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

TITLE

THE USE OF GUIDED WRITING STRATEGY TO IMPROVE WRITING SKILLS AMONG STUDENTS OF NINTH YEAR "J" BASIC GENERAL EDUCATION AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA", IN THE CITY OF LOJA DURING THE 2020-2021 ACADEMIC PERIOD.

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

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DEDICATION

This thesis is dedicated to my beloved parents, my father Roberth Troya and my mother Mery Salinas for every single prayer, love, guidance, trust, patience, sacrifice, determination, and support they have given to me.

To all my friends of the English Language Department for sharing ideas, experiences and giving me advice that helped me in my growth as a professional and as a person.

To all my professors who have always been motivating me to move forward and never give up.

JACKSON TROYA

MATRIZ DE ÁMBITO GEOGRÁFICO

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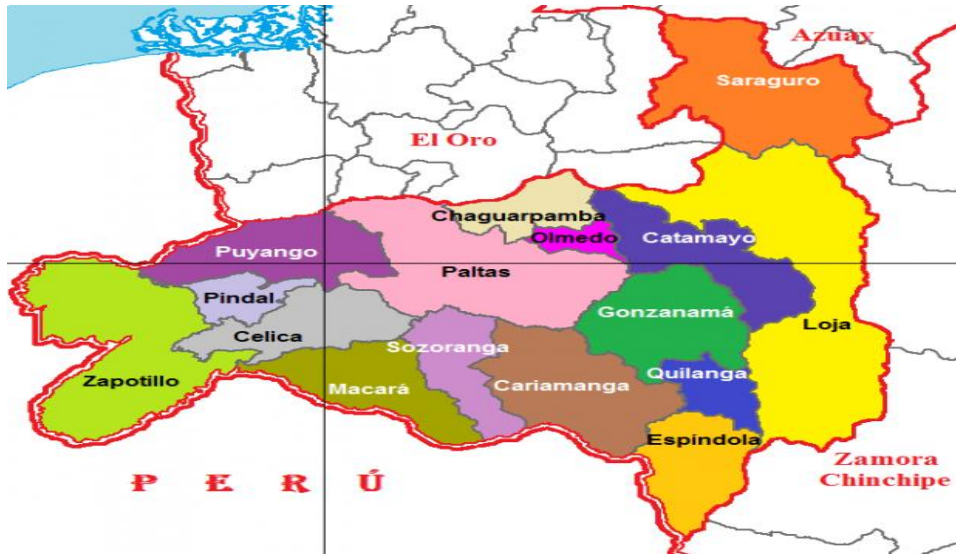
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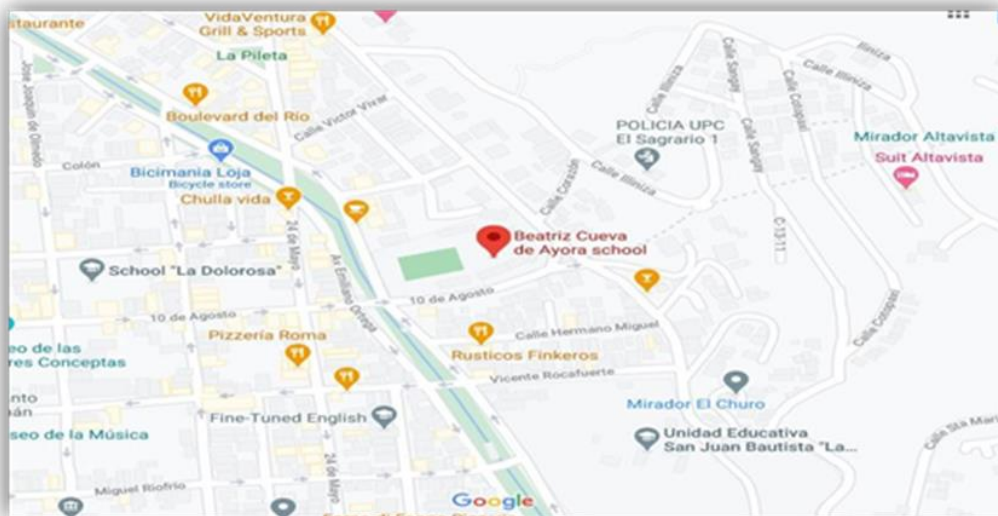
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a. TITLE

THE USE OF GUIDED WRITING STRATEGY TO IMPROVE WRITING SKILLS AMONG STUDENTS OF NINTH YEAR "J" BASIC GENERAL EDUCATION AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA", IN THE CITY OF LOJA DURING THE 2020-2021 ACADEMIC PERIOD.

b. RESUMEN

El objetivo de esta investigación fue mejorar las habilidades de escritura a través de la aplicación de la estrategia de escritura guiada entre estudiantes de noveno año "J" de educación básica sesión vespertina, en el Colegio de Bachillerato Beatriz Cueva de Ayora, en la ciudad de Loja durante el período académico 2020-2021. Los métodos utilizados en este trabajo de investigación fueron el científico, el descriptivo, el estadístico y el analítico-sintético, que permitieron recolectar, describir, procesar, analizar e interpretar información. Los instrumentos utilizados para recopilar datos sobre la actitud y el desempeño de los estudiantes en escritura fueron notas de campo, cuestionarios, hojas de observación y pruebas, que se aplicaron a veinte alumnos. Los resultados obtenidos mostraron que los estudiantes lograron mejorar satisfactoriamente en los cinco aspectos de escritura, que fueron vocabulario, ortografía, estructura de oraciones, gramática y organización de un texto. En conclusión, a través de la escritura guiada los estudiantes mostraron un gran interés por participar activamente en las actividades de escritura. Construyeron textos de una manera más adecuada y cumplieron con sus tareas de escritura de manera más efectiva.

ABSTRACT

The objective of this research was to improve writing skills through the application of guided writing strategy among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period. The methods used in this research work were, the scientific, the descriptive, the statistical and the analytical-synthetic, which allowed to collect, describe, process, analyze and interpret information. The instruments used to gather data on the attitude and performance of learners in writing were field notes, questionnaires, observation sheets and tests, which were applied to twenty students. The results obtained showed that students achieved a satisfactory improvement in the five aspects of writing, which were: vocabulary, spelling, sentence structure, grammar and text organization. In conclusion, through guided writing students showed great interest to be actively involved in writing activities. They constructed texts more accurately and fulfilled their writing tasks more effectively.

c.   INTRODUCTION

Writing is a process of sharing information, messages, ideas, or thoughts in grammatically correct sentences. However, writing is not only making sentences, but it is also a way of expressing ideas, feelings, and opinions through letters. This ability belongs to the group of productive skills, so it must be mastered in the use of language in order to improve the communicative competence of a language. Yule (2010) defines writing as the use of graphic signs for the symbolic representation of language. Unlike speech, it is a system that is not acquired naturally but must be learned gradually through a process that includes a sustained conscious effort. In short, writing can be said as a process of giving and putting ideas into words.

Harmer (2007) sees writing as a processing wheel, where writers move around the circumstances of it. Within this wheel are the complex stages that writers must overcome in order to build their own text. The stages mentioned by Harmer involve planning, drafting, reviewing and finally editing and producing a final version. Writing requires to follow a process with specific stages that will make students better writers.

Additionally, Benwell (2019) says that writing is the process that involves the use of symbols such as letters of the alphabet and punctuation to share thoughts and ideas in a legible form. To write correctly, it is essential to understand the basic system of a

language. In English language, this involves knowledge of grammar, punctuation and sentence structure. Vocabulary, correct spelling and formatting are necessary as well.

However, students face many difficulties in writing and still find laborious to construct a simple text. Among the writing problems that come from the students are: the difficulty to choose the appropriate words, the lack of vocabulary, the difficulty to arrange words in the appropriate order, misspelling the words and most of students find hard to write sentences in appropriate grammar.

The problems mentioned above about writing skill were observed during the pre-professional practices with the ninth year "J" students at Beatriz Cueva de Ayora High School. Unfortunately, the students' writing skills are still far from what is expected. They still find it very difficult to write and organize a text in English. Some students misspell words at the moment of writing. Another problem is that they mix English grammar rules with their mother tongue. As a response to these writing issues, the following question was raised: How does the application of guided writing strategy improves writing skills?

This strategy is effective since it offers students a way to receive assistance during the different stages of the writing process. It also helps students sequence and structure their ideas to accomplish the purpose of the writing task. During guided writing lessons, teachers can give immediate educational support and instant feedback to students in a small group setting. Additionally, the use of guided writing strategy eventually makes students effective and independent writers.

The specific objectives stablished in the development of this research were the following: to research the theoretical and methodological references about guided writing strategy and its application on writing skills; to diagnose the issues that limit the improvement of writing skills; to elaborate an intervention plan based on guided writing strategy; to apply the most suitable techniques of guided writing in order to improve writing skills; and to validate the results obtained after the application of guided writing strategy to improve writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period.

The methods used in the development of this research were the following: *the scientific method* which allowed to research about the guided writing strategy and writing skill. This method served to design the intervention plan and the instruments that were applied before and after the intervention. *The descriptive method* was used to describe the different stages of the study and the kind of resources used by the researcher. *The statistical method* was required to organize, and represent data in tables and figures. Finally, *the analytic/synthetic method* was handled to analyze the obtained results from the questionnaires, the pre-test and post-test, observation sheets and field notes and to make the interpretation and logical analysis of the data.

This research work is structured as follows: first, *the Abstract*, which delineates the general objective of the research work, methods, instruments, population, the main result obtained and the conclusion. Second, *the Introduction* which details the problem

and the reasons why the theme was chosen, the specific objectives, the methodology of the research work and the content of the thesis. Third, there is *the Literature Review*, which contains information about the two variables: guided writing strategy and writing skill. Next, *the Materials and Methods* section describes the materials, the research design, methods, techniques and instruments that were used, the population who participated in this research and the description of the intervention plan. Then is *the Results* section, which presents the description of the information organized in tables and figures with its corresponding interpretation and logical analysis. After that, there is *the Discussion,* which includes a general analysis of the obtained results, the explanation of the phases of the intervention plan, the aspects assessed, the weak and strong aspects, and the contribution of the technique for the improvement of writing skill. At the end, there is the *Conclusions* section, which delimitates the outcomes of the investigation and the *Recommendations* section gives some suggestions for teachers and future researchers.

d. LITERATURE REVIEW

GUIDED WRITING

In the following section three main issues are explained. First, the definition of guided writing strategy according to some authors. Second, the different stages that composed the strategy, which must be followed by the writers to get the final text. Finally, there are the benefits that guided writing provides in improving writing skills**.**

Definition of Guided Writing

Guided writing, by definition, is a writing teaching strategy in which students receive step-by-step instruction. Gibson (2008) defines guided writing as a small group instructional framework, involving the teacher meeting with a group of students with similar writing needs. "Children need explicit scaffolding, constructed within expertly delivered instructional conversations that address the language, knowledge, and strategies required for problem-solving in writing" (Gibson, 2008, P.326). Furthermore, guided writing activities can be thought in the classroom as a whole class or as a mini-lesson in small groups so that the teacher can interact with the students individually and with the entire class.

According to Menner (2014), guided writing is defined as one of the easiest ways to explicitly teach writing strategies to children, it requires very little setting, and makes a big difference in the outcomes of students' writing ability. It is applied with children who have

similar writing needs; each student work in their own writing and the teacher move from child to child coaching and supporting them. Guided writing is a great way to teach students how to write taking into account the needs of each one.

Guided writing is based on instructions given to small, temporary groups of students who have similar needs at a specific point in time. Research shows that guided writing helps scaffold the writing process for students who require extra teacher support "it allows the weak writer time to acclimate to the planning, organizing, and writing process without draining the teacher's time" (Dunigan, 2010, P.4). The teacher will take into consideration the student's needs, prior knowledge, strengths and learning approach when forming the groups for the guided writing lessons.

In addition, the Teaching English British Council (2018) defines guided writing as a process that involves the teacher working with a group of students on a specific writing task. The aims of the task are based on what they have been learning about the writing process. The teacher's role is to help students when they write. The guided writing strategy enables the teacher to work closely together and provide immediate instructional scaffolding for writing processes that address the needs of students.

During a guided writing lesson, the teacher can gather a small group and write models, or complete a shared writing experience together. Guided writing lessons provide teachers with the opportunity to bring together students with similar difficulties for a re-teaching session. "Students will become independent writers as they internalize organizational patterns and writing process steps during their

guided writing experience. Guided writing provides external support for success while students learnto write" (Dunigan, 2010, P.13).

Stages of Guided Writing

Guided writing is a writing teaching strategy in which students receive step-by-step instruction. This strategy is a crucial element of a balanced writing plan, providing additional reinforcement towards independent writing. Through guided writing, students are helped during the different stages of the writing process. Dunigan (2010) states several stages of guided writing:

- Planning: in this stage, the students identify and collect the main information aboutand specific topic and then organize them.

- Packaging: The teacher guides students step by step in a write-along as they followthe plan to write their first draft.

- Popping: using the established rubric, the teacher and individual student conference on paragraphs.

- Polishing: the students polish their writing project, with assistance as needed toedit before the final draft.

- Publishing: the students shared their completed work.

Along with Dunigan, Gibson (2008) states that a typical format for a guided writinglesson might include the following four stages:

Engagement in a brief, shared experience.

The first stage of a guided writing lesson captures students' interests in writing and allows them to practice their use. It is important that the teacher provides a strong and supportive introduction. "The introductory section of guided writing lessons should (1) expand students' interest and orient them to the writing task; and (2) provide opportunities for students to hear and use the language structures needed for their writing" (Gibson, 2008, P.326). Furthermore, it is very useful that teachers engage students in conversations, students practice new ways to talk about topics of interest and they will significantly expand their language base and prepare them to write well.

Discussion of strategic behavior for writing.

In the next stage, the teacher works to increase the awareness of his students about specific cognitive strategies for writing. Teachers can present to students a writing strategy such as a cue card for a specific strategic activity to students. Wall (2018) defines a cue card as a movable, compact aid that includes a piece of useful frequently used information, such as instructions, reminders **or** definitions. Teachers and students should analyze the ways in which learners can use this strategy to develop their own writing. Gibson (2008) says that: "When teachers provide mental, linguistic, and physical tools, such as cue cards, diagrams, graphic organizers, and clear examples of sentence and text structures, they are directly

supporting students' use of strategies for effective writing" (P. 325).

Students write individually with guidance from the teacher.

The guided writing lessons are designed so that students are actively engaged in their own writing. The teacher must provide immediate guidance for what students are writing with the objective that they write as independently as possible. "Teachers should lean in and assist with what each student is currently constructing in his or her writing, providing strong "feed-forward" for the individual writer" (Gibson, 2008, P.328). Feed-forward focuses the attention of the student on what strategies to use next.

Teachers should scaffold students' writing through prompting. Gibson (2008) mentions that "Prompting during students' writing takes a proactive stance, guiding a young writer's ability to focus attention on composing and in-the-moment revising". Therefore, professors should provide as much help as possible when a student is struggling, and then decrease the type and amount of extra reinforcement or raise the level of challenge.

Connect students' writing to an audience.

Every writer always needs to be exposed to an audience and share his or her own text. Sharing the texts at the end of each guided writing lesson provides a context in which the text will be reviewed. Students may read their completed text to a classmate or switch papers and read a piece of writing independently. It might also be useful to extend the audience, the teacher may choose a student in the

classroom and invite him or her to share the text with the rest of the learners (Gibson, 2008).

Moreover, Parsons (2002) states three stages in the guided writing process:

Stage 1: procedural skill.

The focus of this stage is to build composition programs with the right materials that will allow students to compose freely. This stage is important to help students manage their writing time and resources correctly.

Stage 2: strategy skill.

This stage focuses on aspects related to the improvement of students' writing skills. It mainly includes grammar and spelling.

Stage 3: craft skill.

This stage incorporates how to distinguish the element from text types, class, writing models, and how to present non-fiction information in many ways. There is a focus on how writers convey thoughts and stories to readers.

Process of Guided Writing

According to Dyan (2010), there are some ways to progress beyond writing exercises, such as:

Model paragraph.

At first, the teacher delivers a short text as a model paragraph and quickly clarifies how a text can be used as a model for writing. The teacher should locate an appropriate text for the exercise. It is conceivable to adjust a text from the book that is being used in the course; the paragraph can be written on the board before the lesson, or replicated on worksheets. Students can focus on understanding the text, and perhaps study highlights of the given content.

Comprehension questions.

Once the paragraph has been presented to the students, the teacher can ask a series of questions based on the model text, the questions can vary from simple to more complicated. This will make the students pay much more attention to the text, so it is important that the questions include basic information about the content of the paragraph.

Exercises based on language.

To develop vocabulary and sentence structure knowledge from the previously selected text, the teacher may present students with a series of exercises or activities that directly focus on these aspects of language. Activities can include pattern drilling, such as transformation, substitution, or completing pattern drills.

Oral composition.

Another effective way to guide the writing of paragraphs is to do a preliminary oral preparation with the whole class. The purpose of these discussions is for students to make suggestions and give opinions on what to write so that the teacher can create a list on the board with the key statements made by the students. All the information the teacher collects from the students will serve as the basis for their writing lesson.

Written composition.

From the paragraph presented by the teacher, students can follow the same pattern, but change the information that is not correct for them. The paragraph model that the teacher presents will be very useful for the students since they will take as reference many of the structures and words used in this model and will write them in their own texts.

Benefits of Guided Writing.

Guided writing is an effective way to model the structure and language of a variety of text types. It also helps students sequence and structure their ideas to accomplish the purpose of the writing lesson. "Guided writing serves as a scaffold to independent writing. Teachers discuss and model writing strategies with students. These can include using acronyms, templates, and writing frames. More or less help can be provided depending on the needs of students" (Ministry

of Education of New Zeland, 2018, para. 1).

