabad, 2013).

Stages of Using Prompts

As with any strategy, the use of prompts has a step-by-step guide to guide the writer through a task. Teachers must first introduce and model the strategy to students using the following guidelines:

Purpose of prompt.

The first step is to help learners understand the purpose of writing prompts in the classroom. They must be taught to figure out the prompts and understand what is expected from them. Questions, such as, what type of composition does this prompt necessitate, or, what details should be included, or, who is the audience, can help students to understand the nature of the prompt and the writing style required (Gallagher, 2006).

Model the strategy.

After introducing the prompt and its purpose, model the strategy using an example. Display a writing prompt in front of the class. Teachers can brainstorm with students and generate ideas for writing with the prompt. Using the ideas generated, the educator writes a sample text with students. During the process, teachers should think aloud,

since this can help students understand the educator's thinking process (Gallagher, 2006).

Practice.

Later, teaching the strategy, the teacher encourages students to practice and use the strategy in their writing activities (Gallagher, 2006).

Activities Using Prompts

Schneider (2018) proposes some engaging activities that teachers can do with the students in the class using prompts. These are:

Writing center activity.

Writing center is a great way to hold students accountable for writing and practicing important skills independently. The goal of this activity is to give students options for which prompt topic they want to write with a focus on verb tenses (Schneider, 2018).

Material.

- A square

Procedure.

The teacher presents a square with a main theme in the center and prompts place around the topic. Students look at the prompts and select the one prompt that they think they would like to compose. Then they must write to the one prompt that they selected. In this activity, learners can practice the aspects of verb tenses and word order. Any type of prompts works well for this activity (Schneider, 2018).

Round writing activity.

It is an independent class assignment that is perfect to complete writing exercises. This activity truly fosters teamwork and collaboration. In addition, it is a good option to promote organization in a text (Schneider, 2018).

Material.

- A card.

Procedure.

To complete a class round writing activity, the teacher takes a writing prompt and puts it on a card. Each student takes turns to write two or three sentences to help create the composition. The first student reads the prompt, begins the writing with a few sentences, and then passes the card to the next student. That student reads the prompt, the sentences already written and adds their own two-three sentences. They pay attention to the organization and write supporting sentences that are consistent with the previous ones. Students have to work together to write a cohesive piece with a clear beginning, middle, and end. The last student writes their sentences and reads the composition aloud (Schneider, 2018).

Hop on the writing activity.

Hop on the writing activity gives students the opportunity to increase vocabulary and analyze the work of others in order to correct capitalization or punctuation mistakes (Schneider, 2018).

Material.

A card

Procedure.

This activity is carried out in groups of two or three members. The teacher gives a card that has a prompt attached with a specific direction. Directions may include, write the beginning of a story, writing a conclusion, writing a descriptive sentence, all related to the prompt. Each group of students uses a different letter color to complete the activity on the same card. After a few minutes, the first group rotates the card to the next, so they write their part and so on. The catch is that students must reread everything that is already written on the card by the other groups first. They cannot use any ideas or words that they have already used. So they must look for other words related to the topic. It allows students to expand their vocabulary and look for other ways of responding to the same set of prompts and directions. Also, when they analyze the parts of others, they can look for capitalization or punctuation errors. In the end, the class decides which description is the best (Schneider, 2018).

Benefits of Using Prompts

The use of prompts as a strategy has diverse benefits. According to Ramirez (2016), the usage of prompts has some advantages.

- In some cases, it is complicated to start writing without a cue. Having a cue or prompt supports students' words and ideas to flow deliberately.
- Writing prompts promotes the creative writing of students.

- Prompts benefit the teachers when they are giving instructions. By using prompts, educators can explain in great detail what they want students to write and how to do it.
- Prompts should always be included in the writing of English classes because the constantly practice of this strategy directed students to write productively.
- With the continuous use of prompts, students will find it easier and easier to write longer texts.
- Most learners do not like to write or do not know what to write about. However, having a prompt all the time in classes is useful for students to practice more writing and get into the writing habit. This practice can become a sort of exercise regime, helping to build writing skills.

In a similar vein, Lieu (2015) affirms that the application of prompts can have many positive aspects in the students, for example: First, *Engagement*, because the themes are motivating and enhance learning. Second, *Critical thinking* since the instructions make them think. Third, *Class preparation*. Having the writing prompt at the beginning of class often gets the students ready to start. Finally, *writing skills*, they have the option to practice composition frequently.

Finally, Cohen (2010) claims that prompts provide inspiration. They widen the wording horizons by exposing students to interesting topics. This strategy promotes them to find a niche, write what they know, mark their gender, and give them the

freedom to write outside of their preferred genre. Prompts challenge learners to examine an unfamiliar point of view, experiences, or feelings (Cheyney, 2018).

Thus, the use of prompts is a positive way of teaching and encourages learning. Students continually make progress and are not thwarted or discouraged when they started placing all the information on paper.

WRITING SKILLS

Definition of Writing

In many societies, “writing is defined as an essential tool for communication learning and self-expression” (Bahrbar & Darabad, 2013, p.2). Through composition, individuals are able to maintain personal links with friends, family, and colleagues from a distance (James, 2020). As a result, the use of written expressions has increased quickly. To clarify, “writing is a narrative skill gained through formal education, and it is directly related to the listening, speaking, and reading skills” (Ministry of National Education of Turkey (MoNE), 2019, p.8). Likewise, composing a text is the process of putting ideas in order and involves both cognitive and social behaviors. As such, composition is the last link in the four basic language skills.

Similarly, Yusuf, Jusoh, and Qismullah (2019) add that the purposes of writing are meaningful so that writers can express themselves, provide information, persuade readers, and create literary work. Through wording, messages on a particular topic or subject is delivered to others. Moreover, Leader (2015) claims that “in the context of writing, there are three principal elements which are the text or the message (the topic to be discussed), the writer who is presenting it and the reader (the audience to be

addressed)” (p.6). All these parts are indispensable for good redaction in communication.

The term of writing is defined as thinking (Greenstein, 2013). In order to write about a subject, a student must think about it. They should think of the correct ideas, structure, coherence, cohesion, and grammar. By improving their composition, they are also improving their ability to think and vice versa (Huh & Le, 2018). In addition, “writing is a skill which improves learners' mental abilities such as thinking development, editing information, effective use of language, and communication” (Yıldırım, Demir, & Kutlu, 2020, p. 256). Writing means using most parts of our brain and intellectual skills.

Consequently, “writing is a habit that should be practiced constantly every day” (Roger, 2020, p.6). “The clearer the thinking the better and the more often it takes place the better” (Dobelli, 2013,p.9). It can be used to learn and demonstrate learning. Despite the fact that composition is a challenge for the student, even for the experienced, it is necessary to practice.

Importance of English Writing Skills

Gallagher (2006) comments that to become a swimming expert, one must swim a lot rather than just want to be an expert swimmer. However, becoming a skilled swimmer requires a lot of work and a lot of practice. So that the ability to write works in the same way. This skill will improve, only if it is practiced with a lot of effort.

Damen (2017) clarifies that people value the written word and in a world where information is permanent, it is relevant to develop writing skills because most of the

information is written. Peha (2003) assumes that teachers have at least two main reasons for students to write. First, pupils require to be prepared for life in real world outside of school. Second, teachers can assess students' advances because there is nothing like a written statement to help an instructor discover what learners have learned and what they might need to learn next. Thereby, the composition is a fundamental skill. Clayton (2019) says that most people want to write to respond to an email, a letter, a chat message, and other texts based on written communication.

Saéz (2020) points out that there are other reasons to start composing. It helps to communicate complex ideas in a much more effective way. Another benefit is that many memories will be captured through wording. If everyone writes every day, they will have a historical record of their thoughts, and who knows, maybe they will end up publishing a book (Bellis, 2020). Moreover, Carlson (2019) supports that writing improves grammar, vocabulary, and speaking skills. It forces students to write correct words using the appropriate grammatical structure.

Furthermore, The Ministry of National Education of Ecuador (2014) highlights that developing this skill will help learners for future academic and career opportunities either within Ecuador or abroad. Hence, they will be able to achieve meaningful objectives such as accessing information published in English within different fields such as science, commerce, technology.

Types of Writing

Bhasin (2020) says that writing is a way to express human emotions and knowledge. Every writer has his/her own style of composing, which reflects his personality. However, each piece requires different styles and tones. These are decided based on the content and script. People need to focus on the intention of their ideas. Press (2013) emphasizes five main types of writing: narrative, descriptive, persuasive, comparison, and cause-effect.

Descriptive writing.

In this case, the writer describes how someone or something looks, feels, smells, tastes or sounds. It is important to recall, the more details the individuals use, the better their descriptive wording becomes (Press, 2013). This type can include a journal, travel magazines, biographies, poetry, diaries, memoirs, etc.

Narrative writing.

It is employed to tell a story. “Everyone likes to hear different stories even if they are real or not” (Press, 2013, p. 37). In this kind of writing, the writer can use a plot, a theme, characters, settings, etc. The plan is to tell a sequence of events and experiences. It involves novels, biography, poetry, short stories, letters, comic strips, journals, etc.

Comparison and contrast writing.

It shows how two or more people, places, things or comments are alike or diverse. This kind of writing allows the writer to point out similarities and differences among them. The topic sentences introduce the idea of coincidences and variations between two or more things. Then, the supporting sentences compare them (Press, 2013).

Cause-effect writing.

This type of writing shows the causes and effects of an event or the reasons why something happens. “It gives the results of something” (Press, 2013, p.38). The topic sentence explains the action, and the supporting sentences give the reason why the action happened.

Persuasive writing.

Press (2013) establishes that “persuasive writing is used to give an opinion about a topic and convince readers to take another point of view” (p. 38). It tries to change the mind of someone by using facts and opinions in order to explain something in a better way. Persuasive composition can be seen in opinion sections of newspapers, reviews of movies, music, restaurant, hotel or city.

Overall, writing has different types based on the intention of the text. Students can choose any type, depending on what they want to write in a composition. Anyway, it is remarkable to know the qualities of each one to develop a good piece of writing.

Components of Writing

As Halimatus and Yudi (2019) mention, “writing is a complex process which requires skills from thinking about what to write to finish the written product”(p.4). In order to make excellent compositional pieces and succeed in writing, learners have to manage the aspects of content, organization, vocabulary, grammatical structure, and mechanics.

Content.

The writing must contain related ideas, supported with mature reasoning like examples, details or facts (Halimatus & Yudi, 2019).

Organization.

Organization in writing is how ideas are presented. The process of organization in writing involves coherence. It refers to how sentences and paragraphs are stuck together, in other words, the ordering of the information. The ideas need to have a logical sequence from general to specific using linking words. Begin with the topic sentence that makes an overall statement followed by supporting and concluding sentences in order to make the writer's opinions easy to follow and help the reader understand the connections between ideas (Halimatus & Yudi, 2019).

Vocabulary.

It is about "selecting appropriate and descriptive words to convey ideas" (Mather, Wendling, & Roberts, 2009, p.21). Students need a richer vocabulary in writing. Knowing a variety of words is necessary to express accurate meanings and avoid repetition. Likewise, having a strong vocabulary helps writers choose more descriptive words to help readers visualize what is written and keep them interested in the composition. Mastering many words allows students to adapt their writing to the audience. For example, simpler words for children and more complex words for college students (Halimatus & Yudi, 2019).

There are two types of meanings: connotation and denotation. Connotation refers to the emotional meaning of a word, while denotation is the particular definition of a word

found in the dictionary. They include a wide variety of vocabulary that expands the topic.

Grammatical structure.

Grammar involves syntax and morphology. It is the way words, phrases, and clauses come together to make sentences. This component is classified into eight parts of speech (Halimatus & Yudi, 2019).)

- Verbs tenses express what the person, animal, place, thing, or concept does. Eg. takes, studied. Halimatus & Yudi (2019) say that people need to master all verb tenses in present, past, and future when they write.
- Nouns are the name of something such as a person, animal, place, thing, or concept. E.g. house, forest, river, etc.
- Pronouns substitute a noun or noun phrase. E.g. they, he, those, that, etc.
- Adjectives describe a noun or pronoun. E.g. old, pretty, blue.
- Adverbs modify or qualify an adjective, verb, or other adverb or a word group. E.g. recently, happily.
- Prepositions come before a noun or a noun phrase and link it to other parts of the sentence. E.g. about, by, in, etc.
- Conjunctions join two clauses. E.g. but, while, because, etc.
- Interjections try to express emotion. E.g. Oh!, wow!

Mechanics.

The use of mechanics involves capitalization, punctuation, and appropriate spelling (Halimatus & Yudi, 2019).

Capitalization.

It is a very important part in the written form. Capitalization means writing the first letter in uppercase and the rest in lowercase. The function is to clarify ideas and convey information. Learners need to realize that it is necessary to write in uppercase the first word of every sentence, proper nouns, the days of the week, acronyms, etc.

Punctuation.

Punctuation is the use of symbols that demonstrate how a sentence is constructed and how it should be read. They are useful to transmit the precise meaning of a sentence and avoid run-on sentences. For good writing, the writer has to know the right use of comma (,), full stop (.), exclamation mark (!), question mark (?), semi-colon (;), colon (:), apostrophe (‘), quotation marks (“...”), hyphen (-), brackets ([]), parenthesis (()), etc.

Spelling.

Mather et al., (2009) point out “spelling is the correct way to write a word, applying the right order of letters” (p.17). Children must learn how to spell morphemes and homophones without missing letters or misspelled (Halimatus & Yudi, 2019).

From these points of view, Ariyanti (2016) claims that writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. To create good and accurate writing, there are some aspects for the writer to pay close attention

to, which are content, vocabulary, organization, grammatical structure, and mechanics. It is clear that composition and its components cannot be separated because each depends on the progress of the other.

The Writing Process

“All writers go after their own composition process. Often the procedure is a routine that comes naturally and is not a step-by-step guide to which writers refer” (Radaskiewicz, 2014, p. 57). It is different for everyone. Nonetheless, Gentry and McNeel (2014) list five 5 basic steps that help in the composition process. These are:

Pre-writing.

Students identify everything they need to do before starting the draft. In pre-writing, they should make a brainstorming to find the idea, build on the thought, and make the plan as well as the structure of the opinion (Gentry & McNeel, 2014).

Drafting.

Now, students have the plan, and they are ready to compose. Learners begin writing their initial compositions. “They can use the notes they wrote down in the previous phase creating a well-organized text to convey a particular topic or present an argument” (Gentry & McNeel, 2014, p.143).

Revising.

Here, trainees review, modify, and reorganize the structure and content of what they wrote; they can rearrange, add, replace or delete some content (Gentry & McNeel, 2014). Reading the piece of writing silently or aloud or making peer-editing are some techniques for checking the text. The main purpose of this stage is to improve the draft.

Editing.

Taking into account the information from the previous phase, students rewrite their texts. They check for repetition, clarity, and grammar. Also, they have to notice if sentences themselves are sentences, the words they use are the right words, if the capitalization, the spelling, and punctuation are correct (Gentry & McNeel, 2014)

Publishing.

In the last step, students can share their papers with the rest of the class or might be published online. Before, they have to make sure that the writing lacks any errors (Gentry et al., 2014).

It is essential to motivate pupils to go through several steps to produce excellent pieces of writing. By following these five steps, learners are guided toward clearer and more organized wording. It facilitates understanding how to write good compositions.

Assessing Writing

Crusan (2010) believes “Assessing students’ writing is quality possibly one of the most time-consuming (and) scary but most significant things teachers do” (p.5). However, Lenski and Verbruggen (2010) say that “assessment is a process of collecting and documenting evidence of student learning and progress” (p.135). Therefore, Dorjsumiya and Bayarmaa (2019) point out that forms of formative assessment play a major in write assessment.

Portfolio.

Many teachers make use of portfolios for the assessment of students’ writing. It usually contains the best works and collections of samples over time. Moreover, “it can

contain a reflective composition by the student on his or her process in writing as well as a self-assessment of strengths and weakness in writing” (Dorjsumiya & Bayarmaa, 2019, p.94). All of them are used for the final grade.

Rubrics.

Using a rubric to assess students’ writing is a great way to see exactly what students are mastering and what they find difficult. Teachers can create their own rubric and calculate scores (Dorjsumiya & Bayarmaa, 2019). Rubrics help teachers determine exactly which students need help with or where they need the most challenges.

Self-assessment.

It allows students an opportunity to observe and reflect on their development as well as results. In addition, it makes the students aware of the aspects that they need to improve. (Dorjsumiya & Bayarmaa, 2019).

e. MATERIALS AND METHODS

Materials

The resources that were required for the execution of this research work were the following: human, technical, and material. The human resources were conformed by five PET Preparation students afternoon session at the English Speak up Center, who collaborated in all activities about the use of prompts to develop writing skills, the researcher who handled the research, the English teacher who aided in checking the lesson plans and contributed with suggestions about how to start and end the class, how to control the students and the way to make the classes more dynamic and participative, and the thesis advisor who gave ideas and recommendations to apply the intervention plan and to conduct the research process efficiently.

Likewise, the suitable material resources to apply the research work were flashcards to explain the meaning of words or phrases with the purpose of gaining strength in the aspect of vocabulary. Slides were beneficial to show the use of capital letters, periods, commas and thus improving the components of capitalization and punctuation. Moreover, they were helpful to point out the order of ideas in articles, essays, letters, etc., to build up organization. Graphic organizers were used to explain verbs in past, present, and future as well as for describing terms related to different topics so as to improve the aspects of verb tenses and vocabulary. Squares were needed for the writing center activity, in which the types of prompts were placed to enhance the aspect of verb tenses. Online word searches, crosswords, bingo cards and Kahoot! were

applied to remember vocabulary and verb tenses studied in the last classes.

