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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

STRUCTURAL APPROACH FOR IMPROVING ENGLISH WRITING SKILLS AMONG STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION AFTERNOON SESSION, AT "UNIDAD EDUCATIVA PADRE JULIAN LORENTE" IN LOJA CITY, 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 work is dedicated to my parents, friends, classmates and teachers. All the people that have accompanied me along these hard and long years will have always my deepest appreciation. Without them, I wouldn't have had the necessary courage to overcome myself and become the person that I am today.

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THESIS OUTLINE

a. TITLE

STRUCTURAL APPROACH FOR IMPROVING ENGLISH WRITING SKILLS AMONG STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION AFTERNOON SESSION, AT "UNIDAD EDUCATIVA PADRE JULIAN LORENTE" IN LOJA CITY, DURING THE 2020-2021 ACADEMIC PERIOD.

b. RESUMEN

El presente trabajo de investigación tuvo como objetivo mejorar las habilidades de escritura a través del uso del Enfoque Estructural con los estudiantes de 10mo año paralelo "A" en la Unidad Educativa Padre Julian Lorente, sección vespertina, en la ciudad de Loja durante el periodo lectivo 2020-2021. Para el cumplimiento de dicho objetivo, se utilizaron los métodos: científico, descriptivo, estadístico y analítico-sintético que fueron útiles para la obtención de información teórica sobre la estrategia, para la descripción del problema; tabular, procesar y presentar los datos obtenidos en tablas y figuras y para analizar e interpretar la información. Exámenes y cuestionarios fueron los instrumentos aplicados a 14 estudiantes para diagnosticar sus habilidades de escritura y su actitud hacia la estrategia. Los resultados muestran que, a través de la aplicación del enfoque estructural, los estudiantes alcanzaron una gran mejoría en su escritura en lo relacionado a estructuras gramaticales, gradación y orden de palabras. En conclusión, esta estrategia permitió a los estudiantes tener más confianza y participar más durante las clases. Ellos no solo se corregían a sí mismos, sino también ayudaron a sus compañeros cuando cometían un error.

ABSTRACT

The present research work aimed to improve writing skills through the use of the Structural Approach among the students of the tenth year "A", afternoon session, at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 academic period. For the fulfillment of this objective, the methods used were: the scientific, descriptive, analytical-synthetic and statistical, which were useful for obtaining theoretical information on the strategy, for the description of the problem; tabulate, process and present the data obtained in tables and figures and to analyze and interpret the information. Tests and questionnaires were the instruments applied to the 14 students to diagnose their writing skills and their thoughts towards the strategy. The results show that, through the application of the structural approach, the students achieved a great improvement in their writing in relation to grammatical structures, grammatical gradation and word order. Concluding, this strategy made students become more confident and participative during the classes. They now not only corrected themselves but also helped their partners when they made a mistake.

c. INTRODUCTION

The present investigation work was done with the purpose of using the Structural Approach for improving the writing skills of the tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente in the 2020-2021 academic period. This strategy was selected as it emphasizes in the learning of structures, grammatical gradation and word order; areas of writing where the students have shown problems.

"Writing is one of the main language skills. It plays a major role in expressing someone's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others." (Alfaki, 2015, p. 40) Writing is the most basic of the English skills, as it is essential to know the correct use of grammatical patterns. Most usual writing problems are related to the construction of sentences, problems in word order when writing and misunderstanding or lack of knowledge of essential sentence structures. Many English students have demonstrated these problems during their studies and the teacher should address them efficiently.

During the pre-professional practices made by the researcher with the 10th year "A" at Unidad Educativa Padre Julián Lorente during the English lessons in previous observations, students showed common writing problems and difficulties. Students confused the order of the words and could not recognize the basic sentence structures like subject or predicate. Students also were not able to create long

written compositions and express their ideas clearly through sentences.

The researcher, based on the information previously obtained, proposed the implementation of the structural approach to improve students' writing skills. The structural approach focuses on teaching structures and word order through techniques like grammatical gradation. The benefits of the structural approach in writing are notable since students first learn to understand the structures that will be used to express their ideas before learning vast amounts of vocabulary. The structural approach also helps in word order issues as it is part of learning the components of a sentence and how to correctly order them logically. These properties of the structural approach addressed directly the students' problem which became the reason why it was chosen to solve the writing problem among students of 10th year "A".

The objectives to develop this research were: to research the theoretical and methodological references adequate to improve writing skills, to diagnose the issues that limit the improvement of writing skills, to implement an intervention plan that helps to improve writing skills, to apply strategies of the structural approach to improve writing skills, and to validate the effectiveness of the application of the structural approach strategies in improving writing skills.