During guided writing lessons, teachers can provide immediate educational support and instant feedback to students in a small group setting. Students work in groups with the same level and strong teacher help that enables a successful and independent writing experience for the children involved. This increases their confidence levels and encourages them to keep trying (Holly, 2018).

According to Dunigan (2010), the application of guided writing as a teaching strategy is effective for developing writing skills among people of all ages, including adults. Guided writing helps students to gain confidence because they feel supported during the different stages of the writing process. They follow instructions and complete sentences as they write and can analyze. As an activity, it should carefully target groups of students according to their current goals or specific needs.

The Department for Children, Schools and Families From UK (2007) states that the advantages of the guided writing are the following:

a) Guided writing allows the teacher to adapt the teaching to the needs of the group.

b) It facilitates individual teaching and learning for students. Although guided writing is a group activity focused on the common needs of a group, the teacher can observe and respond to the needs of each student within the group.

c) It gives the teacher the opportunity to reach out and challenge more groups of

children.

d) This strategy encourages students to be active participants in discussions about writing.

e) It builds confidence in the students. It occurs due to the fact that the group is dealingwith the same problems and difficulties.

f) Guided writing allows the teacher to give immediate feedback and also gives him or her an opportunity to discuss other areas that students need to improve.

WRITING SKILL

In this section, four issues are examined. First, the definition of writing skill according to some authors. Second, the writing process which explains the stages and steps that a writer must go through before having a complete text. Third, there are the different aspects that are involved in writing skills. Finally, the writing genres which describe the different types and styles of writing.

Definitions of Writing.

The language is used for many purposes and therefore has many functions. Language can be divided into two macro skills; which are receptive and productive skills. Writing ability belongs to the group of productive skills, so it must be mastered in the use of language in order to improve the communicative competence of a language.

Writing, by definition, is a process of sharing information, messages, ideas, or

thoughts in grammatically correct sentences. However, writing is not only making sentences, but it is also a way of expressing ideas, feelings, and opinions through letters.These ideas are supported by Yule (2010) who defines writing as the use of graphic signs for the symbolic representation of language. Unlike speech, it is a system that is not acquired naturally but must be learned gradually through a process that includes a sustained conscious effort. In short, writing can be said as a process of giving and putting ideas into words.

Writing is an important language production skill and is regularly integrated with the other three skills. Gautam (2019) states that writing ability on a hierarchy scale assumes the highest order, and develops only after the first three skills (reading, speaking, and listening) have been learned or acquired, this is the main reason why writing has become globally established as a secondary skill. It does not mean that it is more relevant than the other three, but it has great importance in the production of language. As a secondary skill, educated elites and school masses consider it an emblem of knowledge, intelligence, and educationally correct personality (Gautam, 2019). Therefore, Writing must be seen not only as the product of an individual but also as a social act.

Furthermore, Harmer (2007) sees writing as a processing wheel, where writers movearound the circumstances of it. Within this wheel are the complex stages that writers must overcome in order to build their own text. Each stage can be repeated continuously until the writers feel that they do not need to go to the previous ones.

Thestages mentioned by Harmer involve planning, drafting, reviewing and finally editing and producing a final version. Writing requires to follow a process with specific stages that will make students better writers. "The ability to write provides children a huge advantage over those who are not so fortunate" (P. 3).

Additionally, Benwell (2019) points out that writing is the process that involves theuse of symbols such as letters of the alphabet and punctuation to share thoughts and ideas in a legible form. To write correctly it is crucial to understand the basic system of a language. In English language, this involves knowledge of grammar, punctuation and sentence structure. Vocabulary, correct spelling and formatting are necessary as well.

Based on these definitions, it can be stated that writing is a visual representation of speech. Writing ability is a complex activity that consists of different stages or steps. Furthermore, it is considered globally as a secondary skill and which objective is to transmit thoughts, ideas, or concepts through symbols into written form. Written productions take the form of readable texts that should be meaningful to everyone whoread them.

The Process of Writing.

The writing skill always involves a process. In other words, a writer must go through several stages and follow specific steps before having a complete text. Paying more attention to the writing process is a good way to learn about students'

ability and creativity to express their ideas. By using a writing process with different stages, writers discover important aspects and details that they had not considered when they started writing.

Harmer (2007) states that the writing process includes different stages a writer goes through to produce a final version of a text. However, this process can be affected by the content of the writing, the type of writing, and the medium in which it is written. But in all of these cases, Harmer suggests that the process should have four elements. Each is described as follows:

Stage 1. Planning.

In this stage, students must decide what they are going to write. Students gather information and ideas for their writing by making detailed notes or simply doing the planning in their heads. In addition, when planning, writers have to consider three issues. First, the purpose of the writing involving the type of text, the language used, formal or informal, and the information to be included. Second, the audience they are writing for. Third, the correct sequence of ideas, facts, or arguments that are included in the text.

Stage 2. Drafting.

Drafting refers to the first version of students writing. At this stage, students write without paying much attention to the errors, they assume that the writing will be rectified later. Furthermore, the author mentions that students are able to

write as many drafts as they consider necessary on the way to the final version.

Stage 3. Editing (Reflecting and Revising).

After the students have produced their draft, they re-read the text to see where it works and where it does not. Perhaps the order of the ideas is not clear or the sentences are too ambitious. Once the learners have found the issues in the text, they may use different vocabulary or move paragraphs around in order to rectify and improve it. On the other hand, the reflection and revision processes involve other readers who make some comments and suggestions about the text. The author takes some notes on the opinions given that will help to make appropriate corrections in his writing.

Stage 4. Final version.

After the students have edited their draft and make the necessary corrections, they produce their final version. Due to the changes during the editing process, this final version of the text may look significantly different from both the original plan and the first draft. But the writing is ready to be published with the intended audience. None of the stages of the writing process can be separated or omitted because they are essential elements to compose a well written text.

However, MyWritingLab (2016) asserts that writers must follow a basic writing process to obtain a final well-designed text. This process is recursive, which means that the writer can return at any time to review points in the process to

clarify ideas. The stages found in this process are described below:

Planning and prewriting.

The writer begins by identifying the components of the writing situation: topic, audience, purpose, and the form the final work will take. These aspects will determine the type of work the writer will have to do before writing the first draft of the writing. After that, the writer starts to gather ideas on his subject which will then be written on paper. During this stage, it is crucial that students collect as many ideas as they can about their topic.

During the prewriting stage of the writing process, students do not worry about getting everything well organized. It is not relevant if students make mistakes in spelling, grammar, and punctuation. The idea is that learners get the words and ideas out of their mind on paper. To facilitate this process students can use two methods of prewriting, they are brainstorming and freewriting.

Brainstorming.

Brainstorming involves listing important details or examples or points that the writer wants to make in a piece of writing. Arivananthan (2015) defines brainstorming as a rapid and easy way to generate ideas for solving problems. Furthermore, Brainstorming stimulate the brain into thinking about problems in a new way. It encourages people to detain logical thinking and promote originality and imagination. This method is very effective when the students are going to start

writing.

Freewriting.

When freewriting, students should not pay much attention to correcting grammar orspelling. It is irrelevant to try to organize or stop to judge the worth of the ideas at the moment of writing because students simply write quickly to get ideas on paper. This "messy" writing process helps students liberate their creativity and discover new ideas. Students should practice freewriting for about fifteen minutes and then read what theyhave written. As they read, underline important or interesting sections of writing that can be used in the next stage of the process.

Organizing.

Depending on the way of learning, students have to be more open to certain ways of organizing the writing before the drafting stage. There are various methods of organizing ideas, they are explained as follows:

Clustering/Idea mapping.

It is known that there are people who are visual learners, it means that they learn better when they are able to see concepts. The clustering or idea mapping method of organizing thoughts is very useful for this kind of learners because it helps to separate their ideas and identify relevant and irrelevant support for their text.

Formal outlining.

In a formal outline, students create a hierarchy of their ideas and points, organizing details using numbers and letters to indicate the importance of each point. Formal outlining is a useful tool because it stimulates students to produce their thesis statement and many times write complete sentences. This approach may also help students generate more ideas and keep on track in the process of producing texts.

Sketch or scratch outlining.

Contrary to formal outlining, sketch outlining is more flexible. Instead of using upper and lower letters and numbers to highlight the importance of the points, students simply sketch their ideas in an order that makes sense to them. In addition, students can change the organization of their ideas and put them in a way that they consider appropriate.

First drafting.

During the drafting stage of the writing process, students' ideas began to take the shape of the kind of paper they are writing, whether it is an essay, a single paragraph, a letter, or some other genre. A draft follows the plan of the outline and has a clear beginning, middle, and end. When drafting, students should give themselves plenty of time to work, the important function of this stage in the writing process is to get a draft done so students do not need to pay close attention

to grammar and spelling. (MyWritingLab, 2016)

Revising and redrafting.

Revising and redrafting are essential for students to become better writers. True revision is literally re-seeing the work. Here are three categories of revision that all writers need to keep in mind. First, deep revision, this category includes: cutting whole sections, adding or cutting examples and support, changing the thesis or controlling idea for the paper, drafting a new introduction, new support paragraphs or a new conclusion. Second, middle revision involves: reorganizing, adding specific and concrete details to paragraphs and modifying a thesis cutting certain details. Third, surface revision refers to: cutting unnecessary words, combining sentences and adding needed words. As can be seen, the three categories of revision require a great effort. But that is writing.

Editing and proofreading.

In contrast to revising, editing focuses on correcting sentence errors. To develop theprocess of editing, here are some guidelines to follow:

● Use Effective Time Management. Taking adequate time to edit is essential to obtain good writings. It is a good idea to let the text rest a while and return to proofread it later. It is easier to see grammatical mistakes if the document is not fresh in your mind.

● Read the text Out Loud. Reading a document aloud is a usual technique used

by both beginning and professional writers. Reading the writing out loud slowly helpsto catch phrases that just do not sound right.

- Read the document Backwards. The writer starts by proofreading the last sentence, making sure there are no grammatical errors. Then continue reading the next-to- last sentence, and so on. Reading a document backwards puts the document out ofcontext, so the writer can isolate sentences and their grammatical problems withoutbeing distracted by the content.

- Read the Paper Out Loud and Backwards. It this s combined method that incorporates both techniques.

- Use the Pencil or Ruler Method. It consists of using a pencil or ruler as a guide tofocus on each individual sentence when the writer proofread. This technique helpsto analyze the sentence at hand.

Aspects of Writing

Writing no just involves learning to use symbols and letters, but how to select and organize experience according to specific purposes. Brown (2004) states five aspects of writing, they are: content, organization, vocabulary, syntax, and mechanics. However, Hughes (1996) mentions five aspects of writing:

1) Grammar. It is an element of writing which deals with a set of rules to have a writerconstruct sentences that make sense and acceptable in English.

2) Vocabulary. It deals with a list of words and their meanings.

3) Mechanics. It is the convention in writing, which is related to punctuation, spelling, and capitalization.

4) Fluency, which refers to the ease and the style of the composition.

5) Form (organization), it is the logical sequence and cohesion, or the flow of ideas being put into written language, to make unified contribution to whole paragraph.

Additionally, Frydrychova Klimova (2011) states that there are five aspects of writing. Those aspects are:

1. Content is the substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization involves the content coherence. It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and idea.

3. Vocabulary concerns with the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use is the correct utilization of grammatical and syntactic pattern on

separating, combining, and grouping ideas in words, phrases, clauses, and sentences tobring out logical relationships in paragraph writing.

5. Mechanics is the conventional graphic of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some othersrelated to one other.

Writing Genres

Writing can be found in many types and styles, depending on the purpose of the writer. One way to analyze writing is to divide it into specific genres or types. According to Jeffrey (2018), there are four main types that most subcategories of writing can be placed into.

Expository.

One of the most common types of writing is expository. The purpose of this genre is to explain and examine a concept or idea in a way that gives the audience a clear understanding of the topic. Expository writing does not involve the author's opinions, but focuses on real facts about a topic, including statistics or other evidence. This type of writing can be found in textbooks, recipes and scientific writing.

Descriptive.

The objective of descriptive writing is to help the reader visualize, in detail, a person, place, character, or all of these things at once. When authors write in a

descriptive style, they are painting a picture in words for their audience. Writers are nottrying to convince the readers of anything, they just describe things as they are. Descriptive writing gives the writer more artistic freedom than expository writing. Among the writings included in this genre are: fictional novels, poetry, journal writingand descriptions of nature.

Persuasive.

When authors write in a persuasive style, they are trying to influence the reader to assume their point of view about a specific topic. Persuasive writing contains personalopinions, as well as evidence so that the reader will agree with the author. This type ofwriting is the main style used in academic papers. However, it could be also found in cover letters, reviews of items, advertisements and recommendation letters.

Narrative.

The purpose of narrative writing is to tell a story, whether it is fiction or nonfiction. When an author writes in a narrative style, they are trying to construct and communicate a complete story with characters, conflict, and settings. Narrative writing can also include dialogue. This type of writing is found in novels, short stories and anecdotes.

Assessing Writing

The primary purpose of assessing is to make interpretations and decisions about students' language ability. There are some types of writing that are done for assessment purposes. They will be explained from the four levels of writing which are:

Imitative.

The main focus in imitative writing is on grammatical aspects. This is a common way of teaching children to write. Imitative writing includes the rudiments of forming letters, words, and simple sentences. Additional examples of activities at this level include cloze assignments in which the student has to write the word in the blank from a list, spelling test, matching, and even converting numbers to their equivalent in words(Boone, 2014).

Intensive.

Intensive writing is more concerned with selecting the appropriate word for a given context. At this level, students produce language to show their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. Examples of activities included in this section are changing all verbs in the past tense, describing pictures, completing short sentences and ordering tasks (Sokheng, 2015).

Responsive.

Responsive writing includes the development of sentences in paragraphs. The purpose depends on the context or function of the writing. Assessment tasks here require students to perform a limited discourse level, connecting sentences in one paragraph, and creating a logically connected sequence of two or three paragraphs. Some examples of tasks in this section are: paraphrasing, guided questions and answers, paragraph construction tasks (Delgado, 2015).

Extensive.

Extensive writing involves all writing processes and strategies for all purposes, including essays, research papers, and thesis. Writers can shape a purpose, objectives, main ideas, conclusions, in a coherent paper, using details to support these ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product (Delgado, 2015).

e. MATERIALS AND METHODS

Materials

The development of this research was carried out thanks to the use of human, technical, and material resources. The human resources in this thesis were twenty students of ninth year "J" of Basic Education, who allowed to obtain quantitative and qualitative data, and the researcher who made the corresponding planning, prepared the class material, gave the teaching instructions and evaluated the students' performance.

The technical resources which contributed to this research were, internet, YouTube videos, technological devices such as computer and cell phone, which were used to develop the classes, the platforms: zoom and classroom to send tasks and activities to students.

On the other hand, the material resources involved in the intervention plan were Powerpoint presentations in order to explain the different topics, different types of worksheets such us completion worksheets to practice spelling and vocabulary, grammar transformation worksheets to practice grammar and sentence structure, scramble text worksheets to practice text organization, the project 2, 3 and 4 from "Plan Educativo Aprendamos Juntos en Casa 8° 9° 10°" that provided the necessary activities for developing the class, assessment sheets

to evaluate the students´ performance, online games, online worksheets and online websites; each one wasfocused on developing the students' writing skill.

Design of the Research

This action research work was carried out considering the theory of Creswell (2012), who stablishes that action research is a systematic procedure performed by the researcher to gather information about a problem and then look for a possible solution.It involves four main steps, which are identifying the classroom problem, developing and implementing an action research plan, collecting and analyzing data, using and sharing results.

The process of this action research was the following: first, through the execution of different pre-professional practices and mainly a non-participant observation, the researcher identified that ninth-year EGB "J" students at the "Beatriz Cueva de Ayora High School" presented writing problems. Next, the investigator chose the resources to address the problem; These resources provided the necessary information to select the guided writing strategy and its activities to solve the problem. Subsequently, an intervention plan was designed emphasizing on the activities of the strategy selected, activities that were focused on improving the students' writing skills. In the end, the researcher applied the intervention plan and reflected on the results obtained.

Methods, Techniques, and Instruments

Methods.

The methods used to carry out this research work were:

The scientific method facilitated the research on how to improve writing skills through the use of guided writing. This method helped to design the intervention plan and the instruments that were applied before and after the intervention. *The descriptive method* was employed to describe what happened in the classroom, participants' actions and the different stages of the research. *The statistical method* was necessary to process the information and to represent the quantitative data into tables, and qualitative data into figures. *The analytic/synthetic method* helped to analyze all the information that was found in the questionnaires and in the pre and post-test. Furthermore, this method was used to make the interpretation and logical analysis of the data and to draw up the respective conclusions and recommendations.

Techniques and instruments.

The instruments that were useful to collect information at the beginning, during and after the intervention plan were the following: pre/post-test, pre/post questionnaire, observation sheets, and field notes.

Tests.

The pretest was applied at the beginning and the post- test at the end of the intervention plan. Although the tests had the same content, the purpose of each one was different. The pretest was necessary to evaluate the students' previous knowledge about writing skills, and the posttest was applied to evaluate the knowledge that the students had after the intervention plan. The test included two multiple-choice questions, one to sort scrambled sentences, fill in the blanks, and sort a text, each one had four alternatives.

Questionnaires.

The pre-questionnaire was employed at the beginning of the intervention plan in order to know the perception of the students towards the use of the guided writing strategy to improve writing skills, and the post-questionnaire was applied at the end of this intervention to demonstrate the level of acceptance of the students in relation to the techniques applied during this research work. The questionnaire consisted of five multiple-choice questions.

Observation sheets.