Besides, online cards and picture prompts were used in the following activities: round writing and hop on the writing as well as worksheets were adopted for assessing students' knowledge. All of them enrich the writing aspects of vocabulary, verb tenses, organization, capitalization, and punctuation.

The technical resources employed by the researcher were the computer, which was valuable to give the online classes through the zoom application; to prepare the didactic material used during the explanation of the topics, and to make the lesson plans that were carried out in the research work and internet connection to look for current information taught in the classes such as definitions, concepts, images, words, etc.

Design of the Research

The design of the research implemented was an action research. Thereby, according to Creswell (2012, p.4), "action research is a systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning". The steps that make up the systematic procedure are to identify a problem to study, locate resources to help address the problem, identify information to be needed, implement the data collection, analyze the data, develop a plan for action and reflect on the result.

This research work was developed in a specific way, considering the steps suggested by Creswell. First of all, through observations made to PET Preparation students at the English Speak up Center, the researcher ascertained the development of writing skills

as one of the issues students struggle within the English classes. Then, different useful theoretical resources were examined to find solutions and deal with the difficulties that students had. After that, information about prompts and writing skills was chosen as a strategy to solve the problem. Later, tests and questionnaires were used to collect information about the learners' knowledge in writing and the use of prompts. Next, the findings obtained were carefully analyzed and interpreted with the help of tables and graphs. In addition, an intervention plan was designed and carried out to face the students' writing problems, which was based on the activation, connection, and affirming model. The last step was about the results gotten after finishing the intervention in order to determine if there was an improvement or not in the writing skills.

Methods, Techniques and Instruments

Methods.

The researcher employed some methods in the research work such as:

The *scientific method* was relevant to obtain essential theoretical framework about the application of picture, bare, vocabulary, and prose model prompts as a strategy and how to develop writing skills. Moreover, it helped to design the intervention plan and the instruments that were applied in the research.

The *descriptive method* assisted the description of the diverse stages of the whole study and the kind of resources used by the researcher. In addition, it aided to clarify how the usage of prompts as a strategy improved writing skills.

The *analytic- synthetic method* was brought off to interpret the gained results from

the pre/post-test, pre/post-questionnaires, observation sheets, and field notes. Furthermore, it was useful to formulate conclusions.

The *statistical method* was favorable to break down the data of the tests and questionnaires applied to the students, which were represented in tables and figures to indicate the percentages of results gathered during the research work.

Techniques and instruments.

To compile data, the researcher handled a pre-test and a post-test for the quantitative data and questionnaires, observation sheets, and field notes to collect qualitative information.

Tests.

Two types of tests were taken: a pre-test at the beginning of the intervention plan and a post-test at the end. First, the pre-test consisted of five questions. Four were matching, completion, underlining, ordering questions and the last one was a rewriting question. All of them focused on vocabulary, verb tenses, organization, capitalization, and punctuation with the purpose of diagnosing the students' knowledge in writing. Then, the post-test with the same questions was employed in order to assess the learners' progress in writing and determine if learners have improved their writing skills after applying prompts as a strategy.

Questionnaires.

The pre and post-questionnaire were made up of seven questions. The first one was a yes / no question and the others were multiple-choice questions. The pre-questionnaire was used when the intervention plan began to measure students'

knowledge about the use of prompts, and the post-questionnaire when the intervention finished with the aim of determining whether the use of prompts as a strategy had a good effect on the improvement of writing skills.

Observation sheets.

They allowed the researcher to collect information related to the aspects of writing: vocabulary, verb tenses, organization, capitalization, and punctuation in order to know how students were continuously progressing in the production of writing in class.

Field notes.

They were taken into account to gather information about the events that happened in the classes like what the students did, what they said, their feelings, behaviors, strengths or weaknesses during the classes. The purpose was to find out the attitudes, and reactions towards the use of prompts.

Population

The participants who collaborated in the research work were five Pet Preparation students, afternoon session at English Speak up Center, three girls and two boys. They are all about seventeen to twenty years old.

Description of the Intervention Plan

Due to the fact that this is an action research study, the development of the intervention plan was carried out in five different phases proposed by Creswell.

Phase 1. Initial reflection.

Through observations, the researcher recognized that PET Preparation students afternoon session at English Speak up Center had difficulty in the development of

writing. Therefore, the researcher looked for a strategy that could help solve the problem, discovering that the use of prompts would improve this trouble.

Phase 2. Planning.

In this phase, an intervention plan was implemented. It followed the Activation-Connection-Affirming stages suggested by Murry, Herrera, Miller, Fanning, Kavimandan, and Holmes (2015), in which the activities of the writing center, the round writing, and the hop on the writing with the types of prompts such as picture, bare, vocabulary, and prose models were used to enhance writing skills.

Phase 3. Action.

The intervention plan was developed during thirty sessions of sixty minutes each one. It was implemented in ten weeks of three hours all of them. Sessions one and thirty were used to administrate pre/post-test and the pre/post-questionnaire and the other 28 sessions were developed with lesson plans.

Phase 4. Observation.

During the intervention, the researcher utilized observation sheets and field notes to monitor and record the achievements and reactions of the PET Preparation students afternoon session, at the English Speak up Center towards the use of prompts as a strategy to improve writing skills.

Phase 5. Reflection.

Once finished the intervention plan, the researcher analyzed and reflected critically upon the effectiveness of the use of prompts to improve writing skills among PET

Preparation students afternoon session, at English Speak up Center in the city of Loja,
during the period September 2020-February 2021.

f. RESULTS

This section explains how the specific objectives of the research were achieved.

The objective number one was accomplished by looking for theoretical and methodological information on the two variables: prompts and writing skills. This information was found in books, articles, thesis, and web pages, which was beneficial to design the intervention plan, tests, and questionnaires, to make the interpretation of the results, and to formulate recommendations.

The objective number two was verified through the use of the pre-test, whose results of the five questions are shown in the Table 1. It allowed diagnosing the students' limitations in writing.

The objective number three was attained with the elaboration of the intervention plan which contained three stages: activation, connection, and affirming. Different types of prompts and activities such as writing center, round writing, and hop on the writing were used in each lesson to improve students' writing skills.

The objective number four was fulfilled by comparing the results of the pre and post-questionnaires, which are reflected in the Tables from 2 to 6.

The objective number five was proved with the application of the post-test to the students, which validated the improvement that they achieved in writing. These results are illustrated in the Table 7.

Pre-Test Results

Objective Two: To diagnose the issues that limit writing skills in the English language among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.

a. Table 1

Pre-test Scores of PET Preparation Students in Writing Skills

Students' code	V	VT	O	C	P	Total
	/2	/4	/2	/1	/1	/10
ESUCPP 01	1.6	2.4	1.0	0.6	0.5	6.1
ESUCPP 02	1.2	2.8	0.5	0.6	0.6	5.7
ESUCPP 03	1.2	2.2	1.0	0.5	0.5	5.4
ESUCPP 04	1.2	1.8	0.0	0.7	0.6	4.3
ESUCPP 05	2.0	3.0	1.0	0.8	0.4	7.2
Mean	1.4	2.4	0.7	0.6	0.5	5.6

Note. ESUC= English Speak up Center, PP= Pet Preparation, 01= Students' code, V= Vocabulary, VT= Verb Tenses, O= Organization, C= Capitalization, P= Punctuation.

b. Interpretation and Analysis

In Table 1, the data indicates the total mean score Pet Preparation students obtained in writing skills, which was 5.6 /10. This obtained result corresponds to the below average level according to the grading scale (see grading scale on page 153). Due to the fact that they had a poor performance in writing aspects.

Indeed, the gained findings showed that the highest mean score was 1.4/2 in vocabulary. For students, it was easy to recognize the meaning of single words by looking at the pictures because they are familiarized with these words. However, they struggled with recognizing the meaning of noun phrases and idioms. On the other side, the lowest mean score students obtained was 0.7 /2 in the organization. When learners had to organize the ideas from the general to the specific one in a logical order, they had problems. They could not clearly differentiate which was the topic sentence or which were the supporting and concluding sentences.

To summarize, students have strengths in recognizing the meaning of simple words, which allowed them to select appropriate and descriptive words to convey ideas. Whereas, they have weaknesses in organizing sentences in an orderly and coherent way within a paragraph. All these difficulties did not allow students to develop their writing skills properly in all aspects. As Halimatus &Yudi (2019) mentions, “writing is a complex process which requires skills from thinking about what to write to finish the written product”(p.4). In order to make excellent compositional pieces and succeed in writing, learners have to manage the aspects of content, organization, vocabulary, grammatical structure, and mechanics.

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable prompts in order to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.

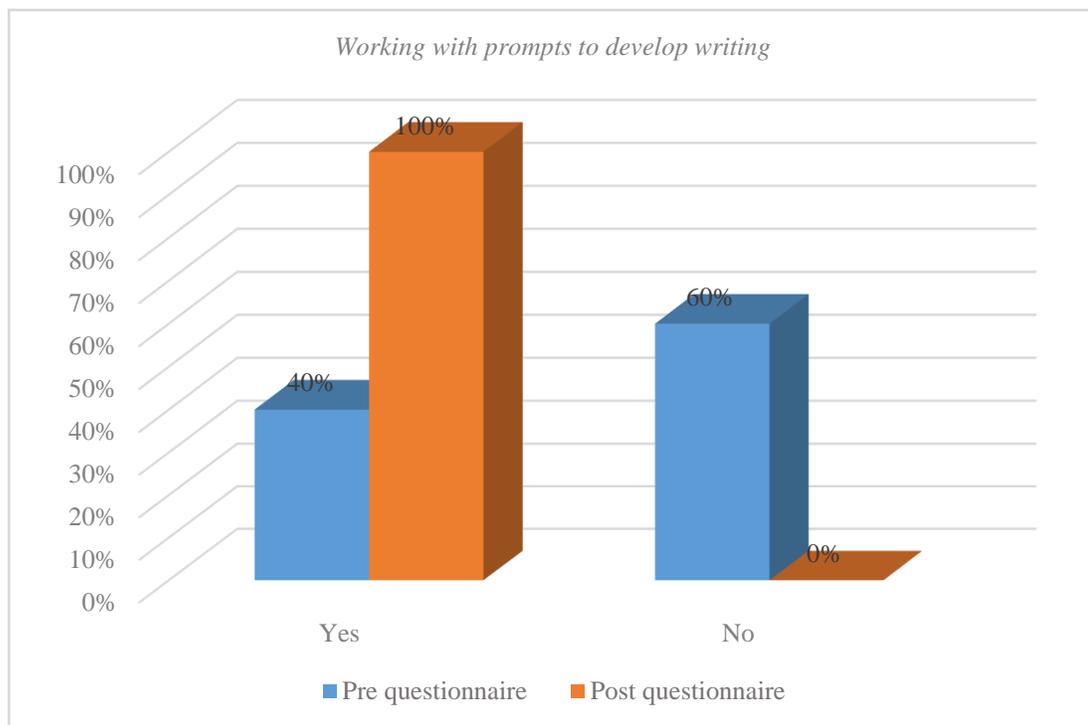
Question 1: Have you ever worked with prompts to develop writing?

a. Table 2

Working with prompts to develop writing

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Yes	2	40	5	100
No	3	60	0	0
TOTAL	5	100	5	100

b. Figure 1



c. Interpretation and Analysis

The results in Table 2 specify that 60% of students have not worked with prompts to develop writing. It establishes that learners' writing was developed in book activities,

which were just focused on writing sentences and short paragraphs. Thus, they were unable to write correctly long and complex paragraphs or texts according to their levels.

After the intervention plan, 100% of students said that they have worked with prompts to develop writing. As prompts were generated based on real-life themes and avoiding overused topics so as to attract interest and curiosity, they supported learners to think and share knowledge as well as experiences to produce writing very well. Therefore, students wrote from small compositions like sentences, paragraphs to longer ones such as letters, stories, reviews, reports, and essays more easily.

Jones et al., (2020) claim that the application of prompts supports and guides scholars intending to share their knowledge as well as experiences when producing writing. Besides, prompts inspire interest and curiosity.

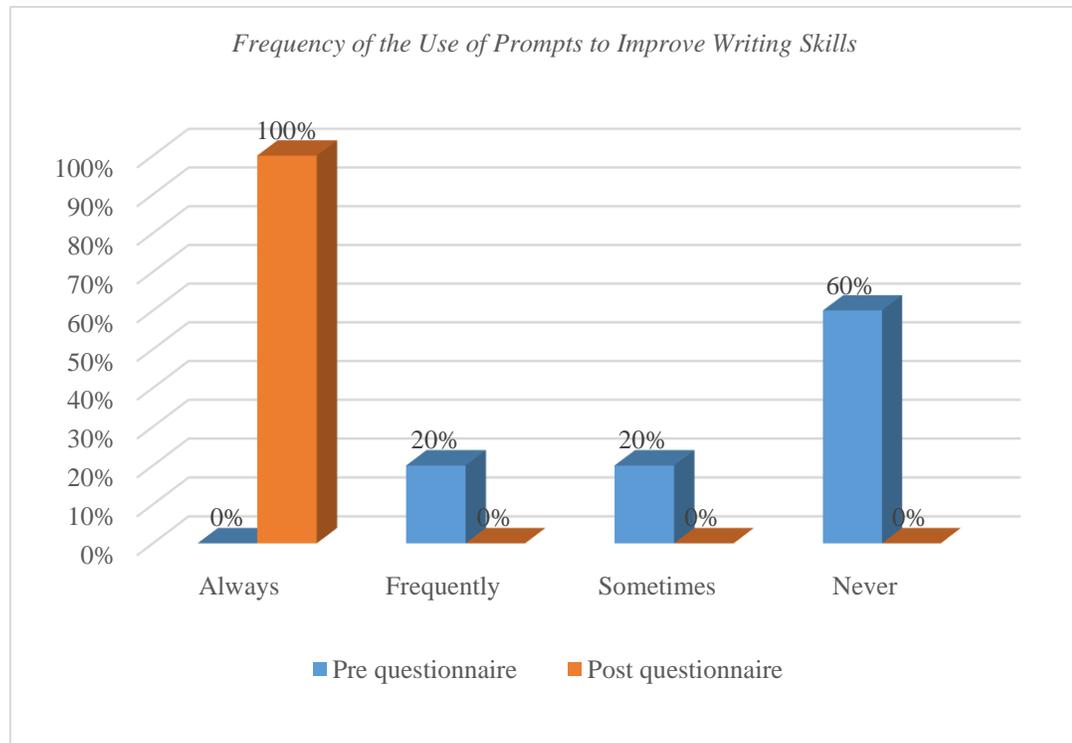
Question 2: How often does your English teacher use prompts to improve writing skills?

a. Table 3

Frequency of the Use of Prompts to Improve Writing Skills

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	5	100
Frequently	1	20	0	0
Sometimes	1	20	0	0
Never	3	60	0	0
TOTAL	5	100	5	100

b. Figure 2



c. Interpretation and Analysis

The findings in Table 3 show that 60% of students said that the English teacher never used prompts to improve writing skills. This indicates that most of the time the material learners used for writing was flashcards, which provided them little information, consequently, their ideas were poor to produce good writing.

After the intervention plan, 100 % of students stated that the English teacher always used prompts to improve writing skills. The use of prompts during all class sessions encouraged learners to practice more to improve writing skills, generate ideas to write productively, and acquire the habit of composing since prompts were employed in the

writing center, round writing, and the hop on the writing activities, which aided them to compose without as much effort as possible in every writing exercise.

According to Ramírez (2015), prompts should always be included in the writing of English classes because the constant practice of this strategy directed students to write productively. With the continuous use of prompts, students will find it easier and easier to write a longer text. Most learners do not like to write or do not know what to write about. However, having a prompt all the time in classes is useful for students to practice more writing and get into the writing habit. This practice can become a sort of exercise regime, helping to build writing skills.

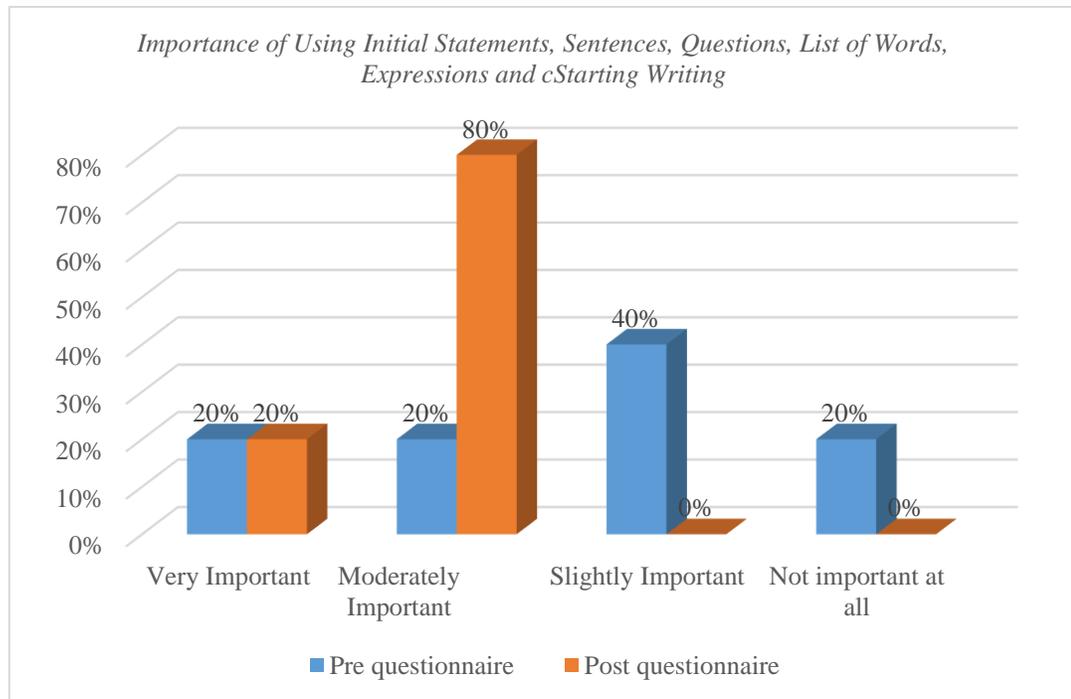
Question 3: How important are initial statements, sentences, questions, list of words, expressions and a model paragraph or text before you start writing?

a. Table 4

Importance of Using Initial Statements, Sentences, Questions, List of words, Expressions and a Model Paragraph or Text before You Start Writing.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Very important	1	20	1	20
Moderately important	1	20	4	80
Slightly important	2	40	0	0
Not important at all	1	20	0	0
TOTAL	5	100	5	100

b. Figure 3



c. Interpretation and Analysis

The results in Table 4 outline that 40% of students pointed out that initial statements, sentences, questions, list of words, expressions and a model paragraph or text are slightly important before they start writing. This refers that students received explanations about the writing topic, but it was not clear enough to start composing since the provided instructions were so simple. Then, their writings were very basic and without following the process that a composition has.