The methods that the researcher applied for the development of this research were: the scientific method, which provided information for the collection of data to develop the activities and the theoretical framework of the project. The descriptive method, facilitated the description of the stages of study and the resources used by the researcher during the investigation. The analytic-synthetic method, aided in the analysis of the data obtained from pre-test and post-test and to interpret qualitative data obtained from observation sheets and field notes.

Finally, the statistical method was used to make the statistical analysis of the quantitative data obtained from tests.

The present research work follows the next structure: First, the Abstract includes: main objective, methods, instruments, population, main results from data collection and the main conclusion. Consequently, the Introduction presents information about the contextualization of the problem, the central problem, reasons why the research theme was chosen, the specific objectives of the study, the methodology applied, and the contents of the thesis. After this, the Literature Review contains information about the two variables present in the research project: The structural approach and writing. Subsequently, the Materials and methods section comprises the research design, different resources used during the intervention plan, methods, techniques, materials, and instruments that were used to collect the information as well as the population who took part in this research. Furthermore, the Results are presented through the use of tables and figures with the proper interpretation and logical analysis. Afterwards, the Discussion section contains a general analysis of the tests, the stages of the intervention, and the effect that the Structural Approach strategy had in the English Writing. In addition, the Conclusions describe the achievements of the research. Finally, the Recommendations underline the suggestions that will serve as improvement for future researchers.

d. LITERATURE REVIEW

STRUCTURAL APPROACH

Definition

Patel & Jain, (2008) explain that: "The structural approach means the arrangement of words in such a way as to form a suitable pattern of sentence, the mastery of sentence structure in considered to be mare with than the acquisition of vocabulary" (p. 89).

Gautam (1988) explains that Structural Approach is:

> based on the belief that language consists of 'structures' and that the mastery of these structures is more important than the acquisition of vocabulary acquisition. Since structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary (p. 39).

Genc (2018) states about Structural Approach that: "Students are actively involved in the learning process. Vocabulary teaching is selective and undertaken only to support drilling structures. As an approach, it represents the structural view of the nature of language and language teaching." (para. 1)

About the origins and basis of this approach Patel & Jain (2008) expressed that: "Structural approach is based on the theory of behaviorist. To teach language through this approach we have to understand the pattern and structure of the language. Each and every Language has its own structure. Every language differs structurally." (p. 91). The reason for this approach was the extensive research made on the English teaching in the '60s and it was viewed as an improvement from the

Grammar-Translation Method and the Direct Method. Even though, some principles and objectives may differ, the Structural Approach still has a few similarities with the methods in which it is based on, for example, it recommends the use of drills for learning structures from the English Language.

Based on various definitions given by authors throughout the English teaching history, we can conclude that the main focus of the Structural Approach is to emphasize on the learning of basic structures in English Language. It is believed that through the repetition of the various components of language and their correct grammatical gradation, learners will be able to understand the main features of the target language. Therefore, the Structural Approach is focused on writing and speaking skills due to their nature of being the most important skills to take into considerationat the moment of communication between individuals.

The Structural Approach follows a series of principles and objectives which serve as a guide and aid to have a broad application of said approach in English.

Principles of Structural Approach

As stated by Patel & Jain (2008), the following are the principles of the Structural Approach:

- Language is system of structure and signals. Students can learn very well if the teaching is accords with its structure and signals in scientific way.
- Students' activity is important rather than the teachers' activity.
- Importance of speech
- Importance of the formulation of language habit in arranging words in proper pattern.

- Language learning may be very easy if language is presented into small structure which clears the concept of the language entirely.

- Language learning may be very effective if the structure of the language is presented in the context of the child's mother tongue.

- The effectiveness of the language learning depends upon the quantity of the subject matter.

- If there is proper gradation of the subject matter, the teaching may be very effective.

- If the language is learnt as a living system, learning of language may be too effective.

Objectives of the Structural Approach

Conforming to Menon & Patel, (1971), the following are the objectives of theStructural Approach:

- To lay the foundation of English through drill and repetition of graded structures.

- To enable children to attain proficiency over the essential vocabulary of words for active use.

- To correlate the teaching of grammar and compositions with reading lessons.

- To teach the four fundamental skills and their understanding.

- To lay proper emphasis on aural-oral approach, activity methods and use of grammatic.

Main Features of the Structural Approach

As reported by Tet Success Key (2015), the main features of the Structural Approach are:

Importance of forming language habits.