The observation sheets made it possible to report on the performance of the students in the different stages of the intervention plan. They reflected how the students were learning and how they were improving their writing skills.

Field notes.

The field notes allowed the researcher to take notes of everything that happened in class while the intervention plan was being executed. They helped record the behavior, attitude, and performance of the students.

Population

The participants of this research work were the students of ninth year "J" of Basic Education at Colegio de Bachillerato Beatriz Cueva de Ayora. They were all about thirteen and fourteen years old. There were twenty students: eleven girls, and nine boys.

Description of The Intervention Plan

The objective of this study was to improve writing skills through guided writing to help students of ninth year J to improve their English language learning as a foreign language. Due to the fact that this is an action-research study, the application of the intervention plan was carried out in different phases:

Phase 1. Initial reflection.

During a non-participant observation, the researcher was able to see that ninth year "J" students had difficulties in writing skills, the main problem was that they confused and mixed the grammatical rules of English with those of their mother tongue, which is Spanish. Another problem was the lack of teacher help during the

process of writing. This situation allowed the researcher to recognize that writing is an issue among learners.

Being this concern, the researcher asked himself whether there are some different techniques that would better prepare students to improve writing skill. Therefore, after reading some literature on writing skill, the researcher found out that guided writing activities will empower learners as individuals.

Phase 2. Planning.

Therefore, to remedy the ninth year "J" weaknesses on writing skill lesson ACA (activation, connection, affirming) plans were presented, these plans were organized with short guided writing activities such as imitative writing, intensive writing, and responsive writing.

The goal of these writing activities was to give the students of ninth year "J" of basic general education the opportunity to improve their writing skills discussing and sharing ideas and making short written compositions, which eventually improved their writing skills that is a crucial element in students learning.

Phase 3. Action.

The intervention plan was developed during 30 sessions of 40 minutes each one in a 10-week period of time. Session 1 and 30 were devoted to the administration of the data collection instruments (pre and posttest and questionnaires) the other 28 sessions were developed with lesson plans.

COVID-19 has led to the closure of schools around the world, and as a result, education has changed dramatically. This pandemic situation has forced educational institutions to work from home. Therefore, the 30 sessions of the intervention plan were carried out through digital platforms. Google forms were used to apply the data collection instruments in sessions 1 and 30, while the Zoom platform was used to apply the lesson plans in the remaining 28 sessions.

Phase 4. Observation.

During the intervention, the researcher monitored and recorded ninth year "J" students' reactions and achievements to the planned activities by means of observation sheets and field notes.

Phase 5. Reflection.

Once finished the intervention plan, the researcher reflected critically upon the effectiveness of the use of guided writing to improve writing skill among ninth year "J" of basic general education students' afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, during the 2020-2021 academic period

f. RESULTS

The following section details how the specific objectives of the present research were achieved. The first objective was accomplished with the theoretical and methodological references about guided writing and its application on writing skills. This information was taken from books, websites and research works from some authors. The theoretical reference was used to design the lesson plan as well as instruments such us tests and questionnaires. Furthermore, the methodological reference was useful to apply the theory appropriately.

The second objective was fulfilled with the pre-test results, which are displayed in table 1. This data allowed to measure students' knowledge and diagnose their limitations in writing skill. The third objective was achieved with the design of the intervention plan, which was based on three stages: activation, connection and affirming. It contained twenty lessons that were applied in three months. The lessons included different guided writing activities to improve writing skill.

The fourth objective was attained with the results obtained from the pre and post questionnaires, which are illustrated in tables 2, 3, 4, 5 and 6. Finally, the fifth objective was achieved with the post-test results that are presented in table 7, that validated and confirmed the students' improvement in English writing skills through the application of guided writing strategy.

Pre – test Results

Objective Two: To diagnose the issues that limit the improvement of writing skills in the English language among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period

a. **Table 1**

Pre-Test Scores of Ninth Year "J" students in Writing Skills

Students' code	VO /2	SP /2	SS /2	GR /2	TO /2	Total /10
CBBCDA9J01	1.0	1.0	0.5	0.5	0.0	3.0
CBBCDA9J02	1.0	1.0	0.0	0.5	0.0	2.5
CBBCDA9J03	2.0	2.0	1.5	0.5	0.0	6.0
CBBCDA9J04	2.0	2.0	2.0	0.5	2.0	8.5
CBBCDA9J05	1.5	1.5	1.0	0.5	0.0	4.5
CBBCDA9J06	1.5	1.0	0.0	0.5	0.0	3.0
CBBCDA9J07	1.0	1.0	0.0	0.5	0.0	2.5
CBBCDA9J08	1.5	1.5	2.0	0.5	0.0	5.5
CBBCDA9J09	0.5	0.5	0.0	0.5	0.0	1.5
CBBCDA9J10	0.0	0.5	0.0	0.5	0.0	1.0
CBBCDA9J11	0.0	0.5	0.0	0.5	0.0	1.0
CBBCDA9J12	2.0	2.0	2.0	0.5	2.0	8.5
CBBCDA9J13	2.0	2.0	1.0	0.5	0.0	5.5
CBBCDA9J14	0.5	0.5	0.5	0.5	0.0	2.0
CBBCDA9J15	1.0	1.0	0.5	0.5	0.0	3.0
CBBCDA9J16	1.0	0.5	0.5	0.5	0.0	2.5
CBBCDA9J17	2.0	1.5	0.5	0.5	0.0	4.5
CBBCDA9J18	2.0	1.5	0.5	0.5	0.0	4.5
CBBCDA9J19	1.0	1.0	0.5	0.5	0.0	3.0
CBBCDA9J20	1.5	1.5	1.0	0.5	0.0	4.5
Mean	1.3	1.2	0.7	0.5	0.2	3.9

Note. CBBCDA= Colegio de Bachillerato Beatriz Cueva de Ayora, 9J= ninth year, 01=Students' code, VO= Vocabulary, SP= Spelling, SS= Sentence structure, GR= Grammar, TO =Text organization.

b. **Interpretation and Analysis**

The results in Table 1 show that the total mean score that students got in the pre-test was 3.9/10. This result placed participants in a poor qualitative score range (see grading

scale, p. 150), which demonstrates that students who participated in this research had a low level in English writing skills.

The highest mean score students obtained was 1.3/2 in relation to vocabulary. This determines that students used words properly and recognized and discerned the definition of them in context. Students were able to identify and select correct words to complete a group of sentences related to ways of transportation, nouns, daily activities and places. This way, learners showed that they can guess the meaning of the words from context. However, students had difficulties selecting some words that look alike, sound alike or look and sound alike but have completely different meanings.

On the other hand, the lowest mean score was 0.2/2 in the aspect of text organization. This indicates that students find very difficult to order sentences and ideas to construct an understandable paragraph. It means that the topic sentence, the supporting details and concluding sentence were not organized correctly.

On the whole, the results showed that before the intervention plan, students used and identified the meaning of the words properly in context. However, students had difficulties in using homophones, homographs and homonyms. They also had problems in organizing a text following the corresponding structure, which makes difficult for readers to follow and understand the information presented. Writing is an important language production skill and according to Benwell (2019), to write correctly it is crucial to understand the basic system of a language. In English language, this involves

knowledge of grammar, punctuation and sentence structure. Vocabulary, correct spelling and formatting are necessary as well.

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable techniques of guided writing in order to improve writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?
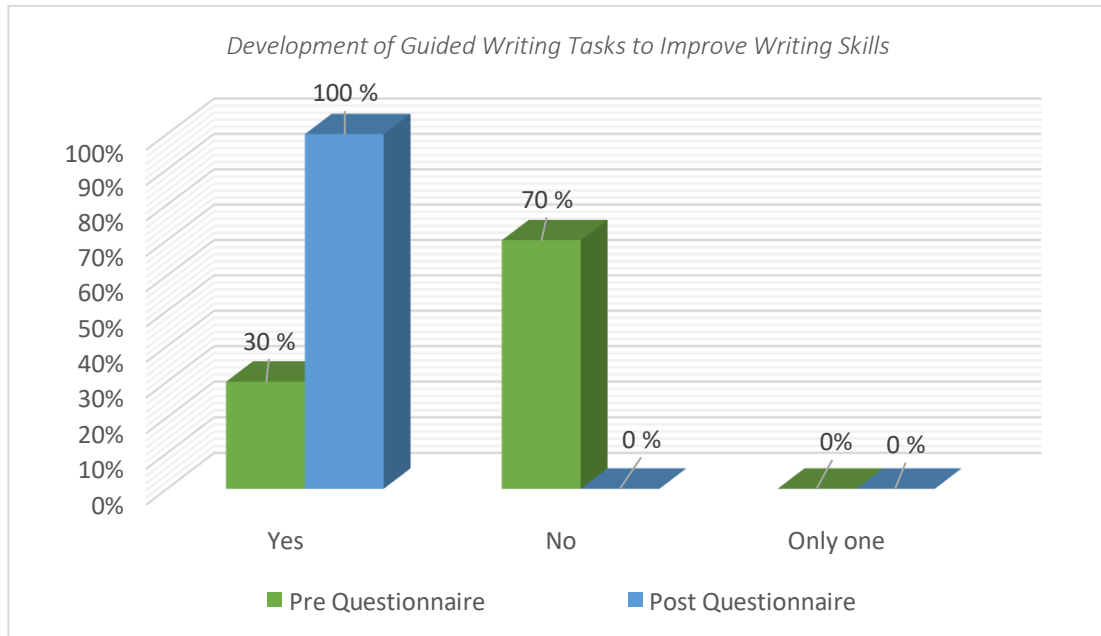
Question 1. Have you ever developed a guided writing task in your English classes?

a. Table 2

Development of Guided Writing Tasks to Improve Writing Skills

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
Yes	6	30	20	100
No	14	70	0	0
Only one	0	0	0	0
TOTAL	20	100	20	100

b. Figure 1

Development of Guided Writing Tasks to Improve Writing Skills

c. Analysis and Interpretation

The results in table 2 show that many students (70%) have not developed any guided writing activity in their English classes. This indicates that this strategy was not commonly used to improve students' writing skills. The activities applied were focused on completing sentences, dictation and rewriting texts, which provided little practice to improve their writing abilities. Nevertheless, after the intervention plan all the students (100%) assured that they have developed guided writing activities in their English classes. It demonstrates that through guided writing activities students received the necessary support when writing sentences and short paragraphs which allowed them to improve their writing skills. According to Dunigan (2010), students will become independent writers as they learn organizational patterns and steps in the

writing process when they develop guided writing tasks. This strategy provides the necessary external support for success while students learn to write.
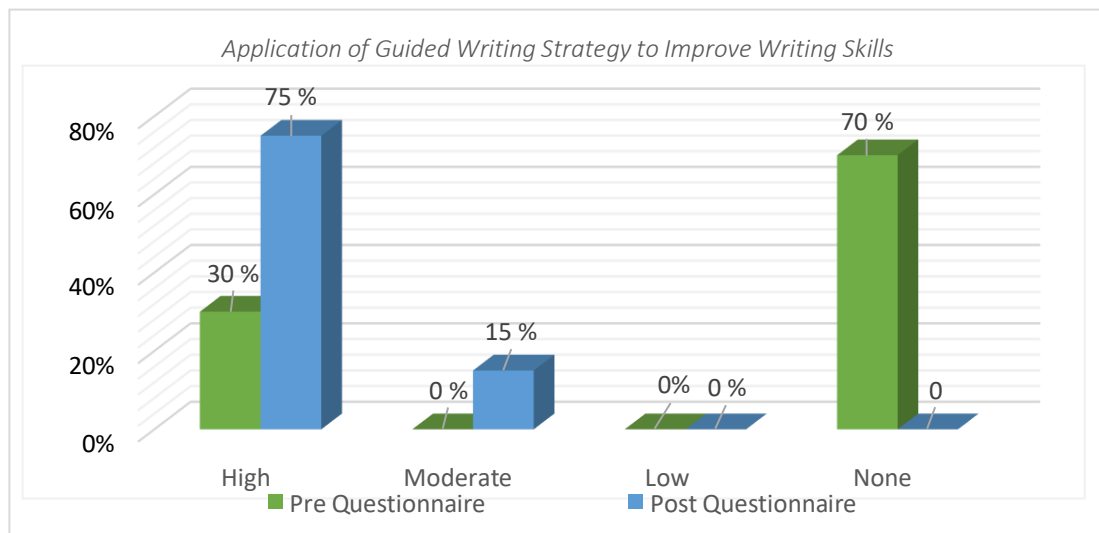
Question 2. In which scale does the employment of guided writing strategy applied by the teacher improved your writing skills?

a. Table 3

Application of Guided Writing Strategy to Improve Writing Skills

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
High	6	30	15	75
Moderate	0	0	5	15
Low	0	0	0	0
None	14	70	0	0
TOTAL	20	100	20	100

b. Figure 2

c. Analysis and Interpretation

According to the results of Table 3, many students (70%) answered that the improvement of their writing skills through the application of guided writing strategy is none. This result shows that before the intervention, students developed writing activities without the help of any strategy and without the teacher's support. So students found difficult to organize their ideas to write paragraphs, they could barely construct simple sentences.

On the other hand, after the intervention many students (75%) affirmed that the employment of guided writing strategy was high in the improvement of writing skills. Students pointed out that guided writing led them to write effectively. It supported them to write a variety of text types following a sequence and structuring correctly their ideas. Therefore, students improved significantly their writing skills. According to Dunigan (2010), the implementation of guided writing as a teaching strategy is effective for developing writing skills among people of all ages, including adults. Guided writing helps students to gain confidence because they feel supported during the different stages of the writing process. They follow instructions and complete sentences as they write and can analyze. As an activity, it should carefully target groups of students according to their current goals or specific needs.
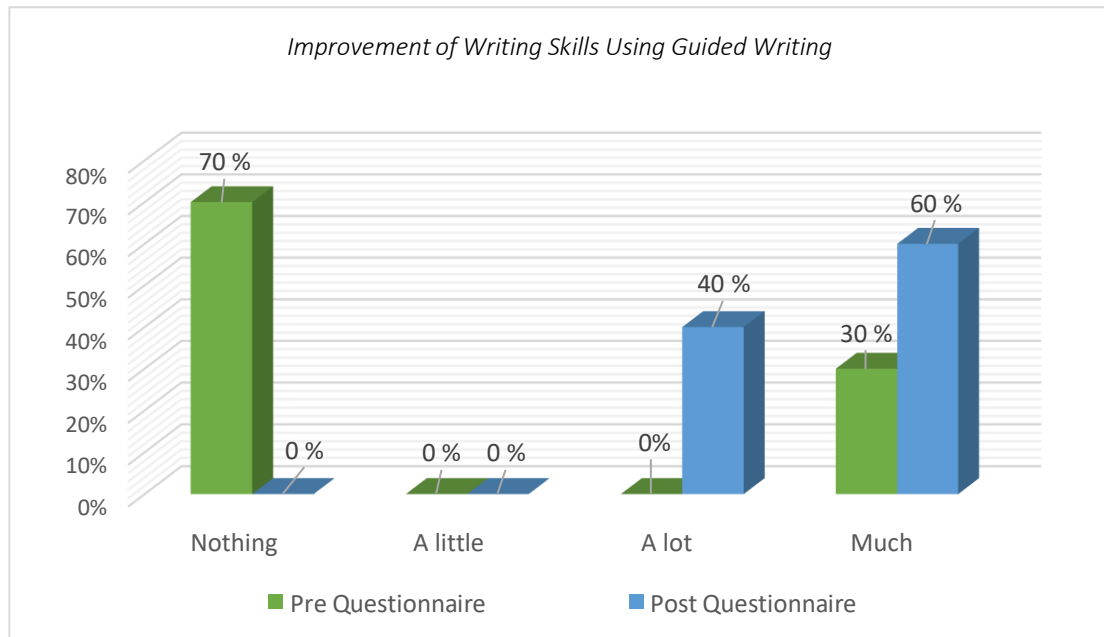
Question 3. How much have your writing skills improved by using the guided writing strategy in your English classes?

a. Table 4

Improvement of Writing Skills Using Guided Writing

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
Nothing	14	70	0	0
A little	0	0	0	0
A lot	0	0	8	40
Much	6	30	12	60
TOTAL	20	100	20	100

b. Figure 3

c. Analysis and Interpretation

According to the results shown in Table 4, many students (70%) answered that their writing skills have improved nothing in the English classes. This indicates that the strategies applied in class were not useful to encourage and to wake up students' interest to write properly, which limited the improvement of their writing skills.

However, after the intervention, the results increased as more than half of students (60%) indicated that the improvement of their writing skills in English was significant. Since they constructed short but complete texts. The improvement was noticeable because learners sequenced and structured correctly their ideas to accomplish the purpose of the writing lesson. The help given during the different stages of the writing process was crucial to achieve the goal of any writing task, which was the improvement of students writing skills.

According to the Ministry of Education of New Zeland (2018), guided writing serves as tool to reach the independent writing. Teachers consider and apply writing strategies with students. These may include the use of acronyms, templates, and writing frames, and help can be provided according to the needs of the students.