After the intervention plan, 80% of students claimed that initial statements, sentences, questions, list of words, expressions and a model paragraph or text are moderately important before they start writing. These types of prompts guided learners

to generate ideas at the beginning of any writing styles due to the fact that the types of prompts were set up with clues, instructions, keywords, and texts models as samples that indicated exactly what they had to include in each piece of writing, considering the writing process. As a result, students learned to recognize what form of grammar, vocabulary, punctuation marks they have to use, when to capitalize words, and how to organize ideas in a text.

Bahrbar and Darabad (2013) state that initial statements, sentences, questions (bare prompts), list of words (vocabulary prompts) and a model paragraph or text (prose model prompts) are cues that lend a hand to everyone in order to generate ideas at the beginning of any writing styles. Thus, people understand exactly what they have to write. These kinds of prompts act as instructions, guides, and say what to include in each piece of writing to make responses more specific.

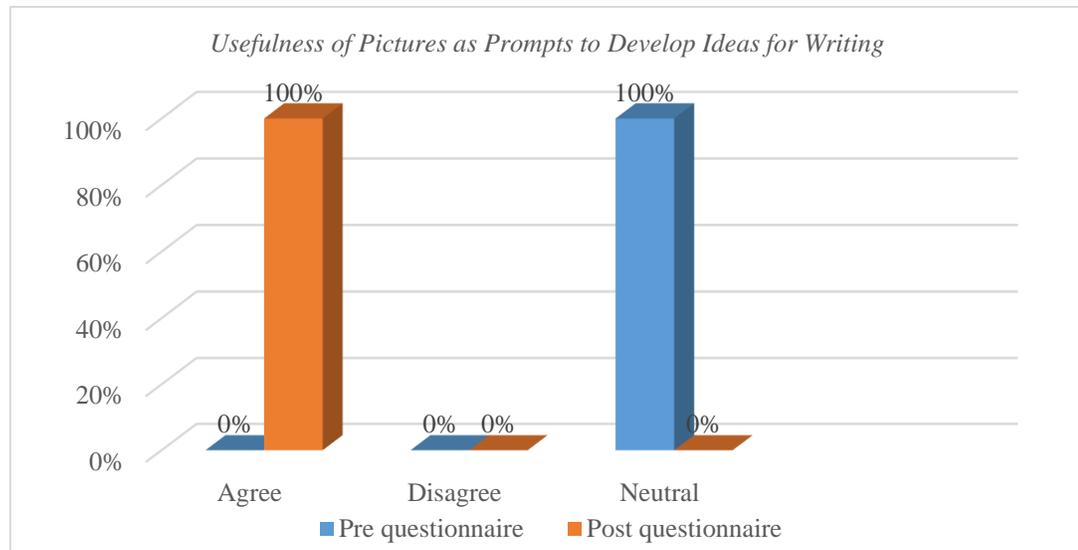
Question 4: Pictures are useful prompts that help develop ideas for your writing.

a. Table 5

Usefulness of Pictures as Prompts to Develop Ideas for Writing

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Agree	0	0	5	100
Disagree	0	0	0	0
Neutral	5	100	0	0
TOTAL	5	100	5	100

b. Figure 4



c. Interpretation and Analysis

The data in table 5 indicates that 100% of students responded neutral about the usefulness of pictures as prompts to develop ideas for their writing. This is because, learners employed pictures addressed to enhance other English skills, especially for vocabulary but not to compose. They were not sure that their writing skills would improve using picture prompts.

After the intervention plan, 100% of students agreed that the use of picture prompts help them develop ideas for their writing. Since picture prompts were designed with striking images and questions that steered learners to write step by step, stimulated students' creativity and imagination to write narrative and descriptive compositions. Picture prompts assisted them to come up easily with ideas and improved their writing.

As Peha (2003) states the use of picture prompts in the classroom inspires pupils to dig deep and come up with new and imaginative ideas. These prompts assist students

to write narrative and descriptive compositions as well as stimulate their thinking and creativity.

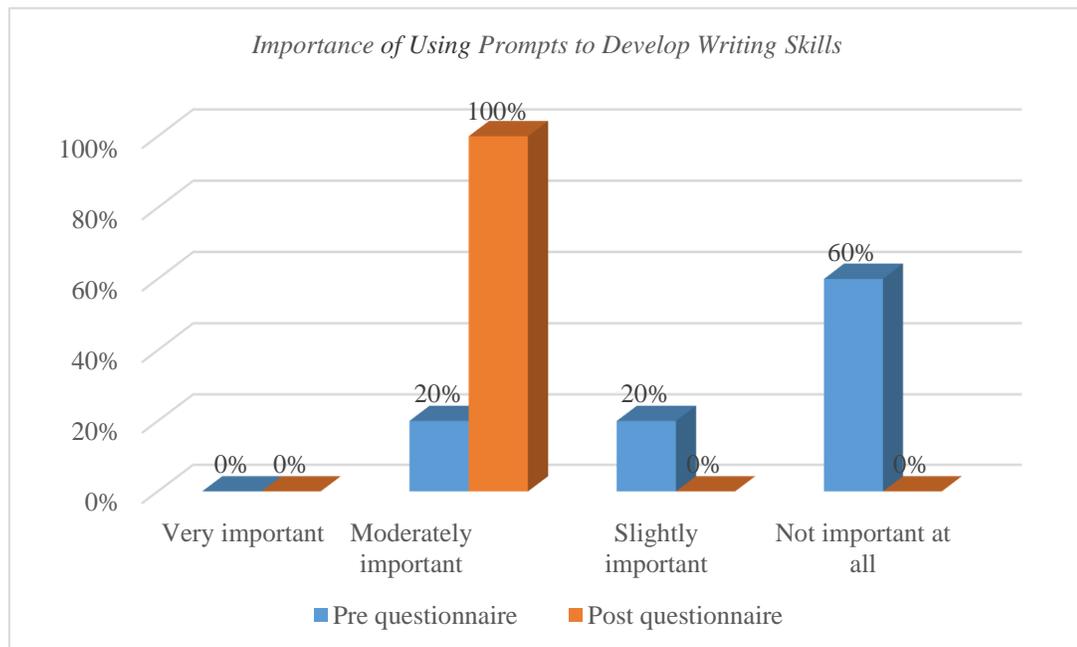
Question 5: How important do you think is the use of prompts to develop your writing skills?

a. Table 6

Importance of Using Prompts to Develop Writing Skills

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Very important	0	0	0	0
Moderately important	1	20	5	100
Slightly important	1	20	0	0
Not important at all	3	60	0	0
TOTAL	5	100	5	100

b. Figure 5



c. Interpretation and Analysis

The results of Table 6 reveal that 60% of students assumed that the use of prompts is not important at all to develop their writing skills. This demonstrates that learners did not know that prompts could help them to write accurately. Students thought that prompts were not important for writing because they were guided to write based only on traditional text exercises and they sometimes used word cards.

After the intervention plan, 100% of students considered that the use of prompts is moderately important to develop their writing skills. Prompts led learners to compose narrative, expository, persuasive, comparison and contrast as well as cause-effect texts because prompts were formed using interesting topics plus specific directions so that students write according to the topic. Therefore, prompts supported students to develop their writing skills.

According to Harrison and Harrison (2006), prompts are beneficial in helping to successfully complete a writing activity and in persuading students to write fluently about something that inspires them. In addition, prompts direct the writing of different types of texts, and aid learners attain their composition goals.

Post-Test Results

Objective Five: To validate the results obtained after the application of prompts as an effective strategy to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.

a. Table 7

Post-test Scores of PET Preparation Students in Writing Skills

Students' code	V	VT	O	C	P	Total
	/2	/4	/2	/1	/1	/10
ESUCPP 01	2.0	3.8	1.5	1.0	0.9	9.2
ESUCPP 02	2.0	3.8	1.5	0.8	0.9	9.0
ESUCPP 03	2.0	3.4	1.5	1.0	0.8	8.7
ESUCPP 04	1.6	3.0	1.5	0.9	0.9	7.9
ESUCPP 05	2.0	4.0	2.0	1.0	1.0	10.0
Mean	1.9	3.6	1.6	0.9	0.9	8.9

Note. ESUC= English Speak up Center, PP= Pet Preparation, 01= Students' code, V= Vocabulary, VT= Verb Tenses, O= Organization, C= Capitalization, P= Punctuation.

b. Interpretation and Analysis

Analyzing the data in Table 7, the total mean score PET Preparation students obtained in writing skills was 8.9 /10. It is an excellent level (see grading scale on page 153) that demonstrates learners improved different aspects of writing such as vocabulary, verb tenses, organization, capitalization, and punctuation as result of the application of prompts.

Therefore, the findings obtained show that students obtained an advance of 1.9/2 in vocabulary. They composed each piece of writing using of an extensive list of single words, noun phrases and idioms related to the topics studied.

Nonetheless, the lowest mean score that students obtained was 1.6 /2 in the organization. This refers that students improved in ordering ideas from general to

specific in a paragraph. Learners coherently organize supporting and concluding sentences, since the linking words at the beginning of each sentence helped them to realize what sentence goes after another, but they still make mistakes in identifying the topic sentence of a paragraph.

To sum up, students succeeded in writing almost correctly. They use a good number of different words in their compositions, organize sentences within paragraphs in a logical way, and use the correct verb tenses to complete sentences, capital letters for the majority of words that need capitalization as well as the right punctuation marks to separate words and sentences. Consequently, the improvement in students' writing skills was significant. As Ariyanti (2016) claims that writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. To create good and accurate writing, there are some aspects for the writer to pay close attention to, which are vocabulary, organization, grammatical structure, and mechanics.

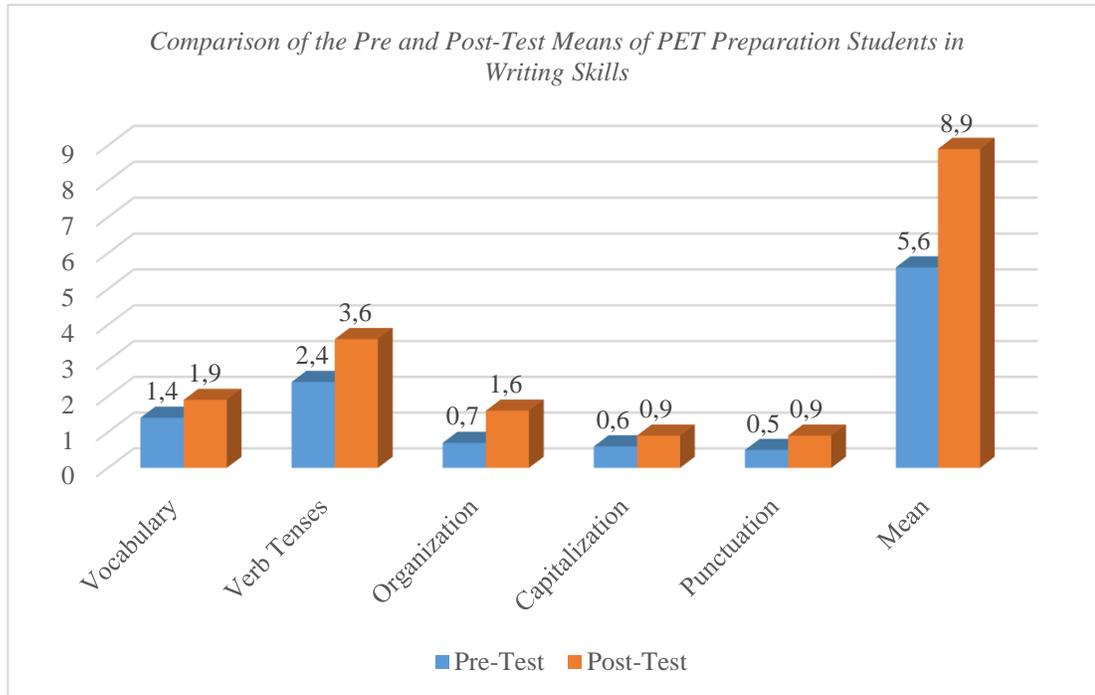
Comparing Pre and Post-Test Means

a. Table 8

Comparison of Pre and Post-Test Means of PET Preparation Students in Writing Skills

Aspects	Pre-Test	Post-Test
Vocabulary	1.4	1.9
Verb tenses	2.4	3.6
Organization	0.7	1.6
Capitalization	0.6	0.9
Punctuation	0.5	0.9
Mean	5.6	8.9

b. Figure 6



c. Interpretation and Analysis

The data in Table 8 and Figure 6 reflects that students' grades in writing skills improved through the application of prompts as a strategy. The mean score raised from 5.6/10 in the pre-test to 8.9/10 in the post-test. Learners had an increase of 3.3 points, which verified that there was a significant improvement in their writing skills.

The mean post-test scores for each assessed writing aspect are higher compared to the mean score of the writing aspects in the pre-test. Regarding the vocabulary aspect, they got 1.4/2 in the pre-test and 1.9/2 in the post-test, about verb tenses they acquired 2.4/4 and then 3.6/4, in the organization they obtained 0.7/2 and then 1.6/2, in capitalization they had 0.6/1 and then 0.9/1 and lastly, in punctuation they got 0.5/1 and then 0.9/1. It is evident that the progress of the writing aspects was significant,

pointing out that the excellent improvement was in vocabulary, the good enhancement was in verb tenses, capitalization, as well as punctuation and the poor development was in the organization. After applying the strategy, students were more capable to write descriptive, narrative, comparison, and contrast compositions using an extensive list of words, the correct verb tenses, ideas organized logically, capital letters, and punctuation marks when it is required. Thus, the impact of prompts on the writing activities was beneficial since it helped learners to cope with composition problems and improve their writing skills.

g. DISCUSSION

The execution of the strategy Prompts as an effective strategy to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021., had positive improvements in writing skills. In the pre-test, learners obtained a mean score of 5.6, and in the post-test a mean score of 8.9. These results reflected that students improved significantly their writing skills. Cheyney (2018) says that prompts provide clear information about the task and guide students in writing. For instance, what vocabulary to use, what grammar structures, what kind of language (formal or informal) and thus, avoid writers struggling with word choice.

Five aspects were evaluated to diagnose the students' knowledge in writing, which were vocabulary, verb tenses, organization, capitalization, and punctuation. The pre-test revealed that students had difficulties in recognizing the meaning of noun phrases and idioms. In verb tenses, learners had trouble choosing the appropriate verb form within sentences. About the organization, students faced problems in ordering the parts of a paragraph from the topic sentence to the concluding sentence. In capitalization and punctuation, students had complications writing capital letters and place punctuation marks when necessary.

After the application of the strategy, the outcomes in the post-test showed that students overcame significantly their writing problems and improved their level in writing. Students wrote compositions using a huge number of words, verbs in the

correct tense, upper or lower case, and punctuation marks. In addition, their writings showed a logical organization of sentences and ideas. Considering the results gained, the use of prompts was a great tool to improve learners' writing skills.

At the beginning of the intervention plan, the feelings, attitudes, and students' behavior towards the application of prompts in class were unsuccessful. They were afraid of asking questions when the teachers' instructions were unclear to them. Students only participated in class when the teacher asked them. Moreover, learners showed a lack of interest in learning to write by using prompts, consequently, they did not work cooperatively in the group activities. During the intervention plan, the student's attitude gradually improved. Students began to express their doubts, ask questions about the class topics and work supportively with the rest of the class. In the end, they felt more enthusiastic participating in class and they were interested in working with prompts to develop their writing skills. Besides, they collaborated in the writing activities carried out in groups.

Furthermore, during the application of the intervention plan, there were some strengths and limitations. About the strengths, the number of the students was convenient because it was easier to give individual help to each one. The teacher's recommendations were important, she contributed with suggestions about how to start and end the class, how to control the learners, and the way to make the classes more dynamic and participative. In addition, the administrative staff of the academy such as the director and the secretary were always concerned that all students attended classes and provided the necessary material such as the teacher's book and the technological

resources like the access to zoom platform by giving the code and password to enter. Among the limitations, the three hours per week was not enough to implement the planned activities and the internet connection of students was not efficient, for that reason, some of them missed classes or disconnected in the middle of the sessions.