Language habits are defined as the production of linguistics responses to stimuli by imitation and repetition in pattern drill. Rivers, (2001) states that: "The Structural Approach emphasizes on developing habits during the learning of a new language, these habits will be determinant as they enable students to use the correct basic structures of English Language unconsciously". (p. 279)

Importance of pupils' activity.

As declared by Shazia Nasrullah (2017), "Classroom activities play a pivotalrole in teaching learning process not only at primary level but even in high classes also because it arouses the interest of the learners and makes them creative minded." (p. 691) The students' role in the education process is key in the Structural Approach as students are actively involved in the class and process of learning, the lessons involve both the participation of the teacher and the participation of the pupils. Learning tends to be more effective through active participation, therefore its importance.

Situational teaching.

Huang, (2010) defines Situational Teaching as: "an effective instruction paradigm for English teaching in terms of providing vocabularies and sentence patterns with their frequent situations through learning materials." (p. 312) Structural Approach often makes use of Situational Teaching in the class; students

learn the English structures in writing or speaking and associate them to different situations that they experiment on daily basis.

Grammatical Gradation.

Nauriyal, (2020) says about Grammatical gradation that selecting the material to be taught is the requisite of good teaching. The selection of the material needs to be done respecting the grammar items and structures. Grammatical Gradation is the process of separating a sentence or paragraph into smaller parts that belong to a specific designation. A sentence can be gradated into parts like subject and predicate whichcomprehend a wide part of the written text, or into small pieces like subject, verb, auxiliar, etc. Grammatical Gradation is helpful when recognizing the parts that conform a written product as it usually gives a clear idea of what they must contain and why. For thisreason, is known as an extremely useful feature of the structural approach that can improve students reasoning at the moment of producing their own compositions and correct works from other learners. Structural Approach, when teaching the target language, includes the following questions: Should the structural items be gradated? And how? What principles should we consider at the moment of gradating structural items? Through this process we can find the answers.

The grammatical gradation of structures can be taught using the following:

Grouping.

We can group structures by:

Phonetic grouping.

As reported by Laureano Moro Velazquez (2019), phonetic grouping consists in "the automatic segmentation of the signal, giving as a result separated speech acoustic segment." (p. 4)

Lexical grouping.

Nation (2000) explains that "intuitively, it seems a good idea to present words of related meaning together so that learners can see the distinctions between them and gain a reasonably complete coverage of a defined area of meaning."(p. 6)

Grammatical grouping.

About grammatical grouping, Nordquist, Thoughco., (2020) states that "one of the simplest ways to create grammatical categories is by grouping words together based on their class." (para. 4) Classes are word sets that display the same formal properties, such as inflection or verb tense.

Semantic and structure grouping.

Fodor (2007) defines semantics as "the part of a grammar that is concerned with the relations between symbols in the language and the things in the world that they refer to or are true of." (p. 1) Semantic grouping, therefore, involves different words which have different writing but them all belong to a similar meaning.

As reported by Nordquist (2019), "In English grammar, sentence structure is the arrangement of words, phrases, and clauses in a sentence." (para. 1) The grammatical function or meaning of a sentence is dependent on this structural organization, which is also called syntax or syntactic structure. In structure

grouping, we select specific items and see how they fit in different structures and parts of a sentence.

Sequencing.

Sequences in English Language can be grouped in:

Grammatical.

Corps (1989) says that when studying grammar, there are sentences can be easier and simpler than others. The grammar sequencing consists in organizing these sentences from easier to harder so learners can gradually increase in knowledge of difficulty of these grammatical structures.

Semantic and Lexical sequencing.

Hunston (2008) defines semantic and lexical sequencing as "a series of meaning elements that can be demonstrated to occur regularly either in a general corpus or in one comprising specific types of text." (p. 2) This contemplates that teachers should start teaching smaller simpler words and their meaning before moving to more complex semantics.

Sentence patterns.

A Research Guide (2019) explains that a sentence pattern is an arrangement of words. This arrangement needs to be in a grammatically correct structure. It means the placement of verbs and nouns should be correct to form a meaningful sentence.

Types of patterns of sentences.

Barrie-Blackley, (2011) **says** that there are six basic or simple sentence patterns:

- Subject/Predicate, Action Verb

- Subject/Predicate, Action Verb/Direct Object

- Subject/Predicate, Action Verb/Adverb

- Subject/Predicate, Linking Verb/Predicate Nominative

- Subject/Predicate, Linking Verb/Predicate Adjective

- Subject/Predicate, Action Verb/Indirect Object/Direct Object

Word order.