Question 4. How important do you consider the use of guided writing strategy to improve writing skills?

a. **Table 5**

Importance of Guided Writing Strategy to Improve Writing Skills

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
Very important	6	30	20	100
Moderately important	10	50	0	0
Slightly important	0	0	0	0
Not important at all	4	20	0	0
TOTAL	20	100	20	100

b. **Figure 4**
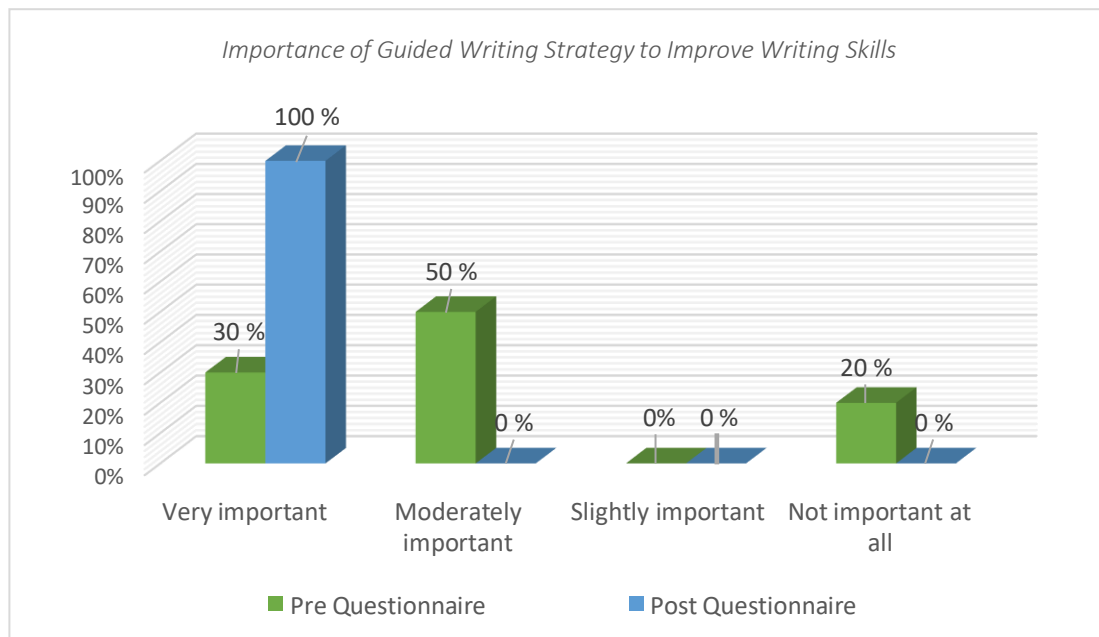
c. Analysis and Interpretation

Based on the results of table 5, half of students (50%) considered the use of guided writing strategy as moderately important. This means students consider this strategy as a useful tool in the process of writing. However, they find it difficult to express the true message in the texts due to the structural aspect of the strategy.

In contrast, after the intervention plan, the percentage increased to 100%, all students asserted that it is very important to use guided writing strategy in the English classes. They affirmed that using this strategy they developed better their writing tasks. They learned to organize their ideas correctly and to construct well-structured paragraphs. According to Holly (2018), during guided writing lessons, teachers can provide immediate educational support and instant feedback to students in a small group setting. Students work in groups with the same level and strong teacher help that enables a successful and independent writing experience for the children involved. This increases their confidence levels and encourages them to keep trying.

Question 5. How important is it for you to improve your writing skills with strategies like guided writing, in your English classes?

a. Table 6

Importance of Improving Writing Skills Through the Use of Guided Writing

Options	Pre questionnaire		Post questionnaire	
	f	%	f	%
Very important	15	75	20	100
Moderately important	5	25	0	0
Slightly important	0	0	0	0
Not important at all	0	0	0	0
TOTAL	20	100	20	100

b. Figure 5
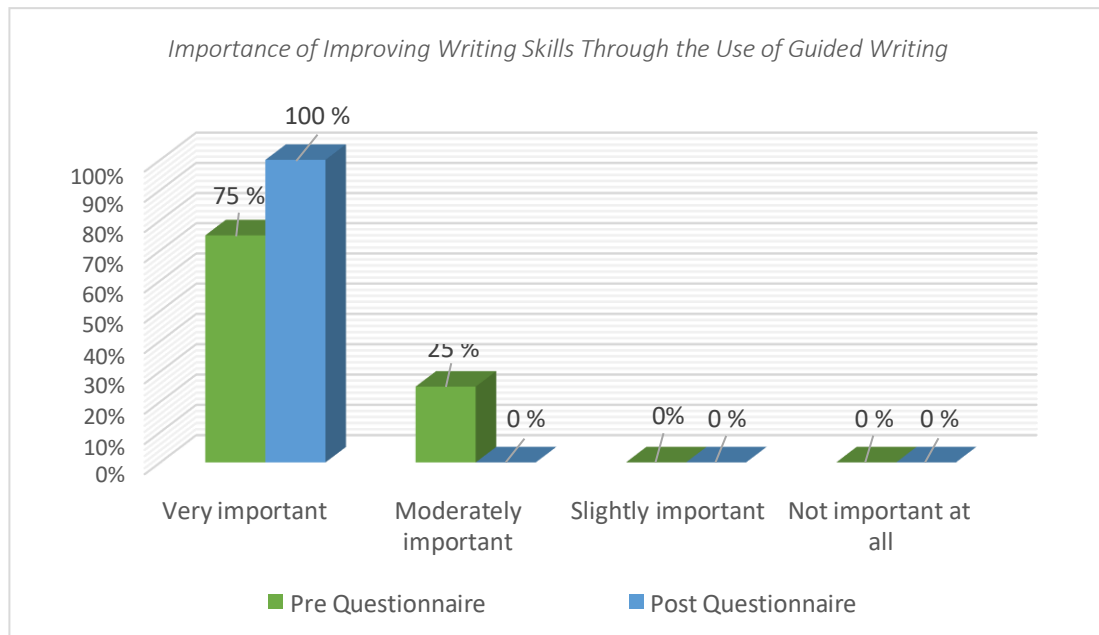
c. Analysis and Interpretation

Considering the findings of Table 6, many students (75%) answered that it is very important for them to use guided writing in order to improve their writing skills. It means that the strategy allows student to order their ideas to construct short paragraphs. However, they said that support is required when they develop any kind of writing activity.

On the other hand, after the intervention plan, the percentage of students that consider the strategy as very important increased, since all the students (100%) affirmed that working with guided writing strategy helped them to gain confidence because they received support during the different stages of the writing process and they followed instructions and completed sentences while they wrote and analyzed them. As a result, students created well-structured paragraphs. According to Dunigan (2010), guided writing is a crucial element of a balanced writing plan, providing additional reinforcement towards independent writing. Through guided writing, students are helped during the different stages of the writing process.

Post – test Results

Objective Five: To validate the results obtained after the application of guided writing strategy to improve writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?

a. Table 7

Post-Test Scores of Ninth Year "J" Students in Writing Skills

Students' code	VO /2	SP /2	SS /2	GR /2	TO /2	Total /10
CBBCDA9J01	2.0	1.5	1.0	1.0	1.0	6.5
CBBCDA9J02	2.0	1.5	1.0	1.0	1.0	6.5
CBBCDA9J03	2.0	2.0	2.0	2.0	2.0	10.0
CBBCDA9J04	2.0	2.0	2.0	2.0	2.0	10.0
CBBCDA9J05	2.0	2.0	1.5	1.5	2.0	9.0
CBBCDA9J06	2.0	1.5	1.0	1.0	1.0	6.5
CBBCDA9J07	2.0	1.5	1.0	1.0	1.0	6.5
CBBCDA9J08	2.0	2.0	2.0	2.0	2.0	10.0
CBBCDA9J09	1.0	1.0	0.5	1.0	0.0	3.5
CBBCDA9J10	1.0	1.0	0.5	1.0	0.0	3.5
CBBCDA9J11	1.0	1.0	0.5	1.0	0.0	3.5
CBBCDA9J12	2.0	2.0	2.0	2.0	2.0	10.0
CBBCDA9J13	2.0	2.0	1.5	2.0	2.0	9.5
CBBCDA9J14	1.5	1.0	1.0	0.5	0.0	4.0
CBBCDA9J15	2.0	1.5	1.0	1.0	0.0	5.5
CBBCDA9J16	2.0	1.0	1.0	0.5	0.0	4.5
CBBCDA9J17	2.0	2.0	1.0	1.5	2.0	8.5
CBBCDA9J18	2.0	2.0	1.0	1.0	2.0	8.0
CBBCDA9J19	2.0	1.5	1.0	1.0	0.0	5.5
CBBCDA9J20	2.0	2.0	1.5	1.0	2.0	8.5
Mean	1.8	1.6	1.2	1.3	1.1	7.0

Note. CBBCDA= Colegio de Bachillerato Beatriz Cueva de Ayora, 9J= ninth year, 01=Students' code, VO= Vocabulary, SP= Spelling, SS= Sentence structure, GR= Grammar, TO =Text organization.

b. Interpretation and Analysis

The results in Table 7, show that students achieved a total mean score of 7.0 /10 in the post test. This result placed students in a satisfactory qualitative score range (see

grading scale, p. 150), which demonstrates that students who participated in this research had an important improvement in their English writing skills.

The best improvement students gathered was in vocabulary, which is confirmed with the highest mean score of 1.8/2. Students used words properly in writing and completing a group of sentences related to ways of transportation, nouns, daily activities and places.

Contrarily, the data reveals that the minimum increase students obtained was in text organization, with the mean 1.1/2. They showed a marked improvement in the way a text should be written. This is, they ordered very well sentences and ideas to construct a simple paragraph. however, they continu**e** striving to follow sequences in larger texts.

Concluding, the application of guided writing strategy helped students to overcome satisfactorily their limitations in English writing skills, since the five indicators proposed in this research work: vocabulary, spelling, sentences structure, grammar and text organization were improved. According to Oczkus (2007), guided writing is a crucial strategy in a balanced writing curriculum, providing the necessary support to reach independent writing. Through guided writing, students are supported during the different stages of the writing process. The purpose of this strategy is to provide the adequate support that will help students to improve their writing skills and to work with independence.
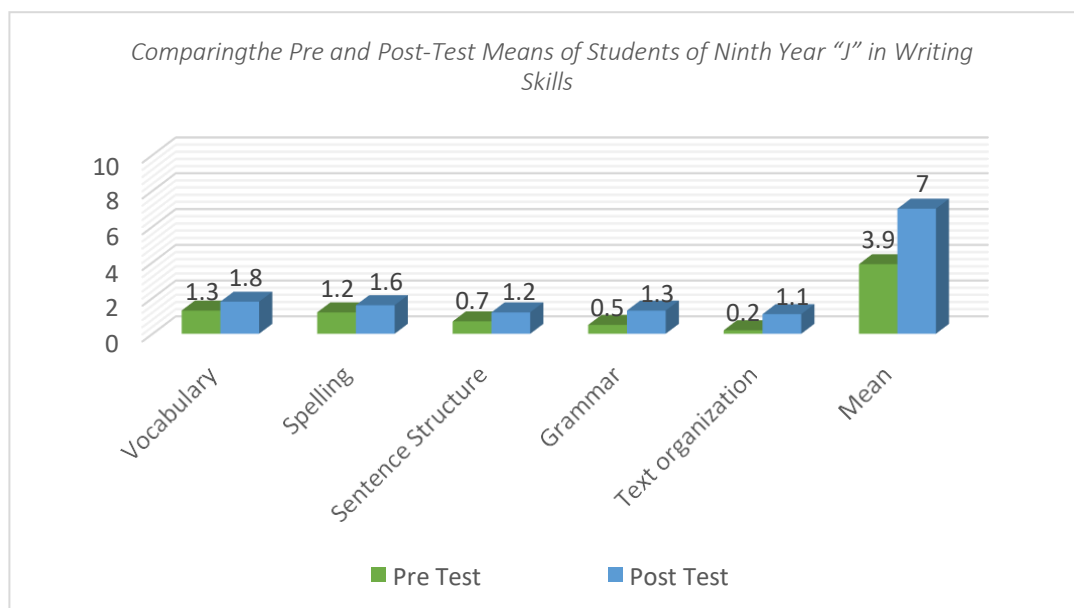
Comparison of the Pre and Post-Test Means

a. Table 8

Comparing the Pre and Post-Test Means of Students of Ninth Year "J" in Writing Skills

Aspects	Pre Test	Post Test
Vocabulary	1.3	1.8
Spelling	1.2	1.6
Sentence structure	0.7	1.2
Grammar	0.5	1.3
Text organization	0.2	1.1
MEAN	3.9	7.0

b. Figure 7

Comparingthe Pre and Post-Test Means of Students of Ninth Year "J" in Writing Skills

c. Interpretation and Analysis

The results in Table 8 and Figure 7 state that the guided writing activities applied during the development of this research work helped students to improve their writing skills, which is reflected on the difference between the pretest mean score of 3.9/10

and the posttest mean score which was 7.0/10. It is noticeable that students achieved an important improvement in their English writing skills.

It is evident that students' weaknesses were overcome after the intervention. As it can be seen, they achieved a noticeable improvement in sentence structure from 0.7 in the pre-test to 1.2 in the post-test, and grammar from 0.5 in the pre-test to 1.3 in the post-test. However, students' enhancement in text organization aspect was not successful as it was expected, but there was a noticeable improvement which is shown with the pretest mean 0.2 and the posttest mean score 1.1.

In short, the application of guided writing strategy was helpful to improve the English writing skills, because after the intervention plan students overcame most of their limitations in writing. As a result, students enhance their knowledge in writing, this is in: vocabulary, spelling, sentence structure, grammar and text organization to write different types of sentences and construct short but complete texts.

g. DISCUSSION

The present research work was focused on how the application of guided writing strategy improves writing skills among students of ninth year "J" basic general education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora", in the city of Loja during the 2020-2021 academic period. The results achieved in this research show that students overcame their limitations in writing satisfactorily. This achievement is reflected in the posttest results, with a total mean score of 7.0 / 10, as opposed to the pre-test mean score of 3.9 / 10.

According to Menner (2014), guided writing is one of the easiest ways to explicitly teach writing strategies to children and it is applied with children who have similar writing needs; each student work in their own writing and the teacher move from child to child coaching and supporting them. Guided writing is a great way to teach students how to write taking into account the needs of each one.

The purpose of this research was to evaluate five aspects of students' writing: vocabulary, spelling, sentences structure, grammar and text organization. The pre-test results showed that students had a poor level in writing. Therefore, in vocabulary aspect students have difficulties in using homophones, homographs and homonyms. In the case of text organization, students found complicated to identify the topic sentence, supporting details and concluding sentence. Furthermore, in grammar aspect, students

had difficulties in using simple present and present continuous. Similarly, in the aspect of sentences structure, students found difficult to follow the basic structure of a sentence which is subject, verb and complement.

After the intervention plan, the improvement of the students in English writing skills was noticeable according to the results obtained in the post-test, which demonstrate that the problems previously mentioned were satisfactorily overcome. In summary, guided writing strategy had a positive impact on students' writing abilities, they learnt to write texts and paragraphs following the correct structure, connecting ideas coherently and accurately.

At the beginning of the intervention plan, the students' attitudes towards the guided writing strategy was not satisfactory. They were not motivated to participate in the writing activities. They also were afraid of expressing themselves. During the intervention plan, the behavior of the students changed positively. They felt motivated to work on writing activities using the guided writing strategy, their interaction and participation improved. Thus their learning limitations related to writing decreased as they worked following the different stages of writing with external support given by the researcher. At the end of the intervention, students constructed texts more properly, which allowed them to develop the writing tasks easily.

When the intervention plan began to be developed, certain strengths were shown by students, such as the attention, their willingness to learn and work, and their respectful behavior. The teacher was a supportive and a collaborative person; she was always

ready to help when necessary. The material used to develop the classes was the adequate, since most of students counted with a computer and internet connection to attend classes. On the other hand, the difficulties faced in the class were, the lack of interaction due to the fact that the classes were developed online, problems with internet connections at the moment of developing the activities. Besides this, the control of students' work was hard, since the classes were not face-to-face. Finally, the 40-minute class periods were too short to accomplish all the planned activities.

Unquestionably, the use of Guided writing strategy helped students of ninth year "J" at Colegio de Bachillerato Beatriz Cueva de Ayora to improve their writing skills satisfactorily. Moreover, this strategy contributed to the improvement of students' ability to write well-structured paragraphs. It allowed learners to be active participants in writing activities, they developed individual and group skills, and as consequence they became independent and better writers. The attitude of students was also improved since they started to learn the aspects of writing skills actively.

h. CONCLUSIONS

Students of ninth year "J" at Colegio de Bachillerato Beatriz Cueva de Ayora faced problems in their English writing skills. Students presented some limitations in writing. It was hard for them to structure simple sentences, especially in the use of the present simple and the present progressive. Another issue they faced was placing the topic sentence, supporting details and concluding sentence to construct a paragraph correctly.

The application of guided writing strategy allowed students to diminish their difficulties in writing. They overcame the problems presented in writing, in relation to vocabulary, spelling, sentence structure, grammar and text organization. Therefore, students gained enough knowledge of how a text must be written.

Guided writing strategy allowed students to improve significantly their writing skills. It helped students to construct texts in a more appropriate way, order their ideas correctly and fulfill the writing tasks more effectively. Guided writing also enhanced students' attitude positively when they develop writing tasks, making them better writers.

i. RECOMMENDATIONS

Teachers should constantly apply writing quizzes as a means of identifying the students' strengths and weaknesses. Furthermore, they ought to select activities according to students' needs and give feedback at the end of each class in order to correct learners' writing mistakes. Finally, teachers should motivate and congratulate students on their effort and performance.

It is advisable to use the guided writing strategy in English classes in order to improve writing skills. This strategy increases students' ability to write short but complete paragraphs, enhance their grammatical awareness and knowledge of sentence structure. Guided writing also increases students' creativity and evaluate their writing progress.

Teachers ought to apply guided writing strategy as part of their daily lessons in order to improve students' writing skills. This strategy encourages students to overcome their difficulties in writing, as they learn to organize their ideas and construct well-structured texts, achieving significant learning results.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE USE OF GUIDED WRITING STRATEGY TO IMPROVE WRITING SKILLS AMONG STUDENTS OF NINTH YEAR "J" BASIC GENERAL EDUCATION AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA", IN THE CITY OF LOJA DURING THE 2020-2021 ACADEMIC PERIOD.