The use of prompts had a significant contribution to the development of students' writing skills. The use of pictures, models paragraphs or texts, questions, initial statements, and a list of words used as prompts helped to guide learners step by step in the writing process as well as to organize a composition adequately. Additionally, the strategy conferred activities such as the writing center to practice verb tenses, the round writing to work in the organization, and the hop on the writing to practice vocabulary, punctuation, and capitalization. Subsequently, the implementation of the strategy allowed students to write paragraphs and large texts consistently with appropriate words, correct verb tenses, organized ideas, capital letters where appropriate, and correct punctuation marks. Likewise, prompts contributed to involve learners in composition and helped them to gain interest in developing their writing skills.

h. CONCLUSIONS

Students of PET Preparation at English Speak up Center presented some complications that limited the improvement of their writing skills. They failed in distinguishing the meaning of noun phrases and idioms, organizing the topic, supporting and concluding sentences coherently in a paragraph, using verb tenses correctly in sentences, applying capital letters and punctuation marks to separate ideas. All of these problems restricted learners to get good scores in writing skills.

The use of prompts like: the bare, vocabulary, picture, and prose model as well as the writing center, the round writing, and the hop on the writing activities improved students' writing significantly. Students showed improvement in writing paragraphs and texts employing a list of appropriate words, organizing ideas logically, using the precise verb tenses, capital letters, and punctuation marks where required. Learners were also more participative and interested in working cooperatively on the writing activities.

The findings of this research work showed that the application of prompts was a helpful strategy to improve writing skills. Students increased in their grades and demonstrated a significant progress in writing. They created compositions, considering the aspects evaluated. Moreover, the students' attitudes toward writing in English language were better than before. They participated with more enthusiasm, worked supportively in the writing activities, and acquired more interest in writing.

i. RECOMMENDATIONS

Teachers should apply tests to determine the level of students' knowledge and their main weaknesses in writing. Teachers ought to include in the planning different strategies and activities according to the level and needs of the students in order to solve the limitations. Besides, it is suggested that teachers record the learners' performance during the development of writing activities using observation sheets to determine if they are achieving positive results or still have writing problems.

It is recommended that teachers employ a variety of activities using prompts to improve students' writing skills. The use of prompts guides scholars to share their knowledge and experiences in the process of writing because they involve interesting images and clear instructions. Teachers should provide activities with prompts to encourage students to enhance the aspects of vocabulary, organization, verb tenses, capitalization, and punctuation. Likewise, to change students' attitudes toward writing.

Teachers ought to continue applying prompts as part of the teaching-learning process, especially to improve writing skills appropriately. Since prompts provide indications to direct students to construct different pieces of compositions, teachers can continue using them to explain writing. Educators should also use prompts in classes since they stimulate learners to participate more actively in class, work cooperatively with the rest of the class, and be more engaged in the development of their writing skills.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

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

THEME

PROMPTS AS AN EFFECTIVE STRATEGY TO IMPROVE WRITING SKILLS AMONG PET PREPARATION STUDENTS AFTERNOON SESSION, AT ENGLISH SPEAK UP CENTER IN THE CITY OF LOJA, DURING THE PERIOD SEPTEMBER 2020-FEBRUARY 2021.

This thesis project is a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

AUTHOR

KARINA MAGDALENA BELTRÁN VALVERDE

**LOJA – ECUADOR
2020**

a. THEME

PROMPTS AS AN EFFECTIVE STRATEGY TO IMPROVE WRITING SKILLS AMONG PET PREPARATION STUDENTS AFTERNOON SESSION, AT ENGLISH SPEAK UP CENTER IN THE CITY OF LOJA, DURING THE PERIOD SEPTEMBER 2020-FEBRUARY 2021.

b. PROBLEM STATEMENT

Background

The research will be developed at English Speak up Center during the period September 2020-February 2021. This prestigious academic was created on February 18th, 2004 as Centro de Capacitación Ocupacional Servicios Pedagógicos Integrados “English Speak up Center”. Then, it was assigned the name of Centro Particular de Enseñanza de Idiomas “English Speak up Center”.

The current location of the institution is in the city of Loja on Sucre between Azuay and Miguel Riofrío streets. Mg. Sc. Leonor Elizabeth Sanchez Burneo is the person in charge of managing as director of the institution. The academic is made up of 4 English teachers who are highly qualified for teaching the target language. There are fifty students in total. The courses offer their services to children, teenagers, and adults who are interested in learning a new language. Moreover, the institutions offer preparation for international exams, personalized classes, regular courses, summer courses, and translation services.

The mission of this institution is to respond to the demand of learning English as a foreign language, through a diverse educational offer which satisfy both general and specific interests. Likewise, the vision of the institution is to achieve comprehensive training for students and professionals in English as a second language, favoring the development of cognitive, evaluative, and practical processes.

Current Situation of the Research Problem

Globalization has been the main reason that has made languages so important. Hence, language is the armory of the human mind and at once the weapon of the future (Alvarez, 2012). Studying the language leads to an appreciation of cultural diversity and communication around the world (Gethin & Gunnemark, 2012). English has become one of the most important languages spoken by many people. In other words, most multinational companies require a certain degree of English proficiency from potential employees so more people are learning English to obtain a good position at a leading company (Neeley, 2012). Nowadays, it is impossible to find a country where learning English has not become a rule. Therefore, English is considered as lingua franca of science and influences the world of business, tourism, and education (Villar, 2018).

The Latin American business community is increasingly vocal in its demand for more English speakers, and, in response, a majority of the countries have rolled out education reforms to teach English better and more widely (Cronquist & Fiszbein, 2017). Despite a strong economy attracting new international business, Latin America was identified as the region with the lowest proficiency in English in the world (MercoPress, 2013). More than half of the countries in the region are in the lowest EF EPI proficiency band. In particular Brazil, Columbia, Peru, and Chile have improved, but they still lack the large base of competent English speakers necessary for a globalized workforce. In addition, men score higher than women. Men outscore women with 50.87 and women 49.82 so that the gender gap is narrow

(EF English Proficiency Index, 2019). English language learning has become a big issue across the Latin American region. Barriers such as low levels of English fluency among teachers, the high cost of many English language programs, and the difficulty of delivering high-quality English instruction to remote rural schools or overcrowded urban ones are considered the cause of the low proficiency English in Latin America (Yasin, 2017).

In Ecuador, English is a compulsory subject from second grade to third year of Bachillerato so that students begin to interact and communicate in today's globalized world (Ministry of Education, 2014). According to the new curriculum reform, this subject is imparted as a regular schedule which includes five hours per week at high school level. Despite this, most students do not have a meaningful learning of this foreign language. Due to some problems like the use of traditional methodology, laziness, demotivation, boring books, and some teachers do not apply suitable strategies to develop productive skills (Burgin & Daniel, 2017). As a consequence, Ecuador is one of the countries in Latin America with a very low average in learning English, its position is 19 out of 19 with an average of 46.57, that is, the last position (EF English Proficiency Index, 2019). The level of English proficiency in Ecuador is very low. Thereby, the educational system is simply not producing students with adequate levels of learning.

Regions of Ecuador have a different average competition in learning English. The Costa region has the highest average, while the Sierra and Amazon regions have the lowest. Especially, the province of Loja has a low level of English with an

average of 50.48 (EF English Proficiency Index, 2019). Hence, students do not reach the level of English B1 at the end of secondary school established by the Ministry of National Education of Ecuador. Most of the students in public educational units face many difficulties in all four English skills, which are listening, speaking, reading, and writing, particularly students find it difficult to produce texts.

Emphasizing writing skills, the main objective of the English curriculum design is to become students good at writing inside and outside the classroom with the necessary skills for communication in everyday contexts (Ministry of National Education of Ecuador, 2014). Although some of the strategies used by teachers encourage their students to be creative and organized, that is not enough (Moreno, 2010). Students do not achieve the goal. The problem is that they do not care about the kind of essays they are creating and they do not follow the correct steps that will provide all the sources for their compositions. Students who receive high grades in school may be unaware of their poor writing. They just care about the grade they will receive at the end of a homework assignment.

Private education also finds English language learning process complicated. During observation to PET Preparation students afternoon session, at English Speak up Center, it was found that students have difficulty managing all English skills. In fact, written production was one of the complex learning issues. Learners got so confused at the time of writing. Despite the given instructions, they did not get any ideas and clues about how to start writing a text. What is more, students had trouble when taking into account many aspects at the time of writing such as organization,

vocabulary, verb tenses, capitalization, and punctuation. All of that produces a lot of problems in the students who are reflected in the non-presentation of assignments and low grades.

The mentioned issues are the main motivation to seek excellent strategies with the aim of improving writing skills, which allow them to get the appropriate level B1. The researcher must consider new strategies such as prompts which are developed with the purpose of offering support to students to make the correct choices and have successful learning experiences and reduces a learner's response to incorrect choices (Hayes, 2013). Through this strategy, students are will be able to focus and write texts with ease, coherence, and consistency. Furthermore, this strategy helps them prepare lessons in a different and motivational way to change the traditional classes (Macancela, Astudillo, & Ledesma, 2017)

Research Problem

According to the previously mentioned issues, it is essential to research the following problem:

HOW DOES THE USE OF PROMPTS AS AN EFFECTIVE STRATEGY IMPROVE WRITING SKILLS AMONG PET PREPARATION STUDENTS AFTERNOON SESSION, AT ENGLISH SPEAK UP CENTER IN THE CITY OF LOJA, DURING THE PERIOD SEPTEMBER 2020-FEBRUARY 2021?

Delimitation of the Research Problem

Timing

This research project will be carried out during the period September 2020-February 2021.

Location

The present project will take place at English Speak up Center, which is located in the city of Loja on Sucre between Azuay and Miguel Riofrío streets.

Participants

The participants of this research work will be five students of PET Preparation at English Speak up Center. They are all about seventeen to twenty years old. In addition, the teacher candidate will also take part in the intervention plan.

Sub-problems

- What theoretical and methodological references about prompts are useful to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?
- What are the issues that prevent the improvement of writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?

- What are the phases of the intervention plan that help to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?
- Which prompts as an effective strategy are the most suitable to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?
- How effective was the application of prompts in improving writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?

c. JUSTIFICATION

The aim of the research work is to improve writing skills through the use of prompts as an effective strategy among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021. Listening, speaking, reading, and writing are the four language skills used to understand and produce spoken language. Learning how to write a coherent, effective composition is a difficult and protracted achievement of cognitive development (Kellogg, 2008). However, writing is an essential element of communication. Through writing, individuals can express themselves emotively and creatively on something that agitates their minds (Gangal, 2011). Besides, according to Ramirez (2016), writing allows students to put their ideas on paper, to organize their knowledge and beliefs into convincing arguments. Otherwise, people with poor writing might not have the opportunity to share their knowledge in a meaningful and effective way. Thus, writing skills are important for academic success and all fields.

Taking into account the above mentioned, to develop writing skills, a series of practical activities and some writing assignments are needed to strengthen the way to write different papers. Additionally, it is useful to create a good classroom environment that involves students in the art of writing, so that they feel motivated and get opportunities for improvement. Therefore, this research emphasizes the relevance of applying prompts as an effective strategy to improve a skill as important as writing. A prompt is simply a topic around which people start jotting

down ideas (Kewin, 2010). This means that prompts could be a single word, a short phrase, a complete paragraph or even a picture, with the idea being to give learners something to focus upon as they write (Nordquist, 2020). Consequently, the objective is to help students who have trouble composing texts.

Prompts represent a very effective tool to expand writing skills. They have different characteristics that play an important role at the moment of teaching writing because scholar pupils enjoy working with this strategy and, consequently, promote easy classes. One benefit of using prompts is that through their application teachers can get students to write without difficulties certain sentences, paragraphs, stories, short dialogues. This strategy is advantageous since it enriches elementary writing skills in scholars (Smith & Swain, 2011).

Moreover, the development of this research will benefit the students and the teacher candidate. PET Preparation students afternoon session at English Speak up will reduce their learning problems since the researcher will contribute with solutions for them. Students will have the opportunity to write in a relaxing and didactic atmosphere. In addition, it is intended to link teacher candidates of the English career with professional practice and familiarize them with activities related to their future profession. It gives them the chance to recognize if the techniques of teachers and strategies used in classwork well in student learning. As well, this research will allow the teacher candidate to fulfill part of the educational training established by the university with the object of achieving the rewarded degree and become a professional.

d. OBJECTIVES

General

- To improve writing skills through the use of prompts as an effective strategy among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.

Specifics

- To research the theoretical and methodological references about prompts as an effective strategy and their application on writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.
- To diagnose the issues that limit writing skills in the English language among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.
- To elaborate an intervention plan based on prompts in order to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.
- To apply the most suitable prompts in order to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.
- To validate the results obtained after the application of prompts as an effective strategy to improve writing skills among PET Preparation students afternoon

session, at English Speak up Center in the city of Loja, during the period
September 2020-February 2021.

e. THEORETICAL FRAMEWORK

PROMPTS AS AN EFFECTIVE STRATEGY

Origin of Prompts

The word prompt comes from the Latin *promptus* which means hint, act of incitement, visible, apparent, evident (Etymology Dictionary, 2001). This word began to be used in English Language around the 1590s.

Prompts were created to lead people towards what they should say or do. Due to the great difficulty that they have to issue a correct answer. This strategy makes sure that the person knows how to perform the skill without getting frustrated and wastes valuable instructional time (Cho, 2019).

Nowadays, prompts are used in daily life. They are used by friends, coworkers, parents, teachers or anyone who is teaching and showing someone else a new skill. Inge, Hendricks and Palko (2013) mention the head of a company teaches the employees how to access computerized documents from the office. A salesperson demonstrates to a customer how to use a cell phone and the features as well as the applications of the phone. In addition, a teacher touches a student's back to direct them to where to leave their backpacks. In all of these situations, verbal, model, gestural, and physical prompts are used to help each person do a specific skill.

There are different principles or standards that are used for the selection of different prompts such as the person's skill level, the activity to be completed, and the amount of assistance needed for successful completion of the activity (Inge et al., 2013). In the

same way, prompts can be equally useful for helping people both with and without special needs (Kosky, 2013).

Definition of Prompts

Cambridge English Dictionary (2015) defines prompts as a set of directions or a passage from a book, poem, or play to give someone ideas for writing something. In order to help by suggesting or saying the following words of something forgotten or imperfectly learned. When teaching children new skills teachers provide instruction and prompts to complete the ability. Hence, many times different prompts are used together to assist a child, teenager, and adults learn a new aptitude or complete a targeted response.

Throughout the years, several techniques have been applied in order to give a great breakthrough in writing. “Prompts can be employed in speaking activities, but they can also be used for the betterment of learners’ writing skill” (Ramirez, 2016, p.81). Additionally, Raymond (2012) establishes that prompts are for all writers, novelists, memoirists, poets, and they could help to discover new material for an old piece, or new material for a new piece. Prompts can support inform whatever it is people are working on. They take individuals places they never knew existed and lead them right into the next poem, story or novel (p.10).

Particularly, the role of a prompt is to give learners a cue or a beginning line about what pupils have to compose. This strategy increases the likelihood that the person will emit a correct response and reduces the possibility of errors being made.

Writing prompts are simply a topic or cue which students can use to start composing and add ideas. The term has come to be used to refer to a statement of instruction or direction (Lieu, 2015). Furthermore, Cho (2019) explains that “a prompt is a word or two, a very short phrase, and a quote that sets your mind off on a journey that inspires creative energy” (p. 578). All of them provide clear information or directions about the task. In comparison, Christianse (2012) says that “prompts can, of course, appear in other forms besides starter sentences. Also, photos or illustrations can work in exactly the same way” (p.4). Therefore, Ramirez (2016) claims that the application of prompts supports students at the moment of producing the target language in its written form. Thus, the application of prompts is remarkable for scholars to practice this skill.

Effective writing prompts include two basic components; a situation and directions (Jones, McDonald & Shore, 2020). On the one hand, the first part presents the general theme that trainees should write about and should be interesting, consistent with their experience, and mastery of the imagination. On the other hand, directions are specific tasks, the particular way people should respond according to the situation. These might be expressed with the purpose of guiding scholars to share their knowledge as well as experiences. In consequence, inspire thinking and creativity.

Objectives of Using Prompts

Writing prompts are very significant because they prepare students for real situations. For most learners, it is hard to write and reject drafting activities. Therefore, the most vital aspect for teachers to consider is the use of prompts in order to solve this

problem. According to Harrison and Harrison (2006), prompts are used for the purpose of trainees achieving the following objectives:

- To assist successfully complete a writing activity.
- To persuade to write about something that inspires them.
- To encourage creativity and increase interest in wording.
- To offer choices and opportunities to practice their writing skills.
- To enable students to think and write using their own experiences.
- To direct narrative, expository, or persuasive texts and help learners attain their composition goals.

Types of Prompts

There are various kinds of prompts teachers can use for assignments or assessments, and some of them are more arguably better than others in terms of being fair to all students and collecting more accurate information. The most used prompts are picture prompts, bare prompts, vocabulary prompts, and prose model prompts.

Picture prompts.

Picture prompts involve images plus guided information in order to provide students with specific information about what and how to write in the target language. Picture prompts provide students the information they see, tell about the specific topic and help the students to understand what they are going to write. The use of picture prompts in the classroom inspires pupils to dig deep and come up with new and imaginative ideas. Therefore, they assist students to write narrative and descriptive compositions as well as stimulate their thinking and creativity. Picture prompts can guide them to reality.

Nevertheless, the selection of the correct image is relevant if teachers want trainees to develop new and exciting ideas (Ramirez, 2016).

Bare prompt.

This kind of writing containing nothing more than simple initial statements such as sentences and questions requiring writers to write about a subject. It is a simple explanation of the task in English. For example, many people say that “money is the root of all evil.” Do you agree or disagree with this statement?” It incorporates instructions in which the learner has a lot of freedom to respond and still be on the topic (Chapman, 2016). For younger, lower writers, or those who may not be English proficient, it was found that adding these questions improves the probability that everyone understands exactly what they are being asked to do. It engages students in thinking, problem-solving, and practice writing (Bahrbar & Darabad, 2013).