About Word order Dryer (2007) says that:

When people refer to the word order of a language, they often are referring specifically to the order of subject, object, and verb with respect to each other, but word order refers more generally to the order of any set of elements, either at the clause level, or within phrases, such as the order of elements within a noun phrase. (p. 61)

In English Language, the word order has proven to be essential. Every word has its own place on sentences and, in most of the cases, it cannot be changed or the meaning will be completely altered. For this reason, it is recommended that teachers using structural approach emphasize correctly into how to recognize the place of words like adjectives, prepositions, articles, etc. This can be done by remarking these examples at the moment of presenting them on the board or when teaching the lesson.

Types of Structures

As stated by Tet Success Key (2015) the syntactic structures may be classified into four categories:

Sentence structures.

As Tet Success Key (2015) states that "the essential parts of a sentence (subject, predicate) occupy fixed positions. If they are changed, they also change their meaning." (para. 21) For example:

- Ashley bought a present for Marie.

- Marie bought a present for Ashley

These sentences may have three different types of structures:

- Two-part sentences, which have a subject + verb.

- Three-part sentences, which have a subject + predicate + object.

- Four-part sentences, which have a subject + predicate + object + composition.

Phrase structures.

"Phrase structure grammar is a type of generative grammar in which constituent structures are represented by phrase structure rules or rewrite rules." (Nordquist, 2019, para. 1). These phrases usually have sense but not complete sense, for example:

- The red flag

- The thin woman

Idiomatic structure.

Idiomatic structures are those expressions or structures which have their own meaning, for example:

- All of a sudden

- In a nut shell

Conforming to Tet Success Key (2015), "These structures need not have grammatical units. They are so composed that if they split, they lose their specific meaning because they stand in the unit form. They have to be learnt as a unit." (para. 23)

Formula of routine structure.

As Tet Success Key (2015) expresses that "routine structure consists of such groups of words which are used in day-to-day conversation or a certain occasion."(para. 24) For example:

- Good night

- Excuse me

- How are you?

These expressions maintain their proper order and cannot be separated from their positions.

WRITING SKILLS

Definition

Alfaki (2015) says about writing that "is one of the main language skills. It plays a major role in expressing someone's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others." (p. 40).

Therefore, writing skills are an essential part of communication. Good writing skills will allow learners to communicate their messages through written productions with clearance and ease. If learners want to attain mastery of English,

they will need to produce competent written texts where they will be able to express themselves freely and with the correct use of the language.

Kellogg (2008) explains that: "writing an extended text at an advanced level involves not just the language system. It poses significant challenges to our cognitive systems for memory and thinking as well." (p. 2)

Students need to domain English writing as it is an essential part for the study of other skills. If students are able to write complex academic paragraphs and essays, they will be able to use the knowledge from these experiences at the moment of developing the other three skills (reading, listening and speaking).

Satya Sri Durga (2018) explains that "writing is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function." (p. 1)

University of Kent (n/d) says that the writing skills are the stage where the learners will improve the understanding and use of the English language and its grammatical rules. Writing offers a unique environment where the students produce their own work at their own rhythm, also they can correct and improve their knowledge of writing.

Writing is known as an important aspect of the language. Their correct development is required by students to accomplish the mastery of their English studies. Writing is also the media where most information can be transmitted during communication in comparison with the other skills (reading, speaking and listening).

University of Kent, (n/d) explains that effective academic writing requires good grammar, spelling, and punctuation.

Grammar.

Grammar is the set of rules within a language that determines how it is written or spoken and is a key component of learning a new language. As Sim (n/d) says "Written communication, in its turn, is another tool for people to express their ideas, and learn about those of others." (p. 135)

Understanding this set of rules is essential for correct communication and it must be constantly practiced in order to attain mastery of them and the context within which they are employed. As stated by Demir & Erdogan (2017) the teaching of grammar is performed as for the integration of the basic language skills,this should be done as text based.

Grammar approaches.

Klimova (2014) asserts that learners need to set an objective for their writing,plan it carefully, think over its layout and logical structure, revise it …In the process of writing they have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing. (p. 147)

Since grammar is the fundamental theory necessary for teaching and learning the language, different techniques and approaches should be implemented for learners to completely understand the grammatical rules and their variation in context. Approaches for teaching grammar are divided into inductive and deductive, both have their advantages and disadvantages when teaching.

Approaches as the P-P-P (presentation-practice-production) which are both deductive and inductive are usually common inside learning as they offer a wide variety of possibilities for students to learn and understand perfectly the grammar and all the possible scenarios in which it can be used. Other approaches like the Task-Based approach or the Structural approach, are focused only in inductive or deductive learning, the importance of studying them arises at the moment of selecting the correct approach within our social and cultural context that will determine which one we must use to obtain the best results when teaching.