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

AUTHOR

JACKSON FERNANDO TROYA SALINAS

LOJA-ECUADOR
2020

a. THEME

THE USE OF GUIDED WRITING STRATEGY TO IMPROVE WRITING SKILLS AMONG STUDENTS OF NINTH YEAR "J" BASIC GENERAL EDUCATION AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA", IN THE CITY OF LOJA DURING THE 2020-2021 ACADEMIC PERIOD.

b. PROBLEM STATEMENT

Background

The High School "Beatriz Cueva de Ayora" with AMIE code 11H00007 (Master File of Educational Institutions) is a fiscal and coeducational institution, with 66 years of institutional organization in the field of General Basic and Baccalaureate. Since its foundation in 1954, the high school has had a number of transformations.

First, on November 23rd, 1954 according to decree 427 was created as a female school with the first course of studies of baccalaureate in modern humanities. Then, on August 24th, it was categorized as experimental and it was named as Colegio Beatriz Cueva de Ayora to work during the period 1989-1990. On January 10th, 1997 the school rose to the category Instituto Superior Técnico y Experimental and it was registered in CONESUP N.11-004 on October 5th, 2000. On March 1st, 2004 CONESUP granted the category Instituto Superior Tecnológico with the secretarial accounting and agro-industry management technologies. Finally, on November 9th, 2012 the name Instituto Técnico Superior Beatriz Cueva de Ayora was changed as Colegio de Bachilerato Beatriz Cueva de Ayora (CBBCA). This high school is one of the most important of the city and it has two sessions in the morning and in the afternoon.

The vision of the establishment states that CBBCA, is a qualified public institution, located in the south of the country, focused on human, scientific and technical training

of baccalaureate committed to the practice of moral, civic and ethical values with an international mentality to be able to continue their successful higher education in the world of work.

Its mission is to offer qualified educational services, in basic education and baccalaureate in science and technical education; based on a modern teaching practice, with trained teachers, efficient administrative personnel, and integrating parents and governmental and non-governmental organisms to the institutional activities in order to form networks of collaboration and mutual benefit.

Colegio de Bachillerato Beatriz Cueva de Ayora is divided into Basic Education and baccalaureate and offers education to 2984 students. The current authorities of Colegio de Bachillerato "Beatriz Cueva de Ayora" are the following: Dr. Lauro Cango as the principle, Dra. Sara Villavicencio as the vice principal, besides the high school counts with 114 teachers, from who fourteen of them belong to English subject. They work in the two sessions, eight teachers in the morning and six in the afternoon.

Current Situation of the Research Problem

"Language is what makes us human" (Serseg, 2018, p.3) Language is important because it is the primary means through which humans are able to communicate and interact with each other and has played an important role in the development of society in the last million years. "In modern linguistics, any verbal communication system (English, Russian, Chinese, etc.), is often referred to as External Language, whereas the faculty that is responsible for it is called Internal Language" (Barbieri, 2010, p.3). It is known that there are more than six thousand language schemes around the world. Eberhard, David, Simons, & Charles (2020) show that the language most spoken by people on the planet is English; It makes this language a lingua franca. "Most of the native and non-native speakers of English are using English as their mode of communication in their business matters or business organizations" (Srinivas Rao, 2019, p66). That is why everyone needs to learn this language in order to get in touch on a global level.

In recent years many governments in South America have implemented in their school curriculums foreign language teaching, especially English (Banfi, 2017). Fortunately, according to information collected by the EF English Proficiency Index [EF EPI] (2019), twelve of the nineteen Latin American countries included in this year's EF EPI improved their English proficiency, and five improved significantly since last year. The tendency in Latin America is more positive than in any other region.

The average went from 50.33 to 50.34. Although it was a slight increase, the overall trend is encouraging.

In Ecuador, English is a mandatory subject in primary schools and high schools. However, students face many difficulties in the development of this subject. One of the main problems in the English teaching process is the lack of motivation and the use of traditional techniques by the teachers, it is a common problem that the government is facing today. The results in the EF EPI (2019) show that Ecuador has an average score of 46.57 and occupies the 81st position out of 100 countries in the world, and the 19th position out of 19 in Latin America. Ecuador had a significant decrease in its score, it fell from 48.52 in 2018 to 46.57 in 2019, which makes it the country with the worst average in English proficiency in the region.

According to EF EPI (2019), the English proficiency in Ecuador is "Very Low" which is equivalent to an A2 level of the common European framework. Among the provinces, Loja has the 3rd level of proficiency (50.48) just after Pichincha (50.96) and Guayas (50.96). The skill that causes more difficulties among the students in Ecuador, and specifically in Loja, is writing.

In reference to writing skill, the main goal of the Ecuadorian curriculum is to help learners to become effective and independent writers who are able to generate their own complete texts that reflect word choice and grammatical competence. (Ministerio de Educación , 2016). However, there are some obstacles that do not allow

EFL learners to become effective writers. The Ministerio de Educación (2016) mentions that the main problem faced by students is that they confuse and mix the grammatical rules of English with those of their mother tongue, which is Spanish. Another problem is the lack of teacher help during the process of writing (Thanh Huy, 2015). Most students are easily frustrated because they do not have the necessary support from the teacher. In order to overcome these issues, writing tasks must be applied in the classes which will improve the ability to compose different types of texts and acquire the necessary writing skills established by the government.

The problems mentioned above about writing skill were observed during the pre-professional practices with the ninth year "J" students at Beatriz Cueva de Ayora High School. Although most students faced problems in all four skills, they found writing to be the most difficult. This occurred mainly due to the lack of practice and teacher support when writing tasks were developed. Unfortunately, the students' writing skills are still far from what is expected. They still find it very difficult to write a paragraph in English. Furthermore, the students showed problems related to grammar patterns, spelling, punctuation and vocabulary. These deficiencies in writing caused students to lose interest in class activities and got bored.

As a response to the problems evidenced above, this research project proposes a guide strategy to improve writing skills. Following the standards of the Ecuadorian Curriculum of English as a foreign language, the CEFR and the Institution Guideline, the researcher contemplates this strategy as effective since it provides a way in which

students will be supported during the different stages of the writing process and, as a result, they will write his or her own short but complete text (Gibson, 2008).

Furthermore, by using this strategy, students will bridge the gap between whole-class writing instruction and their own active engagement in successful, independent writing (Gibson, 2008).

Research Problem

HOW DOES THE APPLICATION OF GUIDED WRITING STRATEGY IMPROVE WRITING SKILLS AMONG STUDENTS OF NINTH YEAR "J" BASIC GENERAL EDUCATION AFTERNOON SESSION, AT COLEGIO DE BACHILLERATO "BEATRIZ CUEVA DE AYORA", IN THE CITY OF LOJA DURING THE 2020-2021 ACADEMIC PERIOD?

Delimitation of the Research Problem

Timing

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

Location

This research project will be carried out at Colegio de Bachillerato "Beatriz Cueva de Ayora" which is located at Orillas del Zamora avenue in Loja city, it will be developed during the afternoon session.

Participants

The people who will be involved in this project are the students of ninth grade of basic general education "J" of "Beatriz Cueva de Ayora" High School.

Sub Problems

- ○ What theoretical and methodological references about guided writing strategy are adequate to improve writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?

- ○ What are the issues that limit the improvement of writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?

- o What are the phases of the intervention plan that help to improve writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?

- o Which technique of guided writing is applied to improve writing skills among students of ninth of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?

- o How effective was the application of guided writing strategy in improving writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?

c. JUSTIFICATION

The aim of this research work is to improve writing skills through the use of guided writing strategy among ninth year "J" students at Colegio de Bachillerato Beatriz Cueva de Ayora during the 2020-2021 academic period. In use, language skills are regularly integrated. However, in fact, writing is considered as "a difficult skill, particularly in English as a second language" (Fareed and Ashraf, 2016, P.81) it is due to the lack of teacher help when students develop their texts. (Thanh Huy, 2015). Nevertheless, writing is a significant skill for language production. For that reason, it is crucial that teachers engage and support students in developing text production assignments. As Harmer (2007) states "the ability to write provides children a huge advantage over those who are not so fortunate". It means that writing skill is a pillar in language teaching.

Based on the aforementioned, to develop learners' writing skills, support is required during the different phases of the text production process. Besides, along with support, it is necessary for the writer to become engaged in the writing process and cultivate a desire of producing their own texts. For that reason, the application of guided writing is crucial. This strategy is effective since it provides a way for students to receive help during the different stages of the writing process and consequently write their own short but complete text (Gibson, 2008). As a result, through the use of guided writing

students will improve writing skills which eventually make them effective and independent writers.

The guided writing strategy serves as a tool to achieve improvement in writing skills. Furthermore, this strategy is compatible with the methodology applied by the institution and suggested by the Ecuadorian curriculum. This research project attempts to demonstrate the importance of writing in the teaching process and the crucial role of guided writing strategy in improving it.

Additionally, this project will be carried out in order to strengthen the writing skills of EFL learners. Besides, it will allow the researcher to be aware of the importance of writing in the teaching-learning process. It is expected that the results obtained in this study will serve as a positive contribution to the teacher in an efficient way because it provides a technique to improve the writing English skills among the students.

d. OBJECTIVES

General

To improve writing skills through the application of guided writing strategy among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period.

Specific

- To research the theoretical and methodological references about guided writing strategy and its application on writing skills.

- To diagnose the issues that limit the improvement of writing skills in the English language among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period

- To elaborate an intervention plan based on guided writing strategy in order to improve writing skills among students of ninth year "J" of basic education

afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?

- To apply the most suitable techniques of guided writing in order to improve writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?

- To validate the results obtained after the application of guided writing strategy to improve writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?

e. THEORETICAL FRAMEWORK

GUIDED WRITING

Definition of Guided Writing

Guided writing, by definition, is a writing teaching strategy in which students receive step-by-step instruction. Gibson (2008) defines guided writing as a small group instructional framework, involving the teacher meeting with a group of students with similar writing needs. "Children need explicit scaffolding, constructed within expertly delivered instructional conversations that address the language, knowledge, and strategies required for problem-solving in writing" (Gibson, 2008, P.326). Furthermore, guided writing activities can be thought in the classroom as a whole class or as a mini-lesson in small groups so that the teacher can interact with the students individually and with the entire class.

According to Menner (2014), guided writing is defined as one of the easiest ways to explicitly teach writing strategies to children, it requires very little setting, and makes a big difference in the outcomes of students' writing ability. It is applied with children who have similar writing needs; each student work in their own writing and the teacher move from child to child coaching and supporting them. Guided writing is a great way to teach students how to write taking into account the needs of each one.

Guided writing is based on instructions given to small, temporary groups of students who have similar needs at a specific point in time. Research shows that guided writing helps scaffold the writing process for students who require extra teacher support "it allows the weak writer time to acclimate to the planning, organizing, and writing process without draining the teacher's time" (Dunigan, 2010, P.4). The teacher will take into consideration the student's needs, prior knowledge, strengths and learning approach when forming the groups for the guided writing lessons.

In addition, the Teaching English British Council (2018) defines guided writing as a process that involves the teacher working with a group of students on a specific writing task. The aims of the task are based on what they have been learning about the writing process. The teacher's role is to help students when they write. The guided writing strategy enables the teacher to work closely together and provide immediate instructional scaffolding for writing processes that address the needs of students.

During a guided writing lesson, the teacher can gather a small group and write models, or complete a shared writing experience together. Guided writing lessons provide teachers with the opportunity to bring together students with similar difficulties for a re-teaching session. "Students will become independent writers as they internalize organizational patterns and writing process steps during their guided writing experience. Guided writing provides external support for success while students learn to write" (Dunigan, 2010, P.13).

Stages of Guided Writing

Guided writing is a writing teaching strategy in which students receive step-by-step instruction. This strategy is a crucial element of a balanced writing plan, providing additional reinforcement towards independent writing. Through guided writing, students are helped during the different stages of the writing process. Dunigan (2010) states several stages of guided writing:

- Planning: in this stage, the students identify and collect the main information about and specific topic and then organize them.

- Packaging: The teacher guides students step by step in a write-along as they follow the plan to write their first draft.

- Popping: using the established rubric, the teacher and individual student conference on paragraphs.

- Polishing: the students polish their writing project, with assistance as needed to edit before the final draft.

- Publishing: the students shared their completed work.

Along with Dunigan, Gibson (2008) states that a typical format for a guided writing lesson might include the following four stages:

Engagement in a brief, shared experience.

The first stage of a guided writing lesson captures students' interests in writing and allows them to practice their use. It is important that the teacher provides a strong and

supportive introduction. "The introductory section of guided writing lessons should (1) expand students' interest and orient them to the writing task, and (2) provide opportunities for students to hear and use the language structures needed for their writing" (Gibson, 2008, P.326). Furthermore, it is very useful that teachers engage students in conversations, students practice new ways to talk about topics of interest and they will significantly expand their language base and prepare them to write well.

Discussion of strategic behavior for writing.

In the next stage, the teacher works to increase the awareness of his students about specific cognitive strategies for writing. Teachers can present to students a writing strategy such as a cue card for a specific strategic activity to students. Wall (2018) defines a cue card as a movable, compact aid that includes a piece of useful frequently used information, such as instructions, reminders **or** definitions. Teachers and students should analyze the ways in which learners can use this strategy to develop their own writing. Gibson (2008) says that: "When teachers provide mental, linguistic, and physical tools, such as cue cards, diagrams, graphic organizers, and clear examples of sentence and text structures, they are directly supporting students' use of strategies for effective writing"

Students write individually with guidance from the teacher.

The guided writing lessons are designed so that students are actively engaged in their own writing. The teacher must provide immediate guidance for what students are

writing with the objective that they write as independently as possible. "Teachers should lean in and assist with what each student is currently constructing in his or her writing, providing strong "feed-forward" for the individual writer" (Gibson, 2008, P.328). Feed-forward focuses the attention of the student on what strategies to use next.

Teachers should scaffold students' writing through prompting. Gibson (2008), mentions that "Prompting during students' writing takes a proactive stance, guiding a young writer's ability to focus attention on composing and in-the-moment revising". Therefore, professors should provide as much help as possible when a student is struggling, and then decrease the type and amount of extra reinforcement or raise the level of challenge.

Connect students' writing to an audience.

Every writer always needs to be exposed to an audience and share his or her own text. Sharing the texts at the end of each guided writing lesson provides a context in which the text will be reviewed. Students may read their completed text to a classmate or switch papers and read a piece of writing independently. It might also be useful to extend the audience, the teacher may choose a student in the classroom and invite him or her to share the text with the rest of the learners (Gibson, 2008).

Moreover, Parsons (2002) states three stages in the guided writing process:

Stage 1: procedural skill.

The focus of this stage is to build composition programs with the right materials that will allow students to compose freely. This stage is important to help students manage their writing time and resources correctly.

Stage 2: strategy skill.

This stage focuses on aspects related to the improvement of students' writing skills. It mainly includes grammar and spelling.

Stage 3: craft skill.

This stage incorporates how to distinguish the element from text types, class, writing models, and how to present non-fiction information in many ways. There is a focus on how writers convey thoughts and stories to readers.

Process of Guided Writing

According to Dyan (2010), there are some ways to progress beyond writing exercises, such as:

Model paragraph.

At first, the teacher delivers a short text as a model paragraph and quickly clarifies how a text can be used as a model for writing. The teacher should locate an appropriate text for the exercise. It is conceivable to adjust a text from the book that is being used

in the course; the paragraph can be written on the board before the lesson, or replicated on worksheets. Students can focus on understanding the text, and perhaps study highlights of the given content.

Comprehension questions.

Once the paragraph has been presented to the students, the teacher can ask a series of questions based on the model text, the questions can vary from simple to more complicated. This will make the students pay much more attention to the text, so it is important that the questions include basic information about the content of the paragraph.

Exercises based on language.

To develop vocabulary and sentence structure knowledge from the previously selected text, the teacher may present students with a series of exercises or activities that directly focus on these aspects of language. Activities can include pattern drilling, such as transformation, substitution, or completing pattern drills.

Oral composition.

Another effective way to guide the writing of paragraphs is to do a preliminary oral preparation with the whole class. The purpose of these discussions is for students to make suggestions and give opinions on what to write so that the teacher can create a list on the board with the key statements made by the students. All the information the teacher collects from the students will serve as the basis for their writing lesson.

Written composition.

From the paragraph presented by the teacher, students can follow the same pattern, but change the information that is not correct for them. The paragraph model that the teacher presents will be very useful for the students since they will take as reference many of the structures and words used in this model and will write them in their own texts.

Benefits of Guided Writing.

Guided writing is an effective way to model the structure and language of a variety of text types. It also helps students sequence and structure their ideas to accomplish the purpose of the writing lesson. "Guided writing serves as a scaffold to independent writing. Teachers discuss and model writing strategies with students. These can include using acronyms, templates, and writing frames. More or less help can be provided depending on the needs of students" (Ministry of Education of New Zeland, 2018).

During guided writing lessons, teachers can provide immediate educational support and instant feedback to students in a small group setting. Students work in groups with the same level and strong teacher help that enables a successful and independent writing experience for the children involved. This increases their confidence levels and encourages them to keep trying (Holly, 2018).

According to Dunigan (2010), the application of guided writing as a teaching strategy is effective for developing writing skills among people of all ages, including

adults. Guided writing helps students to gain confidence because they feel supported during the different stages of the writing process. They follow instructions and complete sentences as they write and can analyze. As an activity, it should carefully target groups of students according to their current goals or specific needs.