Vocabulary prompt.

It presents the vocabularies needed to write about a specific subject. It includes the explanation of the task along with a list of precise words and expressions that students need to use. These keywords have been emphasized as clues for students to write about the desired mode of response. This prompt helps to build vocabulary related to different types of writing and makes responses not only more specific but also easy to do (Bahrbar & Darabad, 2013).

Prose model prompt.

It gives a model of a paragraph or more of a similar type of writing to show the writers how to write about the subject. The objective of a prose model

prompt is to demonstrate the structure and organization of any type of composition, so students have a guide to follow. The effectiveness of the prose model prompt enforces the idea of the reading-writing connection. The rich and reliable source of knowledge for learning about written language is the writing already done by others. In other words, one learns to write by reading (Bahrbar & Darabad, 2013).

Bahrbar and Darabad (2013) state that bare, vocabulary, picture, and prose model prompts lend a hand to everyone in order to generate ideas at the beginning of any writing styles and thus understand exactly what they are being asked to write. These kinds of prompts act as instructions, guides, and say what to include in each piece of writing to make responses more specific.

It is evident that not all prompts generate similar results in all groups, even though the indications are designed with themes that all learners would be familiar with (Bahrbar & Darabad, 2013).

Criteria for Effective Writing Prompts

One of the most common challenges in designing a prompt is determining how much information to include. A prompt should have some essential characteristics to ensure that the student grasps and understands exactly what is required by the teacher. To create an effective writing prompt, it should meet the qualities in some terms proposed by The Oregon Department of Education (2011).

Use clear and concise wording.

Choose the word that most clearly conveys meaning. "English words generally have two types of meanings: a denotative meaning that refers to the descriptive dictionary

definition of a word and a connotative meaning that indicates the emotional impact of a word" (The Oregon Department of Education, 2011, p.1). For example, the words slender, thin, and skinny have the same denotative meaning, but very different connotations. Therefore, the use of the correct words is very essential so as not to confuse the students.

Plainly identify the student’s task.

State the mode or purpose for writing. The Oregon Department of Education (2011) suggests that the use of clue words such as “explain” for expository, “convince” for persuasive, “tell a true story” for narrative, “invent a story” for imagination, “explain the advantages and disadvantages,” for comparisons are essential for redaction. Hence, clue words say exactly what needs to be done.

Writing prompts need to be free from bias.

Experiences and interests common to students may be addressed according to the level they have. "It is meaningful that the writing prompts are not biased" (The Oregon Department of Education, 2011, p.1). For example: not providing benefits to learners who have had a variety of life experiences. Moreover, it is useful to be aware that not everyone takes family vacations, has Internet access, etc.

Avoid hackneyed and overused topics.

The Oregon Department of Education (2011) mentions that it is necessary to eliminate certain overused and value-laden topics, such as abortion, the death penalty, gun control, etc. because these are boring issues that have been written several times by people and rarely fresh.

Prompting for Meaningful Student Writing

The use of prompts has a very useful function in education (Cheyney, 2018). Nevertheless, every teacher who has tried to produce the perfect writing prompt knows how difficult it is to find a topic and follow directions that will put learners in the right lane. Similarly, teachers know well the mischief that occurs when they run into a bad prompt. It is a fact that learners have minds, hearts, and experiences of their own and can interpret the instructions in many ways (Ramírez, 2016). Therefore, each is expected to express himself differently in homework, individual, and group work, assignments, tasks or testing.

Besides, other authors Smith and Swan (2011) exclaim that “prompts represent a huge part of scholars' writing progress” (p.1). They affirm that prompts do play a key role in student performance. In order of appearance on the writing stage, prompts are often first. If they are dull, indecipherable, or daunting, students may not be able to come up with their best composing act. Whether prompts are part of a teacher’s curriculum, assignments constructed to teach a particular something or part of a test or evaluation, so they are unavoidable. As can be seen, they are valuable in the writing process so that each of them feels guided from where they have to start to the end.

In a similar vein, Lieu (2015) affirms that the application of prompts can have many positive aspects in the students for example: First, *Engagement*, because the themes are motivating and enhance learning. Second, *Critical thinking* since the instructions make them think. Third, *Class preparation*. Having the writing prompt at the beginning of

class often gets the students ready to start. Finally, *writing skills*, they have the option to practice composition frequently.

“Creating a prompt is to give students the best possible entry into a writing performance” (Smith & Swan, 2011, p.2). In order to best respond to a prompt, everyone, teachers, researchers, caregivers, specialists, and the learners themselves try to contribute their precious and valuable points of view, comments or criteria.

Prompting Procedure

As with any strategy, the use of prompts has a step-by-step guide to guide the writer through a task. Teachers must first introduce and model the strategy to students using the following guidelines:

Purpose of prompt.

The first step is to help learners understand the purpose of writing prompts in the classroom. They must be taught to figure out the prompt and understand what is expected from them. Questions, such as, what type of composition does this prompt necessitate, or, what details should be included, or, who is the audience, can help students to understand the nature of the prompt and the writing style required (Gallagher, 2006).

Model the strategy.

After introducing the prompt and its purpose, model the strategy using an example. Display a writing prompt in front of the class. Teachers can brainstorm with students and generate ideas for writing with the prompt. Using the ideas generated, educator writes a sample text with students. During the process, teachers should think aloud

since this can help students understand the educator's thinking process (Gallagher,2006).

Practice.

Later, teaching the strategy, the teacher encourages students to practice and use the strategy in their writing activities.

Prompts in the Classroom

The use of prompts is a positive form of teaching and therefore encourages learning as students continually progress in developing writing skills. Both teachers and learners have related roles that are needed to make the learning process effective. In addition, the use of visual materials makes the acquisition ability more attractive.

Role of teachers.

“Educator is a guider and encourager that need to decide which set will best help students to develop the ability” (Rabin, 2012, p.40). The teacher could use coaching on the facilitation of social interactions for scholars.

Role of students.

The learner’s role in this strategy is to participate in every activity that it requires. They comment and share their opinions as well as analysis about all sorts of issues and types of topics. In other words, they do most of the work. “Their function is to read, write and think about the writing prompt given by the teacher” (Rabin, 2012, p 41).

Materials.

Knight (2013) suggested different materials that provide guidance, temporary support, and aid to the fulfillment of simple and more complex activities as well as tasks in the learning process. These were the following:

Photographs.

Knight (2013) says that “simple photographs can prompt spirited, meaningful discussion, and dialogue” (p.138). Pictures of environmental disasters, for example, can lead to lively discussions about the ethical actions of businesses. Moreover, historical photographs, such as those from the civil rights marches, can be used to provoke students to think more deeply about the significance of events. Thus, a photograph can be worth much more than a thousand words.

Cards.

These are also great materials in the teaching-learning process. Prepared cards are given to individuals or groups of students to assist them in their discussion about a particular topic or content area. For example, vocabulary words to prepare for exams; specific content sentences to complete, formulas to associate with a problem or concepts to define (Knight, 2013).

Benefits of Using Prompts

Teachers know that most students dislike writing because they consider it a boring and annoying activity. They do not realize the significance of this skill due to the inadequate wording instruction and little practice. Hence, the implementation of motivating activities and exercises is required for correct writing improvement.

Prompts are a good strategy for encouraging them to write; they have diverse benefits that are listed below:

Prompts provide inspiration.

They widen the wording horizons by exposing students to new topics. This strategy promotes them to find a niche, write what they know, mark their gender, and give them the freedom to write outside of their preferred genre (Cohen, 2010). Writing prompts expose writers, even seasoned ones, to worlds and subject matters they otherwise ignore (Morrill, 2012). Instructions help them practice composition basics, focusing on one or more storytelling aspects such as point of view, setting, plot, characterization, dialog, or description.

Prompts can help break the writer's block.

When students are stuck at some point in their current work-in-progress, they might stop writing altogether. Prompts help to start it again. Once pupils begin drafting in response to a prompt, they will find themselves relaxing. Prompts provide new landscapes for the brain to play with (Cheyney,2018). They give a new focus to original and cotemporary questions so that scholars can bring them to their compositions. They challenge learners to examine an unfamiliar point of view, experience, or feeling.

Prompts perfect the craft.

Best of all, frequent composition through prompts polishes writing skills. They provide literary practice for writers to hone their grammatical rule usage, improve punctuation and handwriting, enhance their descriptive wording, and wrestle with imagery (Cohen, 2010).

Prompts can support to write for longer periods of time.

When students are having fun responding to a prompt, they can sometimes write pages and pages without editing themselves as they go (Neuemeier, 2012). If they like the direction their writing went with the prompt, even though the composition itself was not that great, they can go back, rewrite, and revise what they have written until they do come up with something that is well-written and maybe even marketable.

There are many benefits of using this effective strategy. The use of prompts is a positive way of teaching and encourages learning because students continually make progress and are not thwarted or discouraged when they started placing all the information on paper.

WRITING SKILLS

History of Writing

According to the Language Insight (2019), writing is an integral part of any language and may just be one of the most valuable skills humans ever developed. Because of its importance, this skill is practiced by many in the world. Consequently, it is part of life for this reason it is essential to know its origins. Hence, “Ancient ancestors recognized the significance of composition and many had myths remembering its invention” (Roger, 2020, p.6). In Egypt, for example, the god Thoth created hieroglyphics, along with language, magic, and medicine.

In fact, Damen (2017) states the evidence of the earliest roots of writing come from between 600 and 900 BC writing in the cultures of Mesoamerica. Moreover, around

3400 and 3300 BC appeared in the Egyptian and Mesopotamian eras and separately around the same time in China.

First of all, according to Novin (2014), the earliest known script in Western Civilization was the wedge-shaped system of signs used by the ancient Sumerians. Humans carved symbols on the stones to count and keep track of possessions. After that, Mesopotamians deployed their now-lost system of pictographs only on biodegradable material, such as bark or animal hide. Next, people started using the cuneiform that included a sign for “star” that looked like an asterisk. Lately, the alphabet appeared (Damen, 2017).

From around 2900 a. C. onward, the scribes of the temple in Mesopotamia began to record people's names (Clayton, 2019). Nonetheless, registering names presented a new challenge. Since then, some of the names contained complicated sounds that were not represented by their current writing system. To overcome this, they extended the alphabet by adding new letters. Furthermore, it has been said that it was in the context of funeral rituals that composition became really meaningful as a vehicle for recording speech (James, 2020).

Given the above, counting, naming, and communication beyond the grave are just a few remarkable arguments why humans began to write. Although contexts, functions, and representations may vary, the reasons for writing are remarkably similar in other systems and traditions (Bellis, 2020).

Definition of Writing

In many societies, “writing is an essential tool for communication learning and self-expression” (Bahrbar et al., 2013, p.2). Through composition, individuals are able to maintain personal links with friends, family, and colleagues from a distance. As a result, the use of written expressions has increased quickly. To clarify, “writing is a narrative skill gained through formal education, and it is directly related to the listening, speaking, and reading skills” (Ministry of National Education of Turkey (MoNE), 2019, p.8). Likewise, composing a text is the process of putting ideas in order and involves both cognitive and social behaviors. As such, composition is the last link in the four basic language skills (Göçer, 2014)

Similarly, Yusuf, Jusoh, and Qismullah (2019) add that the purposes of writing are meaningful so that writers can express themselves, provide information, persuade readers, and create literary work. Through wording, messages on a particular topic or subject are delivered to others. Moreover, Leader (2015) claims that “in the context of writing, there are three principle elements which are the text or the message (the topic to be discussed), the writer who is presenting it and the reader (the audience to be addressed)” (p.6). All these parts are indispensable for good redaction in communication.

The term of writing is s defined as thinking (Greenstein, 2013). In order to write about a subject, a student must think about it. They should think of the correct ideas, structure, coherence, cohesion, and grammar. By improving their composition, they are also improving their ability to think and vice versa (Huh & Le, 2018). In addition,

“writing skills improve learners' mental skills such as thinking development, editing information, effective use of language, and communication” (Yıldırım, Demir, & Kutlu, 2020, p. 256). So, writing means using most parts of our brain and intellectual skills.

Consequently, writing is a habit that should be practiced constantly every day. “The clearer the thinking the better and the more often it takes place the better” (Dobelli, 2013,p.9). It can be used to learn and demonstrate learning. Despite the fact that composition is a challenge for the student, even for the experienced, this is practiced by many people.

Importance of English Writing Skills

Gallagher (2006) comments that to become a swimming expert, one must swim a lot rather than just want to be an expert swimmer. However, becoming a skilled swimmer requires a lot of work and a lot of practice. So that, ability to write works in the same way. This skill would improve, only if it is practiced with a lot of effort.

People, as a society, value the written word, and in a world where information is permanent, it is relevant to develop writing skills because most of the information is written. Peha (2003) assumes that teachers have at least two main reasons for students to write: pupils require to be prepared for life in real world outside of school and teachers can assess students' advances because there is nothing like a written statement to help an instructor discover what learners have learned and what they might need to learn next.

Thereby, composition is a fundamental skill. Sometimes, most people want to write to respond to an email, a letter, a chat message, and other texts based on written communication.

Saéz (2020) points out that there are other reasons to start composing. It helps to communicate complex ideas in a much more effective way. Another benefit is that many memories will be captured through wording. If everyone writes every day, they will have a historical record of their thoughts. Moreover, who knows, maybe they will end up publishing a book. Moreover, Carlson (2019) supports that writing improves grammar, vocabulary, and speaking skills. It forces students to write correct words using the appropriate grammatical structure.

Furthermore, The Ministry of National Education of Ecuador (2014) highlights that developing this skill will help learners for future academic and career opportunities either within Ecuador or abroad. Hence, they will be able to achieve meaningful objectives such as accessing information published in English in different fields such as science, commerce, technology. Likewise, an advantage is that students have time to think about what and how they want to say because wording is planned.

Types of Writing

Bhasin (2020) says that writing is a way to express human emotions and knowledge. Every writer has his/her own style of composing, which reflects his personality. However, each piece requires different styles and tones. These are decided based on the content and script. People need to focus on the intention of their ideas. Press (2013)

emphasizes five main types of writing: narrative, descriptive, persuasive, comparison, and cause-effect.

Descriptive writing.

In this case, the writer describes how someone or something looks, feels, smells, tastes or sounds. It is important to recall, the more details the individuals use the better their descriptive wording becomes. (Press, 2013). This type can include a journal, travel magazines, biographies, poetry, diaries, memoirs, etc.

Narrative writing.

It is employed to tell a story. “Everyone likes to hear different stories even if they are real or not” (Press, 2013, p.37). In this kind of writing, the writer can use a plot, a theme, characters, settings, etc. The plan is to tell a sequence of events and experiences. It involves novels, biography, poetry, short stories, letters, comic strips, journals, etc.

Comparison and contrast writing.

It shows how two or more people, places, things or comments are alike or diverse. This kind of writing allows the writer to point out similarities and differences among them. The topic sentences introduce the idea of coincidences and variations between two or more things. The supporting sentences then compare them (Press, 2013).

Cause-effect writing.

This type of writing shows the causes and effects of an event or the reasons why something happens. “It gives the results of something” (Press, 2013, p.38). The topic sentence explains the action and the supporting sentences give the reason why the action happened.

Persuasive writing.

Press (2013) establishes that “persuasive writing is used to give an opinion about a topic and convince readers to take another point of view” (p. 38). It tries to change the mind of someone by using facts and opinions in order to explain something in a better way. Persuasive composition can be seen in opinion sections of newspapers, reviews of movies, music, restaurant, hotel or city.

Overall, writing has different types based on the intention of the text. Students can choose any type depending on what they want to write in a composition. Anyway, it is remarkable to know the qualities of each one to develop a good piece of writing.

Components of Writing

To create a good writing, there are several aspects for the writer to pay close attention to. Halimatus and Yudi (2019) say that an effective composition should meet the following components: content, vocabulary, organization, grammatical structure, and mechanics.

Content.

The writing must contain related ideas, supported with mature reasoning like examples, details or facts.

Organization.

Organization in writing is how ideas are presented. The process of organization in writing involves coherence. It refers to how sentences and paragraphs are stuck together, in other words, the ordering of the information. The ideas need to have a logical sequence from general to specific using linking words. Begin with the topic

sentence that makes an overall statement followed by supporting and concluding sentences in order to make the writer's opinions easy to follow and help the reader understand the connections between ideas (Halimatus & Yudi, 2019).

Vocabulary.

It is about selecting appropriate and descriptive words to convey your ideas (Mather, Wendling, & Roberts, 2009, p.21). Students need to use suitable and new words related to the topic. They include a wide variety of vocabulary that expands the topic.

Grammatical structure.

Grammar involves syntax and morphology. It is the way words, phrases, and clauses come together to make sentences. This component classifies words based on eight parts of speech:

- **Verbs** express what the person, animal, place, thing, or concept does. Eg. takes, studied.
- **Nouns** are the name of something such as a person, animal, place, thing, or concept. E.g. house, forest, river, etc.
- **Pronouns** substitute a noun or a noun phrase. E.g. they, he, those, that, etc.
- **Adjectives** describe a noun or pronoun. E.g. old, pretty, blue.
- **Adverbs** modify or qualify an adjective, verb, or other adverb or a word group. E.g. recently, happily.
- **Prepositions** come before a noun or a noun phrase and link it to other parts of the sentence. E.g. about, by, in, etc.

- **Conjunctions** join two clauses. E.g. but, while, because, etc.
- **Interjections** express emotion. E.g. Oh!, wow!

Mechanics.

The use of mechanics involves capitalization, punctuation, and appropriate spelling.