Spelling.

Spelling is the code that employs alphabetic symbols to create words that have and specific pronunciation and meaning into a dictionary. Many different similarities can occur between the learner mother tongue and the target language, provoking common errors in spelling during the writing process. Zhang & Yang, (n/d) explain about this problem that "the essence of language learning is the approximation of an interlanguage system to the target language, and language teaching effects language learning only when it can conduce to the approximation." (p.32)

The codes that conform spelling are phonological (the code contemplates the sound of the different words), orthographic code (the code is aware of the letters in words), and a morphological code (parts of the different words than can alter the meaning and use of them). Spelling is involved in every written communication; however, learners employ orthography when studying the rules of a language and

can contemplate different aspects as capital letters, word divisions, hyphens, and punctuation marks.

Punctuation.

University of Kent (n/d) explains that punctuation makes ir easier to the reader to understand the autor's train of thought. In English Language writing it is important to disambiguate the meaning of a sentence that can be caused by differences in punctuation. These requires that the writer has knowledge of most common basic punctuation marks such as: capital letters, full punctuation, the comma, colons, semi colons, questions marks, exclamation marks and quotation marks.

Process of Writing

As reported by Steve Higgins (2017), we can divide the process of writing into: Planning, Drafting, Sharing, Evaluating, Revising, Editing and Publishing.

Planning is the first step of the process where the writer decides what to write about. This process contemplates not only about what to write, but also, why to write about a determined topic. The revision of the information sources, the literature revised, the audience to which the writing is addressed to, brainstorming the main ideas, writing the outline and performing the research are most of the processes that take place during planning.

Drafting is the next step for writing, in this step the writer organizes their thoughts and revises the information gathered during the planning process. Then, the information will be written in the form of complete sentences and paragraphs. During this step is possible to rearrange ideas in line with the outline that was

planned in advance, eliminate or add new paragraphs where needed and add or delete information in certain areas of the text.

The step of sharing consists in the exchange of ideas between students and the teacher or students and other students. This can be either done through sharing their ideas about the writing or the draft previously written. This exchange of ideas pretends to broaden the writers' knowledge of their own topic or analyze it from a different point of view. Teachers can also give feedback in the form of new ideas or suggest changes in the drafts.

Next evaluating takes part in the process. In this step the students review what they have written and check if they have met their initial goal. Evaluating not only contemplates goals, but also correct use of grammar, spelling, punctuation and clearance of ideas. Students can ask themselves if they are transmitting their desired ideas or if the vocabulary used is correct conforming to the topic and the type of writing.

Revising will take place after evaluating. This step is totally different from editing. Here students will make changes to the content of the writing based on the feedback provided by themselves, their classmates or the teacher. This process can be monitored by the teacher who can suggest areas where the text loses sense, mark ideas that need to be revised and give possible suggestions. Students need to recognize that their work needs to be clear and understandable to the reader.

The next step in writing is editing, here the writer makes the final changes and corrections to the text in order to make it as clear and precise as possible. Spelling and grammar become even more important and the students need to revise

their works to ensure that they have committed the least errors possible. Is important that the students check their work by themselves as this will help them to develop a good writing proficiency.

Finally, the last step in the process is publishing. The presentation of the work is the final goal of any writer and students need to keep in mind that many others will read their work. This step can become a strong incentive to produce writing texts with high-quality and with the least errors possible. Once that the work is published it can be corrected by the teacher and feedback is provided to clarify possible errors that still persisted in the text or suggestions for future works.

Word Order in English Writing

Rijkhoff (2015) says about word order that: "the way words or groups of words are ordered in any particular language is always meaningful, so when a language allows for alternative ordering patterns, each variant should be regarded as communicatively significant." (p. 644)

Word order is important in English writing, because a single change in the arrangement of the words in a sentence can change its entirely meaning. English language usually follows the pattern of subject-verb-object as many other languages, but at the moment of detailing descriptions is usually where writers make mistakes.

Most word order mistakes are:

Place, verb and time: In English language the place is commonly mentioned before the time and the main verb goes before the place.

- I travel (main verb) to Canada (place) every Christmas (time).

Adverbs of frequency: They usually go before the verb, however with the verb *to be* they go after the verb.

- Eric sometimes visits his grandma. (sometimes is before the verb visit)

- John is always early for work. (always is placed after the verb to be)

Objects before adverb of manner: In English language we never write the adverb between the verb and the object. The object goes before the adverb.

- Daniel rode his cycle carefully.