The Department for Children, Schools and Families From UK (2007) states that the advantages of the guided writing are the following:

a) Guided writing allows the teacher to adapt the teaching to the needs of the group.

b) It facilitates individual teaching and learning for students. Although guided writing is a group activity focused on the common needs of a group, the teacher can observe and respond to the needs of each student within the group.

c) It gives the teacher the opportunity to reach out and challenge more groups of children.

d) This strategy encourages students to be active participants in discussions about writing.

e) It builds confidence in the students. It occurs due to the fact that the group is dealing with the same problems and difficulties.

f) Guided writing allows the teacher to give immediate feedback and also gives him or her an opportunity to discuss other areas that students need to improve on.

WRITING SKILL

Definitions of Writing.

The language is used for many purposes and therefore has many functions. Language can be divided into two macro skills; which are receptive and productive skills. Writing ability belongs to the group of productive skills, so it must be mastered in the use of language in order to improve the communicative competence of a language.

Writing, by definition, is a process of sharing information, messages, ideas, or thoughts in grammatically correct sentences. However, writing is not only making sentences, but it is also a way of expressing ideas, feelings, and opinions through letters. These ideas are supported by Yule (2010) who defines writing as the use of graphic signs for the symbolic representation of language. Unlike speech, it is a system that is not acquired naturally but must be learned gradually through a process that includes a sustained conscious effort. In short, writing can be said as a process of giving and putting ideas into words.

Writing is an important language production skill and is regularly integrated with the other three skills. Gautam (2019) states that writing ability on a hierarchy scale assumes the highest order, and develops only after the first three skills (reading, speaking, and listening) have been learned or acquired, this is the main reason why writing has become globally established as a secondary skill. It does not mean that it is

more relevant than the other three, but it has great importance in the production of language. As a secondary skill, educated elites and school masses consider it an emblem of knowledge, intelligence, and educationally correct personality (Gautam, 2019). Therefore, Writing must be seen not only as the product of an individual but also as a social act.

Furthermore, Harmer (2007) sees writing as a processing wheel, where writers move around the circumstances of it. Within this wheel are the complex stages that writers must overcome in order to build their own text. Each stage can be repeated continuously until the writers feel that they do not need to go to the previous ones. The stages mentioned by Harmer involve planning, drafting, reviewing and finally editing and producing a final version. Writing requires to follow a process with specific stages that will make students better writers. "The ability to write provides children a huge advantage over those who are not so fortunate".

Additionally, Benwell (2019) says that writing is the process that involves the use of symbols such as letters of the alphabet and punctuation to share thoughts and ideas in a legible form. To write correctly it is crucial to understand the basic system of a language. In English language, this involves knowledge of grammar, punctuation and sentence structure. Vocabulary, correct spelling and formatting are necessary as well.

Based on these definitions, it can be stated that writing is a visual representation of speech. Writing ability is a complex activity that consists of different stages or steps. Furthermore, it is considered globally as a secondary skill and which objective is to transmit thoughts, ideas, or concepts through symbols into written form. Written productions take the form of readable texts that should be meaningful to everyone who read them.

The Process of Writing.

The writing skill always involves a process. In other words, a writer must go through several stages and follow specific steps before having a complete text. Paying more attention to the writing process is a good way to learn about students' ability and creativity to express their ideas. By using a writing process with different stages, writers discover important aspects and details that they had not considered when they started writing.

Harmer (2007) states that the writing process includes different stages a writer goes through to produce a final version of a text. However, this process can be affected by the content of the writing, the type of writing, and the medium in which it is written. But in all of these cases, Harmer suggests that the process should have four elements. Each is described as follows:

Stage 1. Planning.

In this stage, students must decide what they are going to write. Students gather information and ideas for their writing by making detailed notes or simply doing the planning in their heads. In addition, when planning, writers have to consider three issues. First, the purpose of the writing involving the type of text, the language used, formal or informal, and the information to be included. Second, the audience they are writing for. Third, the correct sequence of ideas, facts, or arguments that are included in the text.

Stage 2. Drafting.

Drafting refers to the first version of students writing. At this stage, students write without paying much attention to the errors, they assume that the writing will be rectified later. Furthermore, the author mentions that students are able to write as many drafts as they consider necessary on the way to the final version.

Stage 3. Editing (Reflecting and Revising).

After the students have produced their draft, they re-read the text to see where it works and where it does not. Perhaps the order of the ideas is not clear or the sentences are too ambitious. Once the learners have found the issues in the text, they may use different vocabulary or move paragraphs around in order to rectify and improve it. On the other hand, the reflection and revision processes involve other readers who make

some comments and suggestions about the text. The author takes some notes on the opinions given that will help to make appropriate corrections in his writing.

Stage 4. Final version.

After the students have edited their draft and make the necessary corrections, they produce their final version. Due to the changes during the editing process, this final version of the text may look significantly different from both the original plan and the first draft. But the writing is ready to be published with the intended audience. None of the stages of the writing process can be separated or omitted because they are essential elements to compose a well written text.

However, MyWritingLab (2016) states that writers must follow a basic writing process to obtain a final well-designed text. This process is recursive, which means that the writer can return at any time to review points in the process to clarify ideas. The stages found in this process are described below:

Planning and prewriting.

The writer begins by identifying the components of the writing situation: topic, audience, purpose, and the form the final work will take. These aspects will determine the type of work the writer will have to do before writing the first draft of the writing. After that, the writer starts to gather ideas on his subject which will then be written on paper. During this stage, it is crucial that students collect as many ideas as they can about their topic.

During the prewriting stage of the writing process, students do not worry about getting everything well organized. It is not relevant if students make mistakes in spelling, grammar, and punctuation. The idea is that learners get the words and ideas out of their mind on paper. To facilitate this process students can use two methods of prewriting, they are brainstorming and freewriting.

Brainstorming.

Brainstorming involves listing important details or examples or points that the writer wants to make in a piece of writing. Arivananthan (2015) defines brainstorming as a rapid and easy way to generate ideas for solving problems. Furthermore, Brainstorming stimulate the brain into thinking about problems in a new way. It encourages people to detain logical thinking and promote originality and imagination. This method is very effective when the students are going to start writing.

Freewriting.

When freewriting, students should not pay much attention to correcting grammar or spelling. It is irrelevant to try to organize or stop to judge the worth of the ideas at the moment of writing because students simply write quickly to get ideas on paper. This "messy" writing process helps students liberate their creativity and discover new ideas. Students should practice freewriting for about fifteen minutes and then read what they have written. As they read, underline important or interesting sections of writing that can be used in the next stage of the process.

Organizing.

Depending on the way of learning, students have to be more open to certain ways of organizing the writing before the drafting stage. There are various methods of organizing ideas, they are explained as follows:

Clustering/Idea mapping.

It is known that there are people who are visual learners, it means that they learn better when they are able to see concepts. The clustering or idea mapping method of organizing thoughts is very useful for this kind of learners because it helps to separate their ideas and identify relevant and irrelevant support for their text.

Formal outlining.

In a formal outline, students create a hierarchy of their ideas and points, organizing details using numbers and letters to indicate the importance of each point. Formal outlining is a useful tool because it stimulates students to produce their thesis statement and many times write complete sentences. This approach may also help students generate more ideas and keep on track in the process of producing texts.

Sketch or scratch outlining.

Contrary to formal outlining, sketch outlining is more flexible. Instead of using upper and lower letters and numbers to highlight the importance of the points, students simply sketch their ideas in an order that makes sense to them. In addition, students can

change the organization of their ideas and put them in a way that they consider appropriate.

First drafting.

During the drafting stage of the writing process, students' ideas began to take the shape of the kind of paper they are writing, whether it is an essay, a single paragraph, a letter, or some other genre. A draft follows the plan of the outline and has a clear beginning, middle, and end. When drafting, students should give themselves plenty of time to work, the important function of this stage in the writing process is to get a draft done so students do not need to pay close attention to grammar and spelling.

Revising and redrafting.

Revising and redrafting are essential for students to become better writers. True revision is literally re-seeing the work. Here are three categories of revision that all writers need to keep in mind. First, deep revision, this category includes: cutting whole sections, adding or cutting examples and support, changing the thesis or controlling idea for the paper, drafting a new introduction, new support paragraphs or a new conclusion. Second, middle revision involves: reorganizing, adding specific and concrete details to paragraphs and modifying a thesis cutting certain details. Third, surface revision refers to: cutting unnecessary words, combining sentences and adding needed words. As can be seen, the three categories of revision require a great effort. But that is writing.

Editing and proofreading.

In contrast to revising, editing focuses on correcting sentence errors. To develop the process of editing, here are some guidelines to follow:

- Use Effective Time Management. Taking adequate time to edit is essential to obtain good writings. It is a good idea to let the text rest a while and return to proofread it later. It is easier to see grammatical mistakes if the document is not fresh in your mind.

- Read the text Out Loud. Reading a document aloud is a usual technique used by both beginning and professional writers. Reading the writing out loud slowly helps to catch phrases that just do not sound right.

- Read the document Backwards. The writer starts by proofreading the last sentence, making sure there are no grammatical errors. Then continue reading the next-to-last sentence, and so on. Reading a document backwards puts the document out of context, so the writer can isolate sentences and their grammatical problems without being distracted by the content.

- Read the Paper Out Loud and Backwards. It this s combined method that incorporates both techniques.

- Use the Pencil or Ruler Method. It consists of using a pencil or ruler as a guide to focus on each individual sentence when the writer proofread. This technique helps to analyze the sentence at hand.

Aspects of Writing

Writing no just involves learning to use symbols and letters, but how to select and organize experience according to specific purposes. Brown (2004) states five aspects of writing, they are: content, organization, vocabulary, syntax, and mechanics. However, Hughes (1996) mentions five aspects of writing:

1) Grammar. It is an element of writing which deals with a set of rules to have a writer construct sentences that make sense and acceptable in English.

2) Vocabulary. It deals with a list of words and their meanings.

3) Mechanics. It is the convention in writing, which is related to punctuation, spelling, and capitalization.

4) Fluency, which refers to the ease and the style of the composition.

5) Form (organization), it is the logical sequence and cohesion, or the flow of ideas being put into written language, to make unified contribution to whole paragraph.

Additionally, Frydrychova Klimova (2011) states that there are five aspects of writing. Those aspects are:

1. Content is the substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization involves the content coherence. It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and idea.

3. Vocabulary concerns with the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use is the correct utilization of grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics is the conventional graphic of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one other.

Writing Genres

Writing can be found in many types and styles, depending on the purpose of the writer. One way to analyze writing is to divide it into specific genres or types. According to Jeffrey (2018), there are four main types that most subcategories of writing can be placed into.

Expository.

One of the most common types of writing is expository. The purpose of this genre is to explain and examine a concept or idea in a way that gives the audience a clear understanding of the topic. Expository writing does not involve the author's opinions, but focuses on real facts about a topic, including statistics or other evidence. This type of writing can be found in textbooks, recipes and scientific writing.

Descriptive.

The objective of descriptive writing is to help the reader visualize, in detail, a person, place, character, or all of these things at once. When authors write in a descriptive style, they are painting a picture in words for their audience. Writers are not trying to convince the readers of anything, they just describe things as they are. Descriptive writing gives the writer more artistic freedom than expository writing. Among the writings included in this genre are: fictional novels, poetry, journal writing and descriptions of nature.

Persuasive.

When authors write in a persuasive style, they are trying to influence the reader to assume their point of view about a specific topic. Persuasive writing contains personal opinions, as well as evidence so that the reader will agree with the author. This type of writing is the main style used in academic papers. However, it could be also found in cover letters, reviews of items, advertisements and recommendation letters.

Narrative.

The purpose of narrative writing is to tell a story, whether it is fiction or nonfiction. When an author writes in a narrative style, they are trying to construct and communicate a complete story with characters, conflict, and settings. Narrative writing can also include dialogue. This type of writing is found in novels, short stories and anecdotes.

Assessing Writing

The primary purpose of assessing is to make interpretations and decisions about students' language ability. There are some types of writing that are done for assessment purposes. They will be explained from the four levels of writing which are:

Imitative.

The main focus in imitative writing is on grammatical aspects. This is a common way of teaching children to write. Imitative writing includes the rudiments of forming letters, words, and simple sentences. Additional examples of activities at this level include cloze assignments in which the student has to write the word in the blank from a list, spelling test, matching, and even converting numbers to their equivalent in words (Boone, 2014).

Intensive.

Intensive writing is more concerned with selecting the appropriate word for a given context. At this level, students produce language to show their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. Examples of activities included in this section are changing all verbs in the past tense, describing pictures, completing short sentences and ordering tasks (Sokheng, 2015).

Responsive.

Responsive writing includes the development of sentences in paragraphs. The purpose depends on the context or function of the writing. Assessment tasks here require students to perform a limited discourse level, connecting sentences in one paragraph, and creating a logically connected sequence of two or three paragraphs. Some examples of tasks in this section are: paraphrasing, guided questions and answers, paragraph construction tasks (Delgado, 2015).

Extensive.

Extensive writing involves all writing processes and strategies for all purposes, including essays, research papers, and thesis. Writers can shape a purpose, objectives, main ideas, conclusions, in a coherent paper, using details to support these ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product (Delgado, 2015).

f. METHODOLOGY

Design of the Research

Florida Department of Education (2012) defines action research as a continuous and reflective process in which educators make instructional decisions in their classrooms based on their needs as reflected by classroom data. The idea of action research is that educational problems are best identified and investigated where the action is; in the classroom and at school. By integrating research into these settings and involving those working at this level in research activities, findings can be applied immediately and problems can be resolved more quickly (Guskey, 2000).

As teachers engage in the action research process, they become agents of change. Teachers are deliberately planning for changes in their classroom and using data to monitor their practices to ensure that all students are learning.

Action research is a continuous and reflective process in which teachers develop instructional decisions in their classrooms based on student needs as reflected by classroom data. The process of action research involves four phases: identifying a classroom problem; developing and implementing an action research plan, collecting and analyzing data, using and sharing results.

In accordance with this concept, the present project will also use research spiral cycles proposed by Kemmis , McTaggart , & Nixon (2014), since the process is likely

to be more fluid, open and responsive due to the fact that it includes similar phases as action research. In this research study the researcher has found that English language writing is an issue among students of ninth year "J" basic general education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora.

After identifying clearly, the problem with the ninth-year students, the researcher decided to conduct an action research based on guided writing strategy that will improve writing skills.

Methods, Techniques and Instruments

Methods.

This research project will conduct a description of the data that result from an intervention plan. The following methods will be applied along the research:

The scientific method will facilitate the study of guided writing strategy intended to improve writing skills, and will help in the observations done both before and during the intervention. This method will facilitate 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 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 statistical method will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

Techniques and instruments.

Data collection.

Owing to this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research takes an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Tests.

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

Pretest – Posttest.

A researcher-made written pretest will provide a measure on writing before the participants (students of ninth year "J" general basic education, afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora) receive a treatment through the intervention plan designed in this research project. After the treatment or plan of action, a writing posttest will measure again the performance of guided writing strategy in order to make a pretest- posttest comparison of the cognitive dimension of writing skills in the participants being treated.

Questionnaire.

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings towards the guided writing strategy. Likewise, the 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 tests results.

Observation.

The emphasis during the observation will be on understanding the natural environment as lived by the students of ninth year "J" basic general education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora during their English classes. There will be two types of observations as detailed below.

Non- participant observation.

In non- participant observation, the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, & Airasian, 2012)

Participant observation.

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate actively in the problematic situation by using guided writing strategy to improve writing skills among students of ninth year "J" general basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora during 2020-2021 academic period.

Field notes.

The field notes are intended to be read by the researcher as evidence to produce important meaning and an accurate understanding of what is being studied. Therefore, the notes can be set out in the totality of the data collected for a research study. For example, it is when field notes supplement interview data or other data collection techniques. In addition, notes are acquired by the researcher during the course of the qualitative field work, at each step of the participant, site, or event observations. They

can establish the totality of the data attached to a research project. (Emerson & Robert, 2020)

Intervention Plan

The intervention plan will be developed during 30 sessions of 40 minutes each one in a 10-week period of time. Session 1 and 30 will be used for the administration of the data collection instruments (pre and posttest and questionnaires) the other 28 sessions will be developed with lesson plans and the researcher will record observations on a journal to reflect upon the use of guided writing strategy as a treatment to solve students' issues on writing skills. As is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

On the other hand, an Activation-Connection-Affirming lesson model plan will be adopted as a treatment to help students in the improvement of writing skills which is described with details below.

Furthermore, the data obtained through the data collection instruments will be used to consider the most appropriate ways of developing and improving students' writing skills through the application of guided writing strategy.

Activation.

Teacher will use activities and warm ups to access students' knowledge. This phase will be developed with brainstorming, charades, hot potato, and so on, games associated to the vocabulary of the topic.

Connection.

The teacher serves as a monitor, and facilitator for student learning. This phase will be developed with matching and filling gap activities, find the meaning of the words with the pictures and so on, everything related to the vocabulary learned.

Affirming.

The teacher uses assessment to document students' progress. This phase will be developed with quizzes, activities, and homework where students will have to demonstrate their knowledge acquired during the class.

Description of the Intervention Plan

The objective of this study is to improve writing skills through guided writing to help students of ninth grade J to improve their English language learning as a foreign language. Due to the fact that this is an action-research study, the application of the intervention plan will be carried out in different phases:

Phase 1. Initial reflection.

During a non-participant observation, the researcher was able to see that ninth grade "J" students have difficulties in writing skills, the main problem is that they confuse and mix the grammatical rules of English with those of their mother tongue, which is Spanish. Another problem is the lack of teacher help during the process of writing. This situation allowed the researcher to recognize that writing is an issue among learners who are not taught by using the appropriate method during their English classes.

Being this concern, the researcher asked himself whether there are some different techniques that would better prepare students to improve writing skill. Therefore, having read some mainstream literature on writing skill, the researcher found out that guided writing activities will empower learners as individuals.