Capitalization.

Capitalization means writing the first letter in uppercase and the rest in lowercase.

The function is to clarify ideas.

Punctuation.

Punctuation is the use of symbols that demonstrate how a sentence is constructed and how it should be read. For a good writing, the writer has to know the right use of comma (,), full stop (.), exclamation mark (!), question mark (?), semi-colon (;), colon (:), apostrophe (‘), quotation marks (“...”), hyphen (-), brackets ([]), parenthesis (()), etc.

Spelling.

Mather et al., (2009) point out “spelling is the correct way to write a word, applying the right order of letters. Children must learn how to spell morphemes and homophones without missing letters or misspelled” (p.17).

From these points of view, it is clear that composition and its components cannot be separated because each depends on the progress of the other.

The Writing Process

“All writers go after their own composition process. Often the procedure is a routine that comes naturally and is not a step-by-step guide to which writers refer” (Radaskiewicz, 2014, p. 57). It is different for everyone. Nonetheless, Gentry and McNeel (2014) list five 5 basic steps that help in the composition process. These are:

Pre-writing.

Students identify everything they need to do before starting the draft. In pre-writing, they should find the idea, build on the thought, and make the plan as well as the structure of the opinion (Gentry & McNeel, 2014).

Drafting.

Now students have the plan and they are ready to begin composing. Learners begin writing their initial compositions. “They can use the notes they wrote down in the previous phase creating a well-organized text to convey a particular topic or present an argument” (Gentry & McNeel, 2014, p.143).

Revising.

Here, trainees review, modify, and reorganize the structure and content of what they wrote; they can rearrange, add, replace or delete some content (Gentry & McNeel, 2014). Reading the piece of writing silently or aloud or making peer-editing are some techniques for checking the text. The main purpose of this stage is to improve the draft.

Editing.

Taking into account the information from the previous phase, students rewrite their texts. They check for repetition, clarity as well as grammar. Also, they have to notice

if sentences themselves are sentences, the words they use are the right words, if the capitalization, the spelling, and punctuation are correct (Gentry & McNeel, 2014).

Publishing.

In the last step, students can share their papers with the rest of the class or might be published online. Before, they have to make sure that the writing lacks any errors (Gentry & McNeel, 2014).

It is essential to motivate pupils to go through several steps to produce excellent pieces of writing. By following these five steps, learners are guided toward clearer and more organized wording. It facilitates understanding how to write good compositions.

Assessing Writing

Crusan (2010) believes “Assessing students writing is quality possibly one of the most time-consuming (and) scary but most significant things teachers do” (p.5). However, Lenski and Verbruggen (2010) have said that “assessment is a process of collecting and documenting evidence of student learning and progress” (p.135). Therefore, Dorjsumiya and Bayarmaa (2019) point out that forms of formative assessment play a major in write assessment.

Portfolio.

Many teachers make use of portfolios for the assessment of students writing. It usually contains the best works and collections of samples over time. Moreover, “it can contain a reflective composition by the student on his or her process in writing as well as a self-assessment of strengths and weakness in writing” (Dorjsumiya et al., 2019, p.94). All of them are used for the final grade.

Rubrics.

Using a rubric to assess student writing is a great way to see exactly what students are mastering and what they find difficult. Teachers can create their own rubric and calculate scores (Dorjsumiya & Bayarmaa, 2019). Rubrics help teachers determine exactly which students they need help with or where they need the most challenges.

Self-assessment.

Have students assess their own writing process is also important. It allows students an opportunity to observe and reflect on their development as well as results. Also, it makes the students aware of the aspects that they need to improve (Dorjsumiya & Bayarmaa, 2019).

f. METHODOLOGY

Design of the research

Action research in educational settings is related to finding solutions to problems in the teaching-learning process. According to Creswell (2012, p.4), “action research is a systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. Based on the aforementioned, the procedure of action research is cyclic and follow these steps; identify a problem to study, locate resources to help address the problem, identify information to be needed, implement the data collection, analyze the data, develop a plan for action and reflect on the result.

This research study titled prompts as an effective strategy to improve writing skill is based on action research and will allow the pre-service teacher to become a participant to study aspects in the problematic situation, gather information, and analyze or reflect on the results that will be derived from the application of an intervention plan that lasts ten weeks, in which the results will justify if this work was effective or not in improving the learning of writing in students.

Methods, Techniques and Instruments

Methods.

This study will make a description of the data that result from the intervention plan. The following general methods will be applied along with the research:

The scientific method will facilitate the study of prompts intended to improve writing skills and will help in the observations done both before and during the intervention. This method will help the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The descriptive method will facilitate the description of 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.

The analytic-synthetic method will be used to analyze the obtained results through the pre-test and post-test. It will be used also to make the interpretation of the data, the logical analysis, and draw up the conclusions.

The statistic method will be used to make both the quantitative statistical analysis of the data obtained from the tests and questionnaires and the qualitative analysis of the data obtained from the observation sheets and field notes.

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 provides information that can be made into statistics, while qualitative research is employed to gather non-numerical details to understand concepts, behaviors or experiences. Consequently, to gather the data for this study, the researcher will use a pre-test and a post-test for the quantitative data. Additionally, questionnaires, observation sheets, and field notes will be considered to collect qualitative information.

Tests.

Tests will allow participants to perform cognitive tasks in relation to the basic writing skills. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and post-test results.

Pre-test- Post-test.

A researcher-made pretest will provide a measure on the performance of writing skills before the participants (PET Preparation students afternoon session at English Speak up Center) receive a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, a post-test will measure again the performance of the writing skill in order to make a pretest- posttest comparison of the cognitive dimension of the performance of the writing skill of the participants being treated.

Questionnaire.

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward the use of prompts. Likewise, the tests a pre and post-questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

Observation.

The emphasis during the observation will be on understanding the natural environment as lived by PET Preparation students afternoon session at English Speak up during their English classes. There will be two types of observations.

Nonparticipant observation.

In nonparticipant observation, the researcher is not involved in the situation being observed. Through this observation, it will be recorded behavior 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.

Participant Observation.

In participant observation, the researcher will be a member of the setting in which the data will be collected. The teacher candidate will involve intentionally in the problematic situation by using prompts in order to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.

Field Notes.

They will record a description of the events, activities, and people (e.g., what happened, what they did, what were their attitudes). The researcher will evidence the participants' behaviors, attitudes, and feelings toward the implementation of prompts to improve writing skills.

Population

The PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021 will participate in the development of this research. The participants will be five students. They are all about

seventeen to twenty years old. The students receive three hours of English per week. In addition, the teacher candidate is going to take part in the intervention plan.

Description of the Intervention Plan

The objective of this study is to improve writing skills through the use of prompts as an effective strategy among PET Preparation students afternoon session at English Speak up Center in the city of Loja, during the period September 2020-February 2021. Due to the fact that this is an action research study, the development of an intervention plan will be carried out in different phases:

Phase 1. Initial reflection.

During a non-participant observation, the researcher will be able to see that PET Preparation students afternoon session at English Speak up Center have difficulty in vocabulary, verb tenses, organization, capitalization, and punctuation. These situations will allow the researcher to recognize that writing is an issue among learners who do not have learning opportunities to write during their English classes.

Being this concern, the researcher will ask herself whether there are some different strategies that would better prepare students to improve writing. Therefore, having read some mainstream literature on writing skills, the researcher will find out that the use of prompts will empower learners as individuals given them the best tools and steps to develop the writing skills.

Phase 2. Planning.

As a consequence, to remedy the PET Preparation students afternoon session at English Speak up weaknesses in writing, lessons plans will be presented, which are

organized with different types of prompts such as picture, bare, vocabulary, and prose models as well as activities like the writing center, the round writing and the hop on the writing. An Activation-Connection- Affirming lesson model plan will be implemented in the development of writing skills. According to Murry, Herrera, Fanning, Kavimandan and Holmes (2015), one model that can be used and summarized as follow:

Activation.

In the Activation phase, some activities and warm-ups will be done to identify the students' prior knowledge that permits teachers to make their instruction more relevant to learners making use of writing. In this phase, students can interact each other. While students are performing these activities, the teacher listens and documents background knowledge about the topic (Murry et al., 2015).

Connection.

In the connection phase, teacher acts as facilitator, to engage students in having better understanding of knowledge. In this phase, students are connecting from what they already know to the new. Learners will be provided with activities that connect the relationship between teacher-student. They have experience for interpreting the curriculum and applying learning to real world issues (Murry et al., 2015).

Affirming.

In this phase, the students will recognize their progress and keep in mind the new knowledge they acquire after using prompts framework in the classroom. The teacher affirms the progress by using authentic assessment (Murry et al., 2015).

Some of the activities that will be developed during the intervention plans are the writing center, the round writing, and the hop on the writing. These activities will be carried out individually or in pairs with the aim of writing pieces of writing using the correct verb tenses, vocabulary, organization, capitalization, and punctuation.

On the other hand, this plan of action will explicitly respond to the following research questions.

- What are the phases of the intervention plan that help to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?
- Which prompts as an effective strategy are the most suitable to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?

Phase 3. Action.

The plan of action will be developed during 30 sessions of 60 minutes each one in a 10-week of 3 hours each one. Sessions 1 and 30 will be devoted to the administration of the data collection instruments (pre and post-test and pre and post-questionnaire) and the other 28 sessions will be developed with lesson plans.

Phase 4. Observation.

During the intervention, the researcher will monitor and record PET Preparation students afternoon session at English Speak up Center achievements and reactions to

the planned activities by means of a pre and post-test, a pre and post-questionnaire, observation sheets, and field notes.

Phase 5. Reflection.

Once finished the intervention plan, the researcher will reflect critically upon the effectiveness of the use of prompts to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.

Intervention Plan

This intervention plan will be developed with a Lesson Plan Model that contains the following stages: activation (before), connection (during), and affirming (after) designed by Murry et al. (2015)



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INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA:

Institution: English Speak Up Center.

Teacher: Mg. Sc. Leonor Elizabeth Sánchez Burneo

Teacher Candidate: Karina Magdalena Beltrán Valverde

Participants: PET Preparation

Period: September 2020- February 2021

Topic: Study Time.

RESEARCH PROBLEM: How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?		
GOAL: By the end of the intervention plan students will be able to develop their writing skills through the use of prompts focus on the following aspects: organization, verb tenses, vocabulary, punctuation and capitalization.		
LEARNING OBJECTIVE: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> • To generate a paragraph using vocabulary related to study and zero, first, second conditional in order to give predications about studying in the future by applying <i>picture prompts</i>. • To identify punctuation and capitalization usage in a paragraph to gain understanding of the importance of them in writing. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES
A written pre-test and pre-questionnaire. Key Words: Tutor, research, learner, mark, admission, pass, cost requirement,	ACTIVATION: <ul style="list-style-type: none"> • Teacher and students introduce themselves. • Students takes a written pre-test and pre-questionnaire. • Students find words in an online word search to acquire vocabulary related to study. • Teacher asks students what they would like to study in the future. They respond orally. CONNECTION : <ul style="list-style-type: none"> • Teacher presents a graphic organizer to explain the vocabulary about studying and flashcards to describe the use of zero, first and second conditional. 	<ul style="list-style-type: none"> • A written pre-test and pre-questionnaire • Online word search

<p>get over, live up, hand back, get away with, point out, put off, turn out, look back, find out.</p> <p>Grammar: Zero First Second conditional.</p> <p>Proper and common nouns</p> <p>Punctuation marks: full stop, comma.</p>	<ul style="list-style-type: none"> • Then, teacher clarifies the correct use of capital letters, full stop, commas and the parts of a paragraph using slides. <p>Writing center activity (Verb Tenses)</p> <ul style="list-style-type: none"> • Teacher presents a square with the main theme “Study Time” in the center and picture prompts related to different careers that are studied abroad around the theme. Students look at the pictures, select one and write sentences about what they would like to study abroad in the future using conditionals in their notebooks. <p>Round writing activity (organization)</p> <ul style="list-style-type: none"> • Teacher shows an online card with four picture prompts related to careers abroad from the writing center activity. • Then, students have to write a paragraph about an abroad career they would like to study in the future using the four picture prompts in a document. Each student takes turns to write one sentence to help create the composition. They pay attention to the organization and write main and supporting sentences that are coherent with the previous ones. The last student reads the paragraph aloud. <p>Hop on the writing activity (vocabulary, punctuation and capitalization)</p> <ul style="list-style-type: none"> • Students in pairs are given the previous document with the four prompts selected and the paragraph they wrote together about an abroad career they would like to study in the future • Teacher gives the direction “writing a concluding sentence”. Each group takes turns to write a concluding sentence for the same paragraph. The first group rotates the document to the next and so on. They cannot use the vocabulary that other groups have already used. Also, they correct capitalization or punctuation errors in the writings of the previous groups. At the end, the class decide which concluding sentence is the best. <p>AFFIRMING :</p> <ul style="list-style-type: none"> • Students complete sentences using the best conditional on pages 53-54 in the book. 	<ul style="list-style-type: none"> • Graphic organizer about study • Flashcards about conditionals • Slides about capitalization, punctuation and parts of a paragraph. • A square of picture prompts • An online card with picture prompts.
<p>MONITORING PLANNING:</p>		
<p>Data Source 1: Pre-test / pre-questionnaire</p>		
<p>Data Source 2: Observation sheet, filed notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor</p>		
<p>TIME: November 9th to November 13th, 2020</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. TeacherEducation. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA:

Institution: English Speak Up Center.

Participants: PET Preparation

Teacher: Mg. Sc. Leonor Elizabeth Sánchez Burneo

Period: September 2020- February 2021

Teacher Candidate: Karina Magdalena Beltrán Valverde

Topic: Free time jobs.

RESEARCH PROBLEM: How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?

GOAL: By the end of the intervention plan students will be able to develop their writing skills through the use of prompts focus on the following aspects: organization, verb tenses, vocabulary, punctuation and capitalization.

LEARNING OBJECTIVE: At the end of this lesson students will be able:

- To write an organized e-mail using the vocabulary of job/work, present simple, countable and uncountable nouns in order to give details about free time occupations by applying *prose model prompts*.
- To identify punctuation and capitalization usage in an e-mail in order to gain understanding of the importance of them in writing.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES
<p>Key words: Work, job, possibility, occasion, opportunity; fun, funny, waiter, babysitter, social worker,</p>	<p>ACTIVATION:</p> <ul style="list-style-type: none"> • Students complete the online crossword with words related to study. Each one reads the definitions and writes the corresponding word to recall the vocabulary from the last class. • Teacher asks students the following questions: Do you work in your free time? and what work do you do?. Students answer orally. <p>CONNECTION :</p> <ul style="list-style-type: none"> • Teacher presents imagines to explain different free time jobs and uses sentences to explain countable and uncountable nouns, present simple as well as collocations with job/work. Then, teacher explains the organization of an e-mail using slides. 	<ul style="list-style-type: none"> • Online crossword • Free time jobs imagines • Slides about an e-mail

<p>accountant, well-paid job, a full-time job/work, a part-time job/work, a holiday job/work, a temporary job/work</p> <p>Grammar: Countable and uncountable nouns. Present simple.</p> <p>Proper and common nouns Punctuation marks: full stop , comma</p>	<p>Writing center activity. (verb tenses)</p> <ul style="list-style-type: none"> Teacher presents a square with the main theme “Free time jobs” in the center and four model prose prompts of e-mails located around the theme. Students look at them, select one and write sentences about it using present simple individually in their notebooks. <p>Round writing activity (organization)</p> <ul style="list-style-type: none"> Teacher shows a prose model prompt in an online card about an e-mail of a free time job from the writing center activity. Then, students have to write their own an e-mail to a friend explaining one free time job using the prompt in a document. Each student takes turns to write two or three sentences to help create the composition. They pay attention to the organization and write supporting sentences that are consistent with the previous ones. The last student reads the composition aloud. <p>Hop on the writing activity (vocabulary, punctuation and capitalization)</p> <ul style="list-style-type: none"> Students in pairs are given the previous document with the prose model prompt selected and the e-mail they wrote together about a free time job. Teacher gives the direction “writing the final sentence for the e-mail”. Each group takes turns to write it. The first group rotates the document to the next and so on. They cannot use the vocabulary that other groups have already used. Also, they correct capitalization or punctuation errors in the writings of the previous groups. At the end, the class decide which final sentence is the best for the e-mail. <p>AFFIRMING :</p> <ul style="list-style-type: none"> Students look at five pictures about free time jobs and match them with their respective names as well as their descriptions on page 63 in the English book. Then, students order the parts of an e-mail on an assessment sheet. 	<ul style="list-style-type: none"> A square of prose model prompts (e-mails) about free time jobs. An online card about an-email of free time job. Assessment sheet about the parts of an e-mail.
<p>MONITORING PLANNING: Data Source 1: Observation sheet, field notes. Data Source 2: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor</p>		
<p>TIME: November 16th to November 20th, 2020</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. TeacherEducation. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA:

Institution: English Speak Up Center.