Order of adjectives: The order of the adjectives in a sentence is usually a common mistake in writing. The general order of adjectives is the following:

1st. Determiners: a, an, the, my, your, etc.

2nd. Observations: amazing, interesting, boring, etc.

3th. Size: big, small, small, large, etc.

4th. Shape: square, round, rectangular, etc.

5th. Age: new, old, ancient, etc.

6th. Color: blue, yellow, cyan, green, etc.

7th. Origin: American, Russian, Japanese, etc.

8th. Material: silver, gold, iron, silk, etc.

9th. Qualifier: These are the words that modify the noun.

Self-Revision in English Writing

Mossop (1982) says that "the goal in revision is to determine the most important problems and resolve them." (p. 6). Self-revision is often considered as an essential step in the writing process as it allows students to find their own

mistakes by themselves and correct them, as well as determine which ideas of their writing need clarification.

Mossop (1982) divides the process of self-revision for English writing in three steps. These steps will help the pupil in analyzing the content of their written work while at the same time they will ensure that it is expressing the ideas and concepts desired.

The first step consists of reading the work and focusing on the English written production of the student. They must check for the correct appliance of grammar structures, word order and coherence of the text. This process cannot involve the mother tongue since the pupil needs to revise that the text is coherent and fluent in English language, through this process the correct understanding of rules in writing will be developed.

The second step of self-revision involves the process of translation of the written text. The writer analyzes each sentence in English and then translates it to its mother tongue in order to ensure that the idea has not changed during the first revision and that it is correctly expressed. During this comparison, the sentences are read first in English so the meaning comes from it and then in the mother tongue to compare both meaning and ensure that the authors ideas have not changed from what they originally meant.

The third and last step involves a specific strategy to address problems in the writing that could not be solved, they should be grouped by priority of resolution. Mossop (1982) explains that there are six basic strategies for the final resolution of the problems, these are:

Do more research: This strategy will be applicable only to central concepts and terms. If students are writing an investigational text and they have problems expressing the main idea of it, then the most recommendable step is to make more research about the subject and change or add more information to their texts. Then they can go through steps 1 and 2 of the self-revision processes to ensure that the text is now correct.

Omit: If a sentence or concept does not fit in the text or it is not clearly expressed in English, then it can be sometimes omitted. Searching for irrelevant ideas in a text can help clarifying it significantly and students must understand which of their ideas is important to the text and which are not.

Invent: If a concept or idea in the students' mother tongue does not have an equivalent in English that completely transmits what they needed, then it is recommendable to try and invent a sentence that is similar to the idea they want to express.

Fudge: This refers to cases where in an English sentence or expressions we find two or more possible meanings for the idea at the moment of being translated, a foot note at the end of the text can be useful to clarify other possible connotations of the same phrase if the author does not choose to completely eliminate the sentence.

Question mark: If an expression on the source material is not understandable by the student, then they can enclose said expression in a (?) question mark. This will transmit the teacher that this idea could possibly be wrong interpreted but was

seen as a key concept. This step, however, cannot be applied in every written work, especially if its final goal is to be published.

Correct source text: An expression or concept can be a problem in writing due to the original author committing a mistake on it. If that is the case, then students are allowed to change the source material so it can express the idea clearly and with concordance inside the written text.

e. MATERIALS AND METHODS

Materials

The correct development of this research involved human, technical and material resources. The human resources that took part in this work were the students of the 10th year "A" of basic education at Unidad Educativa Padre Julian Lorente, who participated in the different activities that were planned based on the Structural Approach and the researcher who conducted the research.

Regarding the technical resources; a computer was used to design the lesson plans and to reunite with students, a cellphone was used to contact the students and communicate them about the tasks for the class, internet was essential to connect with students during all the process of teaching, Zoom Meetings program was the chosen platform for teaching the lessons.

About material resources, different worksheets were used during the lessons. Writing worksheets were provided to the students as a tool for practicing their writing skills in agreement with what they have learnt. The worksheets contained exercises related to grammatical gradation that helped students identify the parts of a sentence and the words that conform them. Word order worksheets were used to emphasize and practice the correct placement of words inside sentences, and the English module was the tool provided by the Ministry of Education for planning the necessary lessons just as the topics specified.

Design of the research

      The process for the development of the thesis work was the model of Action Research proposed by Creswell (2012), who defines it as a continuous and reflective process in which teachers develop instructional decisions in their classrooms based on students' needs as reflected by classroom data. The process of action research according to Creswell consisted in 4 different main steps: identifying a classroom problem; developing and implementing an action research plan, collecting and analyzing data, using and sharing results.