Phase 2. Planning.

As a consequence, to remedy the ninth grade "J" weaknesses on writing skill lessons ACA (activation, connection, affirming) plans will be presented, these plans will be organized with short guided writing activities such as imitative writing, intensive writing, and responsive writing. An engage-study-activate lesson plan integrates guided, controlled and free practices that improves writing skills among students.

The goal of these writing activities will give the students of ninth year "J" basic general education the opportunity to improve expand their writing skills discussing and

sharing ideas, to make short written compositions, which eventually improve their writing skills which is crucial element in students learning.

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

• What are the phases of the plan of action that contribute with the improvement of writing skills among ninth grade "J" of basic education students' afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, during the 2020-2021 academic period?

• Which technique of guided writing is applied to improve writing skills among students of ninth grade "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2020-2021 academic period?

Phase 3. Action.

The intervention plan will be developed during 30 sessions of 40 minutes each one in an 8-week period of time. Session 1 and 30 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) the other 28 sessions will be developed with lesson plans.

Phase 4. Observation.

During the intervention, the researcher will monitor and record ninth grade "J" students' reactions and achievements to the planned activities by means of a pre and posttest, a questionnaire, observation sheet and a diary or journal.

Phase 5. Reflection.

Once finished the intervention plan, the researcher will reflect critically upon the effectiveness of the use of guided writing to improve writing skill among ninth grade "J" of basic general education students' afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora, during the 2020-2021 academic period.

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK Nº 1

INFORMATIVE DATA:

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora" **Participants:** 9th EGB "J"
Teacher: Lic. Jenny Valladolid **School Year:** 2020-2021
Teacher Candidate: Jackson Fernando Troya Salinas **Topic:** Diverse Customs

RESEARCH PROBLEM: How does the application of guided writing strategy improve writing skills among students of ninth year "J" basic general education, afternoon session at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020-2021 academic period?
GOAL: By the end of the intervention plan students will improve their writing skills using guided writing strategy focused in the following aspects: Vocabulary, Spelling, Sentence Structure, Grammar, Organization.
LEARNING OBJECTIVE: At the end of this lesson students will be able: • To identify the adverbs of frequency and apply sentences structure to develop an intensive writing task.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Simple Present tense with adverbs of frequency • Expressions of frequency: How often (every day, week, month etc.) (Once, twice, three times a week) **Key words** • China, Chinese, Saudi Arabia, Arabian, Japan,	**ACTIVATION** • Before starting the lesson, the teacher plans some led in activities related to writing skills in order to introduce the new topic. Connect the prior knowledge with the new. • The teacher makes use of: *word jumble* • Teacher introduces the new vocabulary about culture and customs. To explain it he invites students to work in pairs to take part in a swift contest. He asks them to identify the picture that shows the new words. After that, teacher prices the pairs of students who first identify the pictures with a sound expression. Finally, the students practice the spelling of the new vocabulary learnt. • Teacher explains the use of adverbs of frequency using some real examples in order to analyze their function.	• Sheets of paper • Students' textbook • Pictures

Japanese, Mexico, Mexican, Thailand, Spain, Americans, Canadians, greet, use, wear, pray, give, celebrate	**CONECTION** • Teacher prepares an intensive writing activity. • Students must use vocabulary in sentences. • Students work in pairs in order to develop the activity • Students make sentences using each adverb of frequency and the vocabulary about culture. • Teacher supports each pair during the process of writing, each group will get the necessary time to develop the task. • Teacher corrects the mistakes of students while they are writing. • Once they have completed the task each pair presents their work to the whole class. • The rest of students are able to give opinions and comments about the work of their classmates. **AFFIRMING** • Students are required to complete a word order activity. • The teacher presents assessment sheets that contain some scrambled sentences about cultures around the world • The task of the students is to organize the words in order to construct grammatically correct sentences taking into account the aspect of sentence structure.	• Worksheet • Students' textbook • Assessment sheet

MONITORING PLAN:
Data Source 1: Pre-test / pre-questionnaire
Data Source 2: Worksheet and Assessment sheet
Data Source 3: Field notes
Data Source 4: Observation Sheet

SUPPORT: Coaching and guidance from the thesis advisor

TIME: November 9th to November 13th 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INFORMATIVE DATA:

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"   **Participants:** 9th EGB "J"
Teacher: Lic. Jenny Valladolid   **School Year:** 2020-2021
Teacher Candidate: Jackson Fernando Troya Salinas   **Topic:** Celebrating Diversity

RESEARCH PROBLEM: How does the guided writing strategy improve writing skills among students of ninth grade "J" basic general education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora", in the city of Loja during the 2020-2021 academic period?	
GOAL: By the end of the intervention plan students will improve their writing skills using guided writing strategy focused in the following aspects: Vocabulary, Spelling, Sentence Structure, Grammar, Organization.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: • To compare and contrast the present simple and the present progressive by developing grammatical transformation activities.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Present Progressive Tense • Simple Present tense **Key words** • Here, try this one: take, eat this	**ACTIVATION** • The teacher writes model sentences on the board and asks students to translate them into their mother tongue and guess what the lesson will be about. • Teacher explains the use of present simple and the present progressive with their structure. • Teacher write two types of sentences on the board in order to explain the main differences between present simple and present progressive. • Students get in pairs in order to develop a listening cloze task. • Students have to replace the words missing from a text in their book, in this exercise they use verbs in present simple or present progressive. • The teacher plays the audio and students will develop the activity. **CONECTION**	• Students' textbook • Audio track • Computer • Speakers • Student's textbook

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	• Students work in pairs in order to develop a guided writing task • Students must write a paragraph using present simple and present progressive. • Teacher shows students a picture about a family in their house. • Students have to describe the picture using present simple and present progressive. • Students apply sentences structure, grammar and vocabulary to develop the activity. • Teacher guides and supports each pair during the process of writing, each group gets the necessary time to develop the task. • Teacher correct writing mistakes when it is necessary. **AFFIRMING** • Students are required to complete a grammatical transformation activity. • The teacher presents worksheets that contain sentences in present simple. • The task of the students is to change the tense from present simple to present progressive.	• Pictures • Sheets of paper • Assessment sheet

MONITORING PLAN:
Data Source 1: Observation Sheet
Data Source 2: Worksheet and Assessment sheet
Data Source 3: Field notes

SUPPORT: Coaching and guidance from the thesis advisor

TIME: November 16th to November 20th 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK Nº 3

INFORMATIVE DATA:

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Jackson Fernando Troya Salinas

Participants: 9th EGB "J"
School Year: 2020-2021
Topic: Enjoying a New Culture

RESEARCH PROBLEM: How does the guided writing strategy improve writing skills among students of ninth grade "J" basic general education, afternoon session at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020-2021 academic period?	
GOAL: By the end of the intervention plan students will improve their writing skills using guided writing strategy focused in the following aspects: Vocabulary, Spelling, Sentence Structure, Grammar, Organization.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: • To identify the organization of a text and apply intensive writing tasks to construct short paragraphs	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key words • Introduction, Body, Ending **Colloquial expressions** • Take place • Hope you're doing well	**ACTIVATION** • The teacher shows some pictures about celebrations then he asks the places where they happen, and what people are doing to celebrate. • Teacher encourages students to write their answers in the textbook and share with the rest of classmates. • Teacher introduces a model text and explains its parts, introduction, body and ending. **CONECTION** • Students work in pairs in order to read an email carefully, identifying and labeling each part.	• Images and pictures • Flash cards

	• Students write the key expressions or the content of each part of the text on the book, what is on the introduction, what in the body and in the ending. • Teacher explains when is necessary to use communicative expressions and what are the communicative functions. • Students first work individually to match the expressions with the corresponding communicative function. • Teacher encourages students to crosscheck their findings with their classmates before socializing answers as a whole class. • Students order a text according to the explanation of the teacher. • Students have to put the sentences in the correct order to construct a paragraph, they have to take into account the three parts of a text. • Teacher guides and helps students when it is necessary. **AFFIRMING** • Students are required to write an email using fixed expressions • Before asking to write the teacher refers students to the communicative functions for each part of the email. • Teacher asks students to work in groups of three to write the email in a collaborative fashion. • Teacher goes around the classroom and provides help and guidance where necessary. • Once they finish the activity, teacher congratulates students for their discipline and effort.	• Students' textbook • Worksheet • Students' notebook • Assessment sheet

MONITORING PLAN:
Data Source 1: Observation Sheet
Data Source 2: Worksheet and Assessment sheet
Data Source 3: Field notes

SUPPORT: Coaching and guidance from the thesis advisor

TIME: November 23rd to November 27th 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INFORMATIVE DATA:

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"   **Participants:** 9th EGB "J"
Teacher: Lic. Jenny Valladolid   **School Year:** 2020-2021
Teacher Candidate: Jackson Fernando Troya Salinas   **Topic:** Out of this World!

RESEARCH PROBLEM: How does the guided writing strategy improve writing skills among students of ninth grade "J" basic general education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora", in the city of Loja during the 2020-2021 academic period?	
GOAL: By the end of the intervention plan students will improve their writing skills using guided writing strategy focused in the following aspects: Vocabulary, Spelling, Sentence Structure, Grammar, Organization.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: • To identify idioms and colloquial expressions related to culture and apply them to develop an informal writing text.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key words • Present simple **Colloquial expressions** • The place is packed • I'm feasting my eyes on • It's out of this world	**ACTIVATION** • Teacher shows newspaper cutouts of people celebrating diverse national festivals, carnivals and fairs from Ecuador. • Teacher encourages students to guess the name of the festival, carnival or fair pictured in the cutouts. • Teacher explains what is an idiom and he writes some examples on the board. **CONECTION** • Teacher does picture exploitation. He Asks: What are these people doing? What celebrations are these? What clothes are they wearing? How many people are there in the third picture? Are there floats in these pictures?	• Flash cards • Pictures

	- Teacher writes the three idioms on the board: there are too many people; I'm delighted with what I'm seeing; and It's magnificent. - After that, teacher encourages student to focus on the incomplete text from the book - Students are asked to complete the text with the corresponding idiom, that was written on the board. - Students complete the text individually. Afterwards, they get in pairs to confirm their answers or fill in the blanks with the correct information. - Once students have already identified the meaning of the idioms, teacher invites students to label the pictures individually, as quickly as they can. Then, he asks to cross-check answers with their classmates. - Teacher applies an intensive writing task - Students have to develop a short-answer and sentence completion task about the festivals in Ecuador by using idioms. **AFFIRMING** - Students are required to develop the activities of a worksheet. - Before asking to write the teacher makes a feedback about the use of idioms - Students get in pairs to develop the activity. - Students match the idiom with the corresponding meaning according to the explanation of the teacher. - Students write three sentences with the idioms learn. - Teacher goes around the classroom and provides help and guidance where necessary.	- Students' textbook - Worksheet - Worksheet

MONITORING PLAN:
Data Source 1: Observation Sheet
Data Source 2: Worksheet and Assessment sheet
Data Source 3: Field notes

SUPPORT: Coaching and guidance from the thesis advisor

TIME: November 30th to December 4th 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Abillity.

INFORMATIVE DATA:

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Jackson Fernando Troya Salinas

Participants: 9th EGB "J"
School Year: 2020-2021
Topic: Multiple Intelligences

RESEARCH PROBLEM: How does the guided writing strategy improve writing skills among students of ninth grade "J" basic general education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora", in the city of Loja during the 2020-2021 academic period?	

GOAL: By the end of the intervention plan students will improve their writing skills using guided writing strategy focused in the following aspects: Vocabulary, Spelling, Sentence Structure, Grammar, Organization.

LEARNING OBJECTIVE: At the end of this lesson students will be able:
- To describe and compare people's abilities using the modal verb can and apply to develop a descriptive paragraph.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Adverbs of manner Structures • Modal verb can **Key words** • Quickly, easily and very well	**ACTIVATION** • Teacher show some flashcards about multiple intelligences. • Teacher writes some words like: songs, music, piano, melodies, radio, rhythm, words, poems, stories, speak, novels, languages, dance, act, mimic, sporty, athletic, body movements etc. • Teacher makes students realize that these words are all related to people's multiple intelligences and that everybody develops them differently. • Teacher divides the class into two big teams and ask them to associate the words with the intelligences by classifying them according to the intelligence on a piece of paper. • Teacher introduces the modal can (cannot) and its use to express ability. **CONECTION**	• Flash cards • Sheets of paper

	• Teacher write some sentences on the board using the modal can and can't • Teacher encourages students to write a personal example of their abilities and inabilities using the modal can. • As students are already prepared to handle the affirmative and negative forms of the verb can, teacher have them complete the sentences with can or can't. • Teacher makes students notice the word order for the interrogative form of the verb can to ask about people's abilities. • Students write complete questions and answers about their abilities. • Finally, students develop a guided writing activity, they have to write a descriptive paragraph about their own abilities. • Teacher guide and helps when it is necessary. **AFFIRMING** • Students are required to complete a worksheet about the use of can and can't. • Students develop a sentence completion task. • Students fill in the blanks with the verb modal can in affirmative or negative form.	• Student's textbook • Worksheet • Assessment sheet

MONITORING PLAN:
Data Source 1: Observation Sheet
Data Source 2: Worksheet and Assessment sheet
Data Source 3: Field notes

SUPPORT: Coaching and guidance from the thesis advisor

TIME: December 14th to December 18th 2020

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INFORMATIVE DATA:

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Jackson Fernando Troya Salinas

Participants: 9th EGB "J"
School Year: 2020-2021
Topic: Unique People

RESEARCH PROBLEM: How does the guided writing strategy improve writing skills among students of ninth grade "J" basic general education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora", in the city of Loja during the 2020-2021 academic period?	
GOAL: By the end of the intervention plan students will improve their writing skills using guided writing strategy focused in the following aspects: Vocabulary, Spelling, Sentence Structure, Grammar, Organization.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: • To identify comparative and superlative adjectives to compare people's abilities and apply them to write a comparative text.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Comparatives and superlatives adjectives **Colloquial expressions** • I think / To my mind	**ACTIVATION** • Before starting the lesson, the teacher shows some newspapers or magazine's cutouts about sportsmen like Rafael Nadal, Ussain Bolt and Asafa Powell or Tyson Gay. • Teacher asks students: Why are they unique? Why are they famous for? Where are they from? How old are they? and so on. • Teacher elicits as much information as he can and writes it down on the board. • Teacher invites students to quickly match the photographs with the names of the three athletes. **CONECTION**	• Newspapers or magazine's cutouts

	• Teacher explains students that in English there are two forms of adjectives, comparative and superlative. • Teacher writes a couple of examples about comparative adjectives that are relevant to the students' context (e.g. Andrés is taller than Diana; Adriana is younger than Elizabeth; and the sort). • After that, teacher writes real examples on the board using superlative adjectives (e.g. Lina is the youngest in the class; Daniel is the tallest in the class; and so on). • Teacher has students listen to an audio track once or twice, and complete the exercise. • Teacher goes around the classroom and provides help if needed. • Students complete some sentences related to famous people by using comparative or superlative adjectives. • Teacher shows two pictures about different people, the task of students is to write paragraph about the two pictures using comparative and superlative adjectives. • Teacher guides students while they writing. **AFFIRMING** • Teacher asks students to work in pairs to develop a grammatical transformation activity. • Students have to change the sentences using superlatives and comparative adjectives. • If the sentence is written with comparative adjective the task of students is to change to superlative.	• Students' notebook • Audio track • Worksheet • Student's textbook • Worksheet

MONITORING PLAN: Data Source 1: Observation Sheet Data Source 2: Worksheet and Assessment sheet Data Source 3: Field notes
SUPPORT: Coaching and guidance from the thesis advisor
TIME: January 4th to January 8th 2021

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INFORMATIVE DATA:

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora" **Participants:** 9th EGB "J"
Teacher: Lic. Jenny Valladolid **School Year:** 2020-2021
Teacher Candidate: Jackson Fernando Troya Salinas **Topic:** Outstanding People

RESEARCH PROBLEM: How does the guided writing strategy improve writing skills among students of ninth grade "J" basic general education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora", in the city of Loja during the 2020-2021 academic period?
GOAL: By the end of the intervention plan students will improve their writing skills using guided writing strategy focused in the following aspects: Vocabulary, Spelling, Sentence Structure, Grammar, Organization.
LEARNING OBJECTIVE: At the end of this lesson students will be able: • To use the connector because to join statements and apply it to develop sentences structure activities.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Connector Because **Key words** • Vocabulary Words related to mental and physical activities, and multiple intelligences	**ACTIVATION** • Before starting the lesson, teacher forms groups of six students, hands out an A4 piece of paper to each group and ask them to draw incredible things that people can do, or the amazing abilities of some human beings (for example, a person that can eat 30 hamburgers at once, or someone who can solve complex mathematical operations without using a calculator). • Teacher encourages students to stick their drawings on the walls or leave them on their desks for the rest of class to go around and observe them very carefully in total silence. • The rest of the class is expected to guess the amazing human abilities that their classmates have drawn. Teacher invites the audience to ask questions to help them guess more easily. **CONECTION**	• A4 piece of paper • Students' notebook

	• Teacher makes students aware of the use of the conjunction because. • Teacher explains that it is used to give reasons and answer the question Why. He demonstrates the use of because with a volunteer by giving examples relevant to their context: A: Why are you so good at writing poems? B: Because I like to read. • Then, Students ask and answer questions about the reasons they have for their own abilities. • Students solve the exercise by recommending that they pay special attention to what these outstanding people do to develop such amazing abilities (in other words, the reasons they give). • Students crosscheck their findings with their classmates before socializing answers as a whole class. • Students write a short text about their abilities using the connector but to join the statements. • Teacher helps and support students when the need. **AFFIRMING** • Students work in pairs to solve the exercise. • Students join a group of statements by using the connector because. • Teacher will support students when it is necessary. • Once they finish, teacher encourages students to cross-check answers before socializing them as a whole class.	• Worksheet • Student's textbook • Assessment sheet
MONITORING PLAN: Data Source 1: Observation Sheet Data Source 2: Worksheet and Assessment sheet Data Source 3: Field notes		
SUPPORT: Coaching and guidance from the thesis advisor		
TIME: January 11th to January 15th 2021		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INFORMATIVE DATA:

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Jackson Fernando Troya Salinas

Participants: 9th EGB "J"
School Year: 2020-2021
Topic: It's a Piece of Cake!