Teacher: Mg. Sc. Leonor Elizabeth Sánchez Burneo

Teacher Candidate: Karina Magdalena Beltrán Valverde

Participants: PET Preparation

Period: September 2020- February 2021

Topic: High adventure

RESEARCH PROBLEM: How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?		
GOAL: By the end of the intervention plan students will be able to develop their writing skills through the use of prompts focus on the following aspects: organization, verb tenses, vocabulary, punctuation and capitalization.		
LEARNING OBJECTIVE: At the end of this lesson students will be able :		
<ul style="list-style-type: none"> • To create a paragraph using vocabulary related to sports, verbs in infinitives and gerund to give details about high adventure by applying <i>vocabulary prompts</i>. • To identify punctuation and capitalization usage in a paragraph in order to gain understanding of the importance of them in writing. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES
Keys words: Canoeing, kayaking, mountain biking, parasailing, rock climbing, snowboarding,	ACTIVATION: <ul style="list-style-type: none"> • Teacher presents a picture about a babysitter and a waiter. Then, each student says a sentence about the responsibilities of this job, their advantages and disadvantages between them in order to remember the collocations with job/work. • Teacher makes a brainstorming about the topics high adventure and sport activities. CONNECTION : <ul style="list-style-type: none"> • Teacher shows pictures to explain the vocabulary related to sports. Then, teacher explains when to use the infinitive and gerunds by using sentences on slides. 	<ul style="list-style-type: none"> • Job Pictures • Pictures about sports • Slides about gerunds and

<p>windsurfing, hold a race, do exercises, go jogging, play football, do gymnastics, take part in a championship.</p> <p>Grammar Infinitive and verb +-ing.</p> <p>Proper and common nouns</p> <p>Punctuation marks: full stop , comma</p>	<p>Writing center activity (verb tenses)</p> <ul style="list-style-type: none"> Teacher presents a square with the main theme “High adventure” in the center and some vocabulary prompts around the theme. Students look at the vocabulary prompts, select one and write sentences about it using infinitives and gerunds individually in their notebooks. <p>Round writing activity (organization)</p> <ul style="list-style-type: none"> Teacher shows an online card with a vocabulary prompt from the writing center activity: Imagine that you have won the opportunity to practice an extreme sport. What sport would you like to practice? Is this sport dangerous or not much? What are the advantages of this sport? What are the difficulties? Why would you like to try it? Plus a list of words related to sports. Students interpret what each question refers to and write a paragraph related to the prompt in a document. Each student takes turns to write one sentence to help create the composition. They pay attention to the organization and write supporting sentences that are coherent with the previous ones. The last student reads the composition aloud. <p>Hop on the writing activity (vocabulary, punctuation and capitalization)</p> <ul style="list-style-type: none"> Students in pairs are given the previous document with the vocabulary prompt selected and the paragraph they wrote together about an extreme sport. Teacher gives the direction “writing a concluding sentence for the paragraph”. Each group takes turns to write a conclusion for the same paragraph. The first group rotates the document to the next and so on. They cannot use the vocabulary that other groups have already used. Also, they correct capitalization or punctuation errors in the writings of the previous groups. At the end, the class decide which concluding sentence is the best. <p>AFFIRMING :</p> <ul style="list-style-type: none"> Students write the name of the adventurous sport under each picture on page 74 in the English book. Then, students complete some sentences by writing the verb in brackets in the correct form: infinitive or gerund on an assessment worksheet. 	<p>infinitive verbs</p> <ul style="list-style-type: none"> A square of vocabulary prompts. An online card with a vocabulary prompt <p>Gerunds and infinitives assessment sheet.</p>
<p>MONITORING PLANNING: Data Source 1: Observation sheet, field notes. Data Source 2: Assessment sheet.</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor</p>		
<p>TIME: November 23rd to November 27th , 2020</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. TeacherEducation. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA:

Institution: English Speak Up Center.

Teacher: Mg. Sc. Leonor Elizabeth Sánchez Burneo

Teacher Candidate: Karina Magdalena Beltrán Valverde

Participants: PET Preparation

Period: September 2020- February 2021

Topic: Keep fit.

RESEARCH PROBLEM: How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?

GOAL: By the end of the intervention plan students will be able to develop their writing skills through the use of prompts focus on the following aspects: organization, verb tenses, vocabulary, punctuation and capitalization.

LEARNING OBJECTIVE: At the end of this lesson students will be able:

- To compose a paragraph using look, see, watch, listen, hear, present continuous and linking words in order to talk about a way to keep fit by applying *prose model prompts*.
- To identify punctuation and capitalization usage in an article in order to gain understanding of the importance of them in writing.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES
<p>Key words: Look See Watch Listen Hear</p> <p>Linking words:</p>	<p>ACTIVATION:</p> <ul style="list-style-type: none"> • Teacher uses the following warm up: draw and guess game, in which each student draws a picture related to adventures sports and the rest of the class tries to guess by making a sentence using gerunds and infinitives in order to remember the grammar of the last class. • Teacher asks students what activities they do to keep fit. They answer orally. <p>CONNECTION :</p> <ul style="list-style-type: none"> • Teacher clarifies the different among the words look, see, watch, listen, hear using flashcards and present continuous on slides. 	<ul style="list-style-type: none"> • Pictures verb flashcards • Slides about present continuous

<p>However, despite, although, in addition, for example, for instance.</p> <p>Grammar Present continuous</p> <p>Proper and common nouns</p> <p>Punctuation marks: full stop , comma</p>	<p>Writing center activity. (verb tenses)</p> <ul style="list-style-type: none"> Teacher presents a square with the main theme “Keep fit” in the center and four model prose prompts of paragraphs about ways to keep fit located around the theme. Students look at them, select one and write sentences about it using present continuous individually in their notebooks. <p>Round writing activity (organization)</p> <ul style="list-style-type: none"> Teacher shows in an online card a prose model prompt of a paragraph about a way to keep fit from the writing center activity. Then, students have to write their own paragraph about another way to stay fit using the prompt in a document. Each student takes turns to write one sentence to help create the composition. They pay attention to the organization and write supporting sentences that are consistent with the previous ones. The last student reads the composition aloud. <p>Hop on the writing activity (vocabulary, punctuation and capitalization)</p> <ul style="list-style-type: none"> Students in pairs are given the previous document with the prose model prompt selected and the paragraph they wrote together about a way to stay fit. Teacher gives the direction “writing a concluding sentence for the paragraph”. Each group takes turns to write it. The first group rotates the document to the next and so on. They cannot use the vocabulary that other groups have already used. Also, they correct capitalization or punctuation errors in the writings of the previous groups. At the end, the class decide which concluding sentence is the best for the paragraph. <p>AFFIRMING :</p> <ul style="list-style-type: none"> Students match the words look, see, watch, listen, hear with their respective definitions on page 80 in the English book. Then, they write the correct linking word: however, despite, although, in addition, for example, for instance, to organize an article about a great way to keep fit on an assessment sheet. 	<ul style="list-style-type: none"> A square of prose model prompts (paragraphs) about ways to keep fit An online card about a paragraph of a way to keep fit. Assessment sheet about linking words.
<p>MONITORING PLANNING: Data Source 1: Observation sheet, field notes. Data Source 2: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor</p>		
<p>TIME: November 30th to December 4th, 2020</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. TeacherEducation. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA:

Institution: English Speak Up Center.

Teacher: Mg. Sc. Leonor Elizabeth Sánchez Burneo

Teacher Candidate: Karina Magdalena Beltrán Valverde

Participants: PET Preparation

Period: September 2020- February 2021

Topic: Music and Acting Careers

RESEARCH PROBLEM: How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?		
GOAL: By the end of the intervention plan students will be able to develop their writing skills through the use of prompts focus on the following aspects: organization, verb tenses, vocabulary, punctuation and capitalization.		
LEARNING OBJECTIVE: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> • To generate an organized essay about the advantages and disadvantages of a music and acting career using prepositions of place, collocations about career, present perfect and transition words by applying <i>picture prompts</i>. • To identify punctuation and capitalization usage in an essay in order to gain understanding of the importance of them in writing. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES
<p>Key Words: Apply for a job, turn down a job, gain experience, fulfill a career, start out on an ambition, play, performance,</p>	<p>ACTIVATION:</p> <ul style="list-style-type: none"> • Teacher uses the bingo game so that students remember the words look, see, watch, listen, hear and the linking words studied in the last class. • Students answer orally if they could be a star, what sort of star would they like to be? <p>CONNECTION :</p> <ul style="list-style-type: none"> • Teacher presents a graphic organizer to explain some collocations with ambition, career, experience or job and sentences to explain the present perfect and prepositions of place. Then, teacher shows how to write an advantages and disadvantages 	<ul style="list-style-type: none"> • Bingo Cards • A Graphic organizer about collocations

<p>Acting, audience, public, spectators, scene, stage.</p> <p>Grammar: Prepositions: on, at, in. Transition words: To begin with On the one hand On the other hand To conclude. Present perfect</p> <p>Proper and common nouns</p> <p>Punctuation marks: full stop , comma</p>	<p>essay and the use of transition words using slides.</p> <p>Writing center activity (Verb Tenses)</p> <ul style="list-style-type: none"> Teacher presents a square with the main theme “Music and Acting Careers” in the center and picture prompts related to different music and acting careers around the theme. Students look at the pictures, select one and write sentences about it using present perfect and prepositions of place in their notebooks. <p>Round writing activity (organization)</p> <ul style="list-style-type: none"> Teacher shows an online card with a picture prompt related to a music and acting career from the writing center activity. Then, students have to write an advantages and disadvantages essay using the picture prompt in a document. Each student takes turns to write two or three sentences to help create the composition. They pay attention to the organization and write ideas that are coherent with the previous ones. The last student reads the essay aloud. <p>Hop on the writing activity (vocabulary, punctuation and capitalization)</p> <ul style="list-style-type: none"> Students in pairs are given the previous document with the picture prompt selected and the essay they wrote together about a music and acting career. Teacher gives the direction “writing a concluding paragraph for the essay”. Each group takes turns to write a concluding paragraph for the same essay. The first group rotates the document to the next and so on. They cannot use the vocabulary that other groups have already used. Also, they correct capitalization or punctuation errors in the writings of the previous groups. At the end, the class decide which conclusion is the best. <p>AFFIRMING :</p> <ul style="list-style-type: none"> Students write the correct preposition of place and present perfect in the blanks to complete the sentences on page 90 in the English book. Then, they order the parts of an advantages and disadvantages essay in their notebooks. 	<ul style="list-style-type: none"> Slides about how to write an advantages and disadvantages essay. A square of picture prompts An online card with picture prompts.
<p>MONITORING PLANNING:</p>		
<p>Data Source 1: Observation sheet, field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor</p>		
<p>TIME: December 7th to December 11th, 2020</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. TeacherEducation. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA:

Institution: English Speak Up Center.

Teacher: Mg. Sc. Leonor Elizabeth Sánchez Burneo

Teacher Candidate: Karina Magdalena Beltrán Valverde

Participants: PET Preparation

Period: September 2020- February 2021

Topic: Happiness.

RESEARCH PROBLEM: How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?		
GOAL: By the end of the intervention plan students will be able to develop their writing skills through the use of prompts focus on the following aspects: organization, verb tenses, vocabulary, punctuation and capitalization.		
LEARNING OBJECTIVE: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> • To write a dialogue related to a happy memory using past continuous, modal verbs by applying <i>bare prompts</i>. • To identify punctuation and capitalization usage in dialogues in order to gain understanding of the importance of them in writing. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES
<p>Keys words: Achieve, carry out, devote, stay, spend, pass, make, cause, have, happy, excited, optimist, funny.</p>	<p>ACTIVATION :</p> <ul style="list-style-type: none"> • Students play Kahoot!, in which they have to choose the sentences that are grammatically wrong in order to remember the prepositions of place: <i>at, in, on,</i> present perfect continuous and transitions words for an advantages and disadvantages essay form the last class. • Students compare photos and say orally why they think people might be happy. <p>CONNECTION : Writing center activity (verb tenses).</p> <ul style="list-style-type: none"> • Teacher uses some sentences in order to describe the use of the modal verbs, past continuous and the new vocabulary about happiness on slides. 	<ul style="list-style-type: none"> • Kahoot • Flashcards about happiness. • Slides about modals verb and past continues.

<p>Grammar Modal verbs Must Can Might May Could Past continuous</p> <p>Proper and common nouns Punctuation marks: full stop, comma</p>	<ul style="list-style-type: none"> Then, teacher presents a square with the main theme “Happines” in the center and bare prompts located around the theme. Students look at the bare prompts, select one and write sentences using past continuous individually in their notebooks. <p>Round writing activity (organization)</p> <ul style="list-style-type: none"> Teacher shows an online card with the bare prompt from the writing center: You are in a sleepover, your friends want you to tell a memory that makes you happy. How it happened?. Then, students have to write a dialogue using the prompt in a document. Each student takes turns to write two or three sentences to help create the composition. They pay attention to the organization and write supporting sentences that are consistent with the previous ones. The last student reads the composition aloud. <p>Hop on the writing activity (vocabulary, punctuation and capitalization)</p> <ul style="list-style-type: none"> Students in pairs are given the previous document with the bare prompt selected and the dialogue they wrote together about. Teacher gives the direction “writing the final part of the dialogue”. Each group takes turns to write the final part for the same dialogue. The first group rotates the document to the next and so on. They cannot use the vocabulary that other groups have already used. Also, they correct capitalization or punctuation errors in the writings of the previous groups. At the end, the class decide which final part is the best. <p>AFFIRMING :</p> <ul style="list-style-type: none"> Students make sentences using the modal verbs and past continuous in their notebooks. Students write dialogues for a comic strip and make a story. They have to use vocabulary related to happiness, modals verbs and past continuous on a worksheet. 	<ul style="list-style-type: none"> A square of bare prompts (questions) about happiness. An online card about a happy memory. Comic strip Worksheet
<p>MONITORING PLANNING: Data Source 1: Observation sheet, field notes. Data Source 2: Worksheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor</p>		
<p>TIME: December 14th to December 18th, 2020</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. TeacherEducation. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA:

Institution: English Speak Up Center.

Teacher: Mg. Sc. Leonor Elizabeth Sánchez Burneo

Teacher Candidate: Karina Magdalena Beltrán Valverde

Participants: PET Preparation

Period: September 2020- February 2021

Topic: Spend, spend, spend?

RESEARCH PROBLEM: How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?		
GOAL: By the end of the intervention plan students will be able to develop their writing skills through the use of prompts focus on the following aspects: organization, verb tenses, vocabulary, punctuation and capitalization.		
LEARNING OBJECTIVE: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> • To compose a review using the vocabulary of shopping, present perfect continuous, <i>as</i> and <i>like</i> in order to give opinions about a place where people spend money by applying <i>prose model prompts</i>. • To identify punctuation and capitalization usage in a review in order to gain understanding of the importance of them in writing. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES
<p>Key words: Arrive, get, reach, purchase, debit card, brand, sales, consumer, bargain, take over, pull in, cater for, wear</p>	<p>ACTIVATION:</p> <ul style="list-style-type: none"> • Teacher makes the warm up "Continue the Story Game", in which the teacher first begins the story and the rest continue it using past continuous and modal verbs in order to remember the grammar from the last class. Then, teacher asks how they spend their money and shows pictures of items like phones, clothes, shoes, etc. They say which of these they would like to buy. <p>CONNECTION :</p> <ul style="list-style-type: none"> • Teacher explains the vocabulary about shopping, the use of <i>as</i> and <i>like</i> as well as present perfect continuous using sentences. Teacher shows how to write a review using slides. 	<ul style="list-style-type: none"> • Pictures of items • Slides about how to write a review • A square of prose model prompts

<p>out, come up against, come up with.</p> <p>Grammar: as like Present perfect continuous</p> <p>Proper and common nouns</p> <p>Punctuation marks: full stop comma</p>	<p>Writing center activity. (verb tenses)</p> <ul style="list-style-type: none"> Teacher presents a square with the main theme “Spend, spend, spend?” in the center and four model prose prompts about short reviews of some places such as a restaurant, mall, cinema and hostel. They are located around the theme. Students look at the short reviews, select one and write sentences using <i>as, like</i>, present perfect continuous individually in their notebooks. <p>Round writing activity (organization)</p> <ul style="list-style-type: none"> Teacher shows an online card with a prose model prompt from the writing center activity: Review about a hostel. Then, students have to write their own short review about a hostel they know using the prompt in a document. Each student takes turns to write two or three sentences to help create the composition. They pay attention to the organization and write supporting sentences that are consistent with the previous ones. The last student reads the composition aloud. <p>Hop on the writing activity (vocabulary, punctuation and capitalization)</p> <ul style="list-style-type: none"> Students in pairs are given the previous document with the prose model prompt selected and the short review they wrote together about the hostel. Teacher gives the direction “writing a conclusion”. Each group takes turns to write a conclusion for the same review. The first group rotates the document to the next and so on. They cannot use the vocabulary that other groups have already used. Also, they correct capitalization or punctuation errors in the writings of the previous groups. At the end, the class decide which conclusion is the best. <p>AFFIRMING :</p> <ul style="list-style-type: none"> Students unscramble the words to make coherent sentences using <i>as</i> and <i>like</i> as well as past perfect continuous on page 110 in the English book. Students write the parts of a review and sentences using present continuous on a worksheet. 	<p>(reviews) about places.</p> <ul style="list-style-type: none"> An online card about a review of a hostel. <p>Worksheet of a review.</p>
<p>MONITORING PLANNING: Data Source 1: Observation sheet, field notes. Data Source 2: Worksheet.</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor</p>		
<p>TIME: January 4th to January 8th , 2021</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. TeacherEducation. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA:

Institution: English Speak Up Center.

Teacher: Mg. Sc. Leonor Elizabeth Sánchez Burneo

Teacher Candidate: Karina Magdalena Beltrán Valverde

Participants: PET Preparation

Period: September 2020- February 2021

Topic: Medical Matters.