      Therefore, the research was conducted following the steps mentioned by Creswell: first, the researcher looked for an institution that was suitable for applying the research plan. The researcher made observations of the lessons in the past during the pre-professional practices and could identify a problem related to writing within the selected classroom. As soon as the institution was chosen, the researcher designed and action research plan based on the reviewed literature which could contribute to solve the problem. Once that the plan was finished and approved, it was implemented with the target group of students during a period of time of ten labor weeks. After this stage, the collected data during the implementation of the action research plan was analyzed and interpreted in line with the guidelines provided by the tutor during the development of the investigation. Finally, these results were processed and presented to the authorities in order to report the obtained results.

Methods, Techniques and Instruments

    Methods.

    The methods that the researcher made use for the development of this research were:

    The scientific method, provided information on how to collect the data to develop the activities and the theoretical framework of the research, which were based on the variables presented by the researcher: writing skills and structural approach. The descriptive method, facilitated strategies for describing the theoretical components of the study and the resources used by the researcher during the investigation like writing worksheets, grammatical gradation worksheets and word order worksheets. The analytic-synthetic method, aided in the analysis of the data obtained from pre-test and post-test and to interpret the data gathered from observation sheets and field notes. Finally, the statistical method was used to make the statistical analysis of the quantitative data obtained from tests through graphics and tables.

    Techniques and instruments.

    For the correct development of this research, the researcher used various instruments as: tests, questionnaires, observation sheets and field notes.

    Tests.

    The types of tests implemented were pre and post-test, both had 5 questions with two items each. The pre-test was used to determine the knowledge that students had related to writing skills. The questions included were one gradating question whose purpose was to diagnose how well was the students' ability to analyze and

write their own sentences, one multiple choice question, word order whose purpose were to evaluate students' knowledge of word order in English sentences and three paragraph and sentence writing used to evaluate how well students could write and elaborate longer paragraphs. For the post-test the students were presented the same questions as the post-test in order to evaluate how much they have learned.

Questionnaires.

The pre-questionnaire contained 5 questions of multiple choice. The purpose was to learn about the proficiency of the students in the writing skill and their knowledge about the strategy. The post-questionnaire contained the same 5 questions as the pre-questionnaire and collected the students' opinions about the improvements after the application of intervention plan and their thoughts about the strategy applied.

Observation sheets and field notes.

Observation sheets provided data that served to monitor the progress of the students in determined areas of writing skills like word order, grammatical gradation… etc. in order to understand in which areas they still had trouble and needed more practice. The information collected through field notes was quantitative, it detailed what issues appeared during the lesson and what measures were taken to correct them, also it detailed the students' thoughts on the strategies implemented and theactivities that took place in the lessons.

Population.

The population who participated in the research were the fifteen students of 10th year "A", afternoon session from Unidad Educativa Padre Julian Lorente, whose age is between 14-15 years old.

Description of the Intervention Plan

The intervention plan was carried out in five phases:

Phase 1. Initial reflection.

During a non-participant observation, the teacher candidate was able to see that the students of tenth year "A" of Educación General Básica afternoon session did not have the right level of proficiency in English language when writing sentences or paragraphs. This situation allowed the researcher to recognize that the English language writing is an issue among students, who did not know grammatical structures, correct word order and how to gradate a sentence.

Being this the concern, the teacher candidate asked himself whether there are some different techniques that would better prepare students to improve their English writing. Therefore, having investigated about the different techniques and approaches for English writing, the researcher found out that structural approach empowered students to learn grammar, word order, structures and tenses and use them in their own writing.

Phase 2. Planning.

Therefore, in order to improve the tenth year "A" of Educación General Básica students' weaknesses on English language writing, Activation, Connection, and Affirming (ACA) lesson plans were presented, which were organized with

structural approach activities such as grammatical gradation, word order and grammaticalstructures.

Phase 3. Action.

The intervention plan was developed during 20 sessions of 40 minutes each one in a 10-week period of time. Session 1 and 20 was devoted to the administration of the data collection instruments (pre and posttest and questionnaires). The other 18 sessions were developed with lesson plans.

Phase 4. Observation.

During the intervention plan, the researcher monitored and recorded students of tenth year "A" of Educación General Básica, reactions and achievements to the planned activities by means of a pre and posttest, and pre and postquestionnaire.

Phase 5. Reflection.

Once finished the intervention plan, the objective five of the research was achieved by the researcher which validated the effectiveness that structural approach had in the improvement of the English language writing skills among students of tenth year "A" of Educación General Básica afternoon session, at Unidad Educativa Padre Julian Lorente in the city of Loja during 2020-2021 academic period.

f. RESULTS

This section explains how the objectives proposed in this research were successfully achieved.