RESEARCH PROBLEM: How does the guided writing strategy improve writing skills among students of ninth grade "J" basic general education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora", in the city of Loja during the 2020-2021 academic period?	
GOAL: By the end of the intervention plan students will improve their writing skills using guided writing strategy focused in the following aspects: Vocabulary, Spelling, Sentence Structure, Grammar, Organization.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: • To identify Idioms and colloquial expressions and use them to develop a narrative paragraph applying text organization.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Idioms and colloquial expressions • Imperatives **Key words** • It's a piece of cake! • Get out of here! • It's mind-blowing!	**ACTIVATION** • The teacher starts the class with a warm up activity; • teacher brings a list of ten hobbies that are common in people's lives • Teacher tells students to rank them in order to find the number one hobby in the class. • Once they have finished the activity, teacher explains what are hobbies. **CONECTION.** • The teacher explains Idioms in order to make students understand their use through examples on the whiteboard. • Teacher shows some words related to Idioms using flashcards and students observe and try to make examples with the new vocabulary. • The teacher presents a story about hobbies. Then he explains how to colloquial expression in order to write or narrate a story.	 • Flashcards • Worksheet

	• After that, the teacher asks students to divide into pairs and gives them a worksheet for students to write sentences using colloquial expressions. • Students write a short narrative paragraph using idioms and colloquial expressions. • The teacher guides and supports students in the process of writing. **AFFIRMING** • Students complete the activities on pages 42-43 in the English book. • Finally, students will develop an assessment sheet on the topics learned in the lesson. • The student organize a group of sentences in order to construct a short paragraph.	• English Students' book. • Assessment sheet

MONITORING PLAN:
Data Source 1: Worksheet and Assessment sheet
Data Source 2: Field Notes
Data Source 3: Post-test and post questionnaire

SUPPORT: Coaching and guidance from the thesis advisor

TIME: January 18th to January 22nd, 2021

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INFORMATIVE DATA:

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"   **Participants:** 9th EGB "J"
Teacher: Lic. Jenny Valladolid   **School Year:** 2020-2021
Teacher Candidate: Jackson Fernando Troya Salinas   **Topic:** Living in the countryside

RESEARCH PROBLEM: How does the guided writing strategy improve writing skills among students of ninth grade "J" basic general education afternoon session, at Colegio de Bachillerato "Beatriz Cueva de Ayora", in the city of Loja during the 2020-2021 academic period?	
GOAL: By the end of the intervention plan students will improve their writing skills using guided writing strategy focused in the following aspects: Vocabulary, Spelling, Sentence Structure, Grammar, Organization.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: • To compare and contrast two places using comparatives and use them to develop a comparative paragraph applying text organization	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Comparative adjectives **Key words** • Richness • Still • Countryside	**ACTIVATION** • The teacher starts the class introducing the new vocabulary about the life in the countryside • Students read a short paragraph about the cultures of Ecuador • Teacher asks some questions in order to check if the students understood what the text is about. **CONECTION.** • The teacher explains comparative adjectives in order to make students understand their use through examples on the scream. • Teacher shows some words related to comparative adjectives using pictures and flashcards, then students observe and try to make some sentences using comparatives.	 • Flashcards • Pictures • Worksheet

	• Students complete a chart by writing two examples of a small city or a town in the countryside that they know. Also, write a characteristic that makes the place special. • The teacher guides and supports students in the process of writing. **AFFIRMING** • Students will develop an assessment sheet on the topics learned in the lesson. • The student write three sentences comparing a big city with a small town in the countryside.	• English Students' book. • Assessment sheet

MONITORING PLAN:
Data Source 1: Worksheet and Assessment sheet
Data Source 2: Field Notes

SUPPORT: Coaching and guidance from the thesis advisor

TIME: January 25th to January 29th, 2021

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INFORMATIVE DATA:

Institution: Colegio de Bachillerato "Beatriz Cueva de Ayora"   **Participants:** 9th EGB "J"
Teacher: Lic. Jenny Valladolid   **School Year:** 2020-2021
Teacher Candidate: Jackson Fernando Troya Salinas   **Topic:** Stories from the country

RESEARCH PROBLEM: How does the application of guided writing strategy improve writing skills among students of ninth year "J" basic general education, afternoon session at Colegio de Bachillerato "Beatriz Cueva de Ayora" in the city of Loja during the 2020-2021 academic period?
GOAL: By the end of the intervention plan students will improve their writing skills using guided writing strategy focused in the following aspects: Vocabulary, Spelling, Sentence Structure, Grammar, Organization.
LEARNING OBJECTIVE: At the end of this lesson students will be able: • To identify the use of past simple and apply it to write a short story about themselves,

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Past continuous of verb to be. • Simple past test of regular and irregular verbs. • Expressions of time: Some years ago, last year, last week, yesterday. **Key words** • Was and were	**ACTIVATION** • Before starting the lesson, the teacher plans some led in activities related to writing skills in order to introduce the new topic. Connect the prior knowledge with the new. • Teacher introduces the new vocabulary about past events. • Teacher explains the use of simple past and past continuous using some real examples in order to analyze their function. • Students read a short story about a blog post **CONECTION** • Teacher prepares an intensive writing activity. • Students must use past simple in sentences. • Students work in pairs in order to develop the activity	• Short text • Students' textbook • Worksheet

	• Students make sentences using the past of the verbs given by the teacher • Teacher supports each pair during the process of writing, each group will get the necessary time to develop the task. • Teacher corrects the mistakes of students while they are writing. • Once they have completed the task each pair presents their work to the whole class. • The rest of students are able to give opinions and comments about the work of their classmates. **AFFIRMING** • Students are required to complete a word order activity. • The teacher presents assessment sheets that contain some affirmative sentences in present tense • The task of the students is to change the sentences into past tense. • Students complete the sentences using the past continuous or the past simple of regular verbs	• Students' textbook • Assessment sheet

MONITORING PLAN:
Data Source 1: Post-test / post-questionnaire
Data Source 2: Worksheet and Assessment sheet
Data Source 3: Field notes

SUPPORT: Coaching and guidance from the thesis advisor

TIME: February 1st to February 5th 2021

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

g. TIMELINE

ACTIVITIES	Oct 1	Oct 2	Oct 3	Oct 4	Nov 1	Nov 2	Nov 3	Nov 4	Dec 1	Dec 2	Dec 3	Dec 4	Jan 1	Jan 2	Jan 3	Jan 4	Feb 1	Feb 2	Feb 3	Feb 4	Mar 1	Mar 2	Mar 3	Mar 4	Apr 1	Apr 2	Apr 3	Apr 4	May 1	May 2	May 3	May 4	Jun 1	Jun 2	Jun 3	Jun 4	Jul 1	Jul 2	Jul 3	Jul 4	Aug 1	Aug 2	Aug 3	Aug 4	Sep 1	Sep 2	Sep 3
PHASE I: PROJECT																																															
Presentation of the Project		X	X	X																																											
Designation of the Project Advisor			X	X																																											
Project revision and approval			X	X	X																																										
Designation of the Thesis Advisor						X	X																																								
PHASE II: ACTION PLAN																																															
Application of Instruments						X	X	X	X																																						
Act and Observe						X	X	X	X	X			X	X	X	X	X	X	X	X																											
PHASE III: THESIS PROCESS																																															
Tabulation and elaboration of tables and Graphs																				X	X																										
a. Theme				X	X	X														X																											
b. Introduction																					X	X																									
c. Summary																					X	X																									
d. Review of the Literature									X	X											X	X																									
e. Materials and Methods																						X																									
f. Results (Interpretation and analysis)																				X	X	X	X																								
g. Discussion																						X	X																								
h. Conclusions																							X																								
i. Recommendations																							X																								
j. Bibliography and Annexes																							X	X																							
PHASE IV: REVISION AND APPROVAL																																															
Thesis revision																									X	X	X	X	X																		
Thesis presentation																														X	X	X															
Thesis Approval																													X	X	X																
PHASE: V PHASE OF INCORPORATION																																															
Presentation of documents																														X	X	X	X	X	X	X	X	X									
Private Review																																						X	X	X	X						
Corrections																																						X			X	X					
Public sustentation and incorporation																																									X	X	X	X	X	X	X

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h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	$40.00
Print of reports	$40.00
Print of the project	$100.00
Copies	$80.00
Unforeseen	$90.00
Print of the final report and thesis	$90.00
TOTAL	$440.00 _____ .

Financing

The financing of the expenses derived from the present research work will be assumed by the research author.

Resources

Human

- The teacher candidate as a researcher

- The thesis advisor

- Students of ninth year "J" of basic education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in Loja city during 2020-2021 academic period.

Material

- Printed materials

- Books

- Notebooks

- Laptop

- Sheets of paper

Technical

- Computer

- Printer

- 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 COLLECTIO SOURCE: OBSERVATION SHEET

Researcher: Jackson Fernando Troya Salinas
Year: 9th "J" of Basic Education
Date:

OBSERVATION SHEET					
Observation N°:	**Date/Time:**			**Role of the researcher:**	
Topic:	**Participants:**			**Duration of the observation:**	
Objective of the session:					
	Levels of Acceptability				**Remarks**
Thing to be observed (Indicators)	Excellent	Good	Fair	Poor	
Organization					
Grammar					
Vocabulary					
Capitalization					
Punctuation					

Annex 2: Field Notes

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ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: FIELD NOTES
Researcher: Jackson Fernando Troya Salinas
Year: 9th "J" of Basic Education
Date:

FIELD NOTES		
Observation #: Topic: Objective of the session (what will students be able to do/know at the end of this session)	Date /Time: Class size: Participants: Second-baccalaureate students	Location: Duration of the observation start/end time: Observer involvement: participant/ not participant
Description of the event		Reflective notes

Annex 3: Pre and Post Test & Scoring Guide (Rubric)

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

DATA COLLECTION SOURCE: PRE / POST TEST

Researcher: Jackson Fernando Troya Salinas
Year: 9th "J" of Basic Education
Date:
Code:

1. **Circle the correct answer to complete the sentences.** *(vocabulary = 2)*

A. My friend always rides a .... in the park every Sunday.

a) car   b) bicycle   c) bus

B. I see with my ………….

a) nose   b) mouth   c) eyes

C. My father saves money in the ………….

b) bank   b) market   c) church

D. Mr. Ferry is a ………….

c) nurse   b) doctor   c) teacher
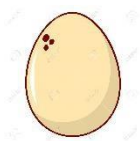
2. **Circle the correctly spelled word for each picture.** *(Spelling = 2)*

1.   a) cake   b) chake   c) cak   d) kake

2.   a) chocolat   b) chucolate   c) chocolate   d) chokollate

3.   a) ise creem   b) ice creem   c) ice cream   d) ice kream

4.   a) eg   b) geg   c) emg   d) egg

3. **Put the words in the correct order to construct sentences.** *(Sentence structure = 2)*

Example: *The cinema / sometimes / Steven / to / goes /.*
           Steven sometimes goes to the cinema

a) By train   sometimes   Steven   to work   goes   .

_____

b) Are   making   toys   We   for all the children   .

_____

c) football   play   during the break   Cloe and Tylor   .

_____

d) doing   the   homework   is   Juan .

---

4. **Put the verbs in the correct tense (present simple or present continuous) to make sentences.** *(Grammar = 2).*

a) Listen! Somebody ....the violin. *(play)*

b) My sister ....to the cinema once a month. *(go)*

c) The boys...football now. *(play)*

d) My friends …………………….. bread every morning. *(eat)*

5. **Order the sentences from 1 to 4 to construct a paragraph.** *(Text Organization= 2)*

	Polar bears have a thick layer of blubber below their skin.
	This is how bears stay warm.
	Polar bears have to stay warm in the cold arctic.
	Bubbler is a layer of fat that protect the bears.
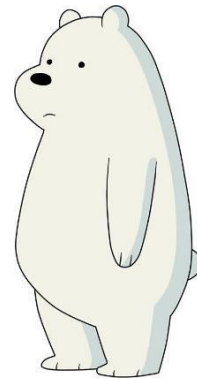
TEST SCORING GUIDE (RUBRIC)

	Questions	Indicators	Score
1	Circle the correct answer to complete the sentences.	Vocabulary	2 points (0,5 each one) **Answers** *a.* Bicycle *(0,5).* *b.* eyes *(0,5).* *c.* Bank *(0,5).* *d.* Doctor *(0,5).*
2	Circle the correctly spelled word for each picture	Spelling	2 points (0,5 each one) **Answers** *a.* Cake *(0,5).* *b.* Chocolate *(0,5).* *c.* Ice cream *(0,5).* d. Egg *(0,5).*
3	Put the words in order to construct sentences.	Sentence structure	2 points (0,5 each one)
4	Put the verbs in the correct tense (present simple or present continuous) to construct sentences.	Grammar	2 points (0,5 each one) **Answers** *a.* Is playing *(0,5).* b. Do you go *(0,5).* c. Are playing *(0,5).* d. Eat *(0,5).*
5	Order the sentences from 1 to 4 to construct a paragraph.	Text Organization	2 points (0,5 each one) **Answers** a. 2 *(0,5).* b. 4 *(0,5).* c. 1 *(0,5).* d. 3 *(0,5).*

Annex 4: Pre and Post Questionnaire

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

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

Dear student: The objective of this questionnaire is to know the students´ opinions towards the use of guided writing strategy 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 developed a guided writing task in your English classes?**

   Yes   ( )

   No   ( )

   Only One   ( )

2. **In which scale does the employment of guided writing strategy applied by the teacher improved your writing skills?**

   High   ( )

   Moderate   ( )

   Low   ( )

   None   ( )

3. **How much have your writing skills improved by using the guided writing strategy in your English classes?**

Nothing   ( )

A little   ( )

A lot   ( )

Much   ( )

4. **How important do you consider the use of guided writing strategy to improve writing skills?**

Very Important   ( )

Moderately Important   ( )

Slightly Important   ( )

Not important at all   ( )

5. **How important is it for you to improve your writing skills with strategies like guided writing, in your English classes?**

Very Important   ( )

Moderately Important   ( )

Slightly Important   ( )

Not important at all   ( )

THANK YOU SO MUCH FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: The use of guided writing strategy to improve writing skills among students of ninth year "J" basic general education. Afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2020-2021 academic period.

Problem	Objectives	Theoretical frame	Methodological design an intervention plan.	Techniques and instruments
General How does the application of guided writing strategy improve writing skills among students of ninth grade "J" basic general education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2020-2021 academic period? **Specific**	**General** To improve writing skills through the application of guided writing strategy among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2020-2021 academic period.	**Independent Variable** • Guided writing • Definition of guided writing • Stages of guided writing • Process of guided writing. • Benefits of guided writing. **Dependent Variable**	**Preliminary investigation** • Observing the ingles classes • Stating the background of the problem. • Describing current situation. • Locating and reviewing the literature. • Creating a methodological framework for	• Non- participant observation. • Pre and post test • Pre and post questionnaire • Field notes • Observation sheet

	Specific		research.
• What theoretical and methodological references about guided writing strategy are adequate to improve writing skills among students of ninth year "J" of basic education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2020-2021 academic period?	• To research the theoretical and methodological references about guided writing strategy and its application on writing skills.	• Writing skill. • Definition of writing skill. • The process of writing. • Aspects of writing • Writing genres • Assessing writing	• Designing an intervention plan. **Intervention and Observation** • Administering test and questionnaires.
	• To diagnose the issues that limit the writing skills in the English language among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora in the citGy of Loja during the 2020-2021 academic period.		• Observing and monitoring students' performance according to the intervention plan. • Presentation of research findings. • Reflecting, analyzing and answering the proposed inquires. • Organizing the final report.
• What are the issues that limit the improvement of writing skills among students of ninth year "J" of basic education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during	• To elaborate an intervention plan based on guided writing strategy in order to improve writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de		

the 2020-2021 academic period?	Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2020-2021 academic period.			
• What are the phases of the intervention plan that help to improve writing skills among students of of ninth year "J" of basic education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2020-2021 academic period?	• To apply the most suitable technique of guided writing in order to improve writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2020-2021 academic period.			
• Which technique of guided writing is applied to improve writing skills among students of ninth of ninth year "J" of basic education, afternoon session at Colegio de Bachillerato Beatriz	• To validate the results obtained after the application of guided writing strategy to improve writing skills among students of ninth year "J" of basic education afternoon session, at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2020-2021 academic			

Cueva de Ayora in the city of Loja during the 2020-2021 academic period?	period.			
• How effective was the application of guided writing strategy in improving writing skills among students of ninth year "J" of basic education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2020-2021 academic period?				

Annex 6: Grading Scales

Writing Skills

Quantitative Score	Qualitative Score
10	Excellent
9	Good
7-8	Satisfactory
5-6	Needs Improvement
1-4	Poor

Guided writing Strategy

Quantitative score range	Qualitative score range
81 – 100	High level of effectiveness of guided writing strategy
61 – 80	Expected level of effectiveness of guided writing strategy
41 – 60	Moderate level of effectiveness of guided writing strategy
21 – 40	Unexpected level of effectiveness of guided writing strategy
01 – 20	Low level of effectiveness of guided writing strategy

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