RESEARCH PROBLEM: How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?		
GOAL: By the end of the intervention plan students will be able to develop their writing skills through the use of prompts focus on the following aspects: organization, verb tenses, vocabulary, punctuation and capitalization.		
LEARNING OBJECTIVE: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> • To write an essay using the vocabulary of health, past perfect to describe medical matters by applying <i>vocabulary prompts</i>. • To identify punctuation and capitalization usage in an essay in order to gain understanding of the importance of them in writing. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES
<p>Key words: illness, infection, feeling a bit off-color, cure, diagnose, examination, heal, prescribe, sick note,</p>	<p>ACTIVATION:</p> <ul style="list-style-type: none"> • Students find words in an online word search to recall vocabulary related to shopping. • Teacher shows flashcards about three profiles of healthy people and asks the students to complete by writing the words or phrases that are missing. <p>CONNECTION :</p> <ul style="list-style-type: none"> • Teacher uses flashcards to explain the vocabulary about medical matters and slides for clarifying relative pronouns, clauses and the use of past perfect. <p>Writing center activity (verb tenses)</p>	<ul style="list-style-type: none"> • Online word search • Flashcards of profiles • Flashcards about Medical Matters. • Slides about relative

<p>surgery, treat, vaccination</p> <p>Grammar Relative pronouns: Who, which, that, whose, where, when, why. Past Perfect</p> <p>Proper and common nouns</p> <p>Punctuation marks: full stop, comma</p>	<ul style="list-style-type: none"> • Teacher presents a square with the main theme “Medical Matters” in the center and some vocabulary prompts around the theme. Students look at the vocabulary prompts, select one and write sentences about it using past perfect and relative clauses individually in their notebooks. <p>Round writing activity (organization)</p> <ul style="list-style-type: none"> • Teacher shows an online card with a vocabulary prompt from the writing center activity: Imagine that an older person tells you that young people today do not pay attention to their health and fitness. Do you agree? What do young people do to keep fit today? What food do they eat? What habit do they have to improve health? Are they motivated to exercise? Being healthy depends on the parents or the government? Plus a list of words related to sports. • Then, students have to write an essay related to the prompt in a document. Each student takes turns to write two or three sentences to help create the composition. They pay attention to the organization and write supporting sentences that are coherent with the previous ones. • The last student reads the composition aloud. <p>Hop on the writing activity (vocabulary, punctuation and capitalization)</p> <ul style="list-style-type: none"> • Students in pairs are given the previous document with the vocabulary prompt selected and the essay they wrote together about medical matters. • Teacher gives the direction “writing a concluding paragraph for the essay”. Each group takes turns to write a conclusion for the same essay. The first group rotates the document to the next and so on. They cannot use the vocabulary that other groups have already used. Also, they correct capitalization or punctuation errors in the writings of the previous groups. • At the end, the class decide which concluding paragraph is the best for the essay. <p>AFFIRMING :</p> <ul style="list-style-type: none"> • Students match the words of health with their respective synonyms on page 122 in the book. • Students read the text about modern lifestyles and then make a concluding paragraph about it using relative pronouns, past perfect on a worksheet. 	<p>pronouns and past perfect</p> <ul style="list-style-type: none"> • A square of vocabulary prompts. • An online card with a vocabulary prompt. <p>Worksheet of a concluding paragraph</p>
<p>MONITORING PLANNING:</p>		
<p>Data Source 1: Observation sheet, field notes.</p>		
<p>Data Source 2: Worksheet.</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor</p>		
<p>TIME: January 11th to January 15th, 2021</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. TeacherEducation. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 9

INFORMATIVE DATA:

Institution: English Speak Up Center.

Teacher: Mg. Sc. Leonor Elizabeth Sánchez Burneo

Teacher Candidate: Karina Magdalena Beltrán Valverde

Participants: PET Preparation

Period: September 2020- February 2021

Topic: Animal Kingdom

RESEARCH PROBLEM: How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?

GOAL: By the end of the intervention plan students will be able to develop their writing skills through the use of prompts focus on the following aspects: organization, verb tenses, vocabulary, punctuation and capitalization.

LEARNING OBJECTIVE: At the end of this lesson students will be able:

- To create a letter using the third conditional and mixed conditionals in order to give information about wildlife by applying *picture prompts*.
- To identify punctuation and capitalization usage in a letter in order to gain understanding of the importance of them in writing.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES
<p>Key Words: avoid, prevent, protect, check , control, keep an eye on, supervise .</p>	<p>ACTIVATION:</p> <ul style="list-style-type: none"> • Students play Kahoot!, in which they have to choose the sentences that are grammatically wrong in order to remember the relative pronouns from the last class. • Teacher asks if students know the role each animal plays in our lives and how these roles benefit people. They answer orally. <p>CONNECTION:</p> <ul style="list-style-type: none"> • Teacher explains the animal care vocabulary and the use of the third conditional, mixed conditionals, wish, if only, hope using a graphic organizer. Teachers explain how to write a letter using slides 	<ul style="list-style-type: none"> • Kahoot! • Graphic organizer about conditionals

<p>Grammar: Third conditional and mixed conditionals Wish If only Hope</p> <p>Proper and common nouns</p> <p>Punctuation marks: full stop , comma</p>	<p>Writing center activity (verb tenses)</p> <ul style="list-style-type: none"> Teacher presents a square with the main theme “Animal Kingdom” in the center and picture prompts about wildlife that exists in Ecuadorian regions such as Costa, Sierra, Amazonia and Galapagos around the theme. Students look at the pictures, select one and write sentences about it using conditionals in their notebooks. <p>Round writing activity (organization)</p> <ul style="list-style-type: none"> Teacher shows an online card with four picture prompts related to wildlife of Ecuador from the writing center activity. Then, students have to write a letter replying to an English friend who wants to visit magnificent places in Ecuador where there is wildlife using the four picture prompts in a document. Each student takes turns to write two or three sentences to help create the composition. They pay attention to the organization and write main and supporting sentences that are coherent with the previous ones. The last student reads the letter aloud. <p>Hop on the writing activity (vocabulary, punctuation and capitalization)</p> <ul style="list-style-type: none"> Students in pairs are given the previous document with the four prompts selected and the letter they wrote together. Teacher gives the direction “writing postscripts for the letter”. Each group takes turns to write a postscript for the letter. The first group rotates the document to the next and so on. They cannot use the vocabulary that other groups have already used. Also, they correct capitalization or punctuation errors in the writings of the previous groups. At the end, the class decide which postscript is the best for the letter. <p>AFFIRMING :</p> <ul style="list-style-type: none"> Students complete the paragraph using the correct word about the vocabulary of animals on page 122 in the English book. Students make a graphic organizer using sentences with the third conditional, mixed conditionals, wish, if only, hope in their notebooks. 	<ul style="list-style-type: none"> Slides about how to write a letter. A square of picture prompts. An online card with picture prompts.
<p>MONITORING PLANNING: Data Source 1: Observation sheet, field notes.</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor</p>		
<p>TIME: January 18th to January 22nd, 2021</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. TeacherEducation. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 10

INFORMATIVE DATA:

Institution: English Speak Up Center.

Teacher: Mg. Sc. Leonor Elizabeth Sánchez Burneo

Teacher Candidate: Karina Magdalena Beltrán Valverde

Participants: PET Preparation

Period: September 2020- February 2021

Topic: My ideal home

RESEARCH PROBLEM: How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?		
GOAL: By the end of the intervention plan students will be able to develop their writing skills through the use of prompts focus on the following aspects: organization, verb tenses, vocabulary, punctuation and capitalization.		
LEARNING OBJECTIVE: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> • To generate an article using types of places to live, causative verbs in order to descriptive ideal homes by applying <i>bare prompts</i>. • To identify punctuation and capitalization usage in an article in order to gain understanding of the importance of them in writing. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES
<p>A written post-test and post-questionnaire.</p> <p>Key Words: Villa, moving house, a housing state, a chalet in the mountains, a</p>	<p>ACTIVATION :</p> <ul style="list-style-type: none"> • Teacher presents pictures about animals in the circus .Each student says a sentence about them using third conditional, mixed conditionals as well as which, if only, hope in order to recall the grammar from the last class. Then, teacher asks students what would be their ideal homes? , where they would like it to be located. They answer orally. • Students takes a written post-test and post-questionnaire. <p>CONNECTION :</p> <ul style="list-style-type: none"> • Teacher uses flashcards to describe types of places to live and a graphic organizer to explain the use of causatives verbs. Teacher shows how to write an article using slides 	<ul style="list-style-type: none"> • Pictures of animals • A written post-test and post-questionnaire. • Flashcards about types

<p>block of flats, houseboat, a house in a village, a housing estate, a mobile house</p> <p>Grammar: Causative have and get</p> <p>Proper and common nouns</p> <p>Punctuation marks: full stop , comma</p>	<p>Writing center activity (verb tenses)</p> <ul style="list-style-type: none"> Teacher presents a square with the main theme “My ideal home” in the center and bare prompts of questions about what it would be like to live in different types of houses around the theme. Students look at the bare prompts, select one and write sentences about it using causatives verbs in their notebooks. <p>Round writing activity (organization)</p> <ul style="list-style-type: none"> Teacher shows an online card with a bare prompt related to living in a houseboat from the writing center activity. Then, students have to write their own article using the prompt in a document. Each student takes turns to write two or three sentences to help create the composition. They pay attention to the organization and write main and supporting sentences that are coherent with the previous ones. The last student reads the article aloud. <p>Hop on the writing activity (vocabulary, punctuation and capitalization)</p> <ul style="list-style-type: none"> Students in pairs are given the previous document with the bare prompt selected about living in a houseboat and the article they wrote together about living in a houseboat. Teacher gives the direction “write a concluding paragraph for the article”. Each group takes turns to write a concluding paragraph for the article. The first group rotates the document to the next and so on. They cannot use the vocabulary that other groups have already used. Also, they correct capitalization or punctuation errors in the writings of the previous groups. At the end, the class decide which concluding paragraph is the best for the article. <p>AFFIRMING :</p> <ul style="list-style-type: none"> Students complete the sentences with the correct form of the causative verbs have and get on page 143 in the English book. 	<p>of places to live.</p> <ul style="list-style-type: none"> Graphic organizer about causative verbs. Slides about how to write an article. A square of bare prompts (questions) about types of places to live. An online card about living in a houseboat.
<p>MONITORING PLANNING: Data Source 1: Post-test / post-questionnaire Data Source 2: Observation sheet, field notes.</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor</p>		
<p>TIME: January 25th to January 29th, 2021</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. TeacherEducation. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	\$200.00
Print of reports	\$50.00
Print of the project	\$20.00
Copies	\$40.00
Unforeseen	\$400.00
Print of the final report and thesis	\$30.00
TOTAL	\$740.00

Financing

All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

Resources

Human.

- Five PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.
- The teacher candidate as a researcher
- The thesis advisor

- The English teacher

Material.

- Flashcards
- Slides
- Worksheets
- Graphic organizers
- Pictures
- Squares
- Online Cards
- Online word searches
- Online crosswords
- Kahoot!
- Bingo cards.

Technical.

- Computer
- Internet connection

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ANNEXES

Annex 1. Observation sheet



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

DATA COLLECTION INSTRUMENT: OBSERVATION SHEET

RESEARCHER: Karina Magdalena Beltrán Valverde

OBSERVATION SHEET					
Observation N°:	Date/Time:			Role of the researcher: Nonparticipant observer	
Topic:	Participants: PET			Duration of the observation:	
Objective of the session:	Preparation students and the researcher.				
Thing to be observed (Indicators)	Levels of Acceptability				Remarks
	Excellent	Good	Fair	Poor	
Organization					
Verb tenses					
Vocabulary					
Capitalization					
Punctuation					

Annex 2. Field notes.



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FACULTAD DE LA EDUCACION EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION INSTRUMENT: FIELD NOTES

RESEARCHER: Karina Magdalena Beltrán Valverde

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: PET Preparation students and the researcher.	Role of the researcher: Participant observer Duration of the observation:
Description of the event: 		Reflective notes:

Annex 3. Pre / Post -Test and Scoring guide



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

DATA COLLECTION INSTRUMENT: PRE/ POST-TEST

Dear student, the objective of this test is to measure your writing skills. Please, pay attention to the instruction to answer the question correctly.

STUDENT'S CODE: _____

DATE: _____

- 1. Draw a line to match each pictures with their respective names. (2 point)
(Vocabulary)**



Brand	Kayaking	Bargain	Keep an eye on	A block of flats
-------	----------	---------	----------------	------------------

- 2. Complete the paragraph with the appropriate infinitive or gerund. Circle the correct answer. (2 points) (Verb tenses)**

Jack is determined (a) *to save / saving* enough money (b) *travelling/ to travel* to South Africa. His mother let him (c) *to make / make* that trip next year. If he avoids (d) *to waste / wasting* his money and manage (e) *to save/ save* what he needs (f) *to make/ make* the trip. He plans on (g) *to leave/ leaving* in June. Apart from (h) *known/ knowing* the landscapes, he wants (i) *to spend / spending* time with the animals. The city center is something he does not (j) *to expect/ expect* to visit.



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PRE AND POST -TEST SCORING GUIDE

INDICATOR: Vocabulary

QUESTION 1. Draw a line to match each pictures with their respective names.

Score per item (0.4)

LITERAL	ANSWER	SCORE
A	Kayaking	0.4
B	Bargain	0.4
C	Brand	0.4
D	A block of flats	0.4
E	Keep an eye on	0.4

INDICATOR: Verb tenses

QUESTION 2. Complete the paragraph with the appropriate infinitive or gerund.

Circle the correct answer. Score per item (0.2)

LITERAL	ANSWER	SCORE
A	To save	0.2
B	To travel	0.2
C	Make	0.2
D	Wasting	0.2
E	To save	0.2
F	To make	0.2

G	Leaving	0.2
H	Knowing	0.2
I	To spend	0.2
J	Except	0.2

INDICATOR: Verb tenses

QUESTION 3. Underline the correct form of the verb to make sentences. Score per item (0.4)

LITERAL	ANSWER	SCORE
A	Might have	0.4
B	Must	0.4
C	Washed	0.4
D	Wake up	0.4
E	were	0.4

INDICATOR: Organization

QUESTION 4. Order the following text from 1 to 4. Score per item (0.5)

LITERAL	ANSWER	SCORE
A	3	0.5
B	2	0.5
C	4	0.5
D	1	0.5

INDICATOR: Capitalization

QUESTION 5- Rewrite the following sentences using capitalization when it is needed. Score per item (0.1)

LITERAL	ANSWER	SCORE
A	If	0.1
B	We, Quito, I	0.3
C	If, Sunday	0.2
D	Margarita, Pepsi	0.2
E	My, NATO	0.2

INDICATOR: Punctuation

QUESTION 5- Rewrite the following sentences using period or comma when it is needed. Score per item (0.1)

LITERAL	ANSWER	SCORE
A	exam, them.	0.2
B	Quito. , sure.	0.2
C	Sunday, picnic.	0.2
D	clothes, shoes, center.	0.3
E	hobby.	0.1

Annex 4. Pre and Post-Questionnaire



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

DATA COLLECTION INSTRUMENT: PRE/ POST-QUESTIONNAIRE

Dear student, the objective of this questionnaire is to know the students' opinions towards the use of prompts to improve writing skills. Please, give truthful answers to the questionnaire with sincerity about writing skills. Do not forget that your answers will be anonymous and confidential.

Student's code: _____

Date: _____

1. Have you ever worked with prompts to develop writing?

Yes ()

No ()

2. How often does your English teacher use prompts to improve writing skills?

Always ()

Frequently ()

Sometimes ()

Never ()

3. How important are initial statements, sentences, questions, list of words, expressions and a model paragraph or text before you start writing?

Very Important ()

Moderately Important ()

Slightly Important ()

Not important at all ()

4. Pictures are useful prompts that help develop ideas for your writing.

Agree ()

Disagree ()

Neutral ()

5. How important do you think is the use of prompts to develop your writing skills?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

THANKS FOR YOUR COLLABORATION

Annex 5. Research Matrix

Theme: Using prompts as an effective strategy to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.

Problem	Objective	Theoretical Framework	Methodological Research (Action Research)	Techniques and Instruments
<p>General How does the use of prompts as an effective strategy improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about prompts are useful to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during 	<p>General To improve writing skills through the use of prompts as an effective strategy among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.</p> <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about prompts as an effective strategy and their application on writing skills among PET 	<p>Independent variable</p> <ul style="list-style-type: none"> • Origin of Prompts • Definition of Prompts • Objectives of Using Prompts • Types of Prompts • Criteria for Effective Writing Prompts • Prompting for Meaningful Student Writing 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodologi 	<ul style="list-style-type: none"> • Observat ion Sheet • Pre and Post-test • Pre and Post-question naires • Field notes.

<p>the period September 2020-February 2021?</p> <ul style="list-style-type: none"> • What are the issues that prevent the improvement of writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021? • What are the phases of the intervention plan that help to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021? • Which prompts as an effective strategy are the most suitable to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city 	<p>Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit writing skills in the English language among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021. • To elaborate an intervention plan based on prompts in order to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021. 	<ul style="list-style-type: none"> • Prompting Procedure • Prompts in the Classroom • Benefits of Using Prompts. <p>Independent Variable</p> <ul style="list-style-type: none"> • History of Writing • Definition of Writing • Importance of English Writing Skill • Types of Writing • Components of Writing • The Writing Process • Assessing Writing 	<p>cal framework for research</p> <ul style="list-style-type: none"> • Designing and interjection plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students' performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and 	
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<p>of Loja, during the period September 2020-February 2021?</p> <ul style="list-style-type: none"> • How effective was the application of prompts in improving writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021? 	<ul style="list-style-type: none"> • To apply the most suitable prompts in order to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021. • To validate the results obtained after the application of prompts as an effective strategy to improve writing skills among PET Preparation students afternoon session, at English Speak up Center in the city of Loja, during the period September 2020-February 2021. 		<p>answering the proposed inquiries</p> <ul style="list-style-type: none"> • Organizing the final report 	
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Annex 6: Grading Scale

Writing skills

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
1-4	Failing

Prompts

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

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