The first objective was fulfilled by researching about the structural approach, the information gathered was about: definition, objectives, and main principles. This literature was found through different resources as: articles, books, research papers, journals and web sites. All the data gathered was essential to develop the intervention plan, instruments, pre-test/post-test, pre-questionnaire/post-questionnaire, rubric and grading scale.

The second objective was reached with the results obtained with the application of the pre-test, which was applied to the students in the first session of the intervention plan.

The third objective was achieved when the intervention plan was developed by taking into account the three stages of activation, connection and affirming. Each lesson was planned using word order, grammatical gradation, grammatical structures and writing.

The fourth objective was completed through the comparison of the pre-questionnaire/post-questionnaire results, that are displayed on the tables 2, 3, 4, 5 and 6.

The fifth objective was attained with the application of the post-test, the findings obtained from its results validated and confirmed the students' improvement after the application of the structural approach. These findings are shown in table 7.

Pre-test Results

The objective of this test is to diagnose the issues that limit the improvement of writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 academic period.

a. Table 1

Pre-test Scores of Tenth Year "A" Students in Writing.

Students' code	GG /2.5	WO /1.0	GS /2.5	W1 /1.0	W2 /3.0	Total /10
UEPJL10A01	1.0	0.5	1.5	0.5	2.0	5.5
UEPJL10A02	1.0	1.0	1.5	0.5	1.5	5.5
UEPJL10A03	1.5	1.0	1.0	1.0	0.5	5.0
UEPJL10A04	2.0	0.5	1.0	0.5	0.5	4.5
UEPJL10A05	1.0	0.5	0.5	0.5	1.5	4.0
UEPJL10A06	0.5	1.0	1.0	1.0	1.5	5.0
UEPJL10A07	1.0	1.0	0.5	0.5	0.5	3.5
UEPJL10A08	1.5	0.5	0.5	0.5	1.5	4.5
UEPJL10A09	0.5	0.5	1.0	0.5	0.5	3.0
UEPJL10A10	1.5	1.0	0.5	1.0	0.5	4.5
UEPJL10A11	1.0	1.0	0.5	0.5	2.0	5.0
UEPJL10A12	0.5	0.5	1.0	0.5	0.5	3.0
UEPJL10A13	1.5	0.5	0.5	1.0	0.5	3.5
UEPJL10A14	2.0	0.5	0.5	0.5	1.5	5.0
UEPJL10A15	1.5	0.5	1.0	1.0	0.5	4.5
UEPJL10A16	0.5	1.0	0.5	0.5	0.5	3.0
Mean	1.22	0.71	0.81	0.65	1.0	4.39

Note. UEPJL= Unidad Educativa Padre Julian Lorente, 10A= tenth-year "A", 01= Students' Code, GG= Grammatical Gradation, WO= Word Order, GS= Grammar Structures, W1= Writing 1, W2= Writing 2.

b. Interpretation and Analysis

The data displayed in Table 1 show that the general mean score students of tenth year "A" obtained in writing was 4.39/10. This result places the students on a poor level of Writing Skills (see grading scale on page 120), which means that students' issues are about writing sentences, short paragraphs or using the correct word order of a sentence.

According to the obtained results, the highest mean is found in the word order aspect with a score of 0.71/1. Students chose the correct word order of very basic sentences in a multiple-choice question, but it is important to mention that they had trouble in writing more complex sentences and using correct word order in them.

On the other hand, the lowest mean score of 1.0/3 points is found in the Writing 2, which was also related to word order. Meaning students had difficulties in writing themselves sentences or paragraphs that have more complex structures which included adjectives, possessive pronouns, comparatives and superlatives.

Overall, students' results showed that they had issues when writing descriptions, paragraphs and sentences following the right structures. Rijkhoff, (2015) says about word order that: "the way words or groups of words are ordered in any particular language is always meaningful, so when a language allows for alternative ordering patterns, each variant should be regarded as communicatively significant." (p. 644)

**Comparison of the Pre-Questionnaire and Post-Questionnaire Results**

The objective of the pre-questionnaire and post-questionnaire is to apply strategies of the structural approach used to improve writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 academic period.

Question 1: How often does your teacher correct your grammatical errors in writing?

a. Table 2

Correcting grammatical errors in writing.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	10	62.5	0	0.0
Often	6	37.5	0	0.0
Sometimes	0	0.0	9	56.2
Never	0	0.0	7	43.8
TOTAL	16	100.0	16	100.0

b.   Figure 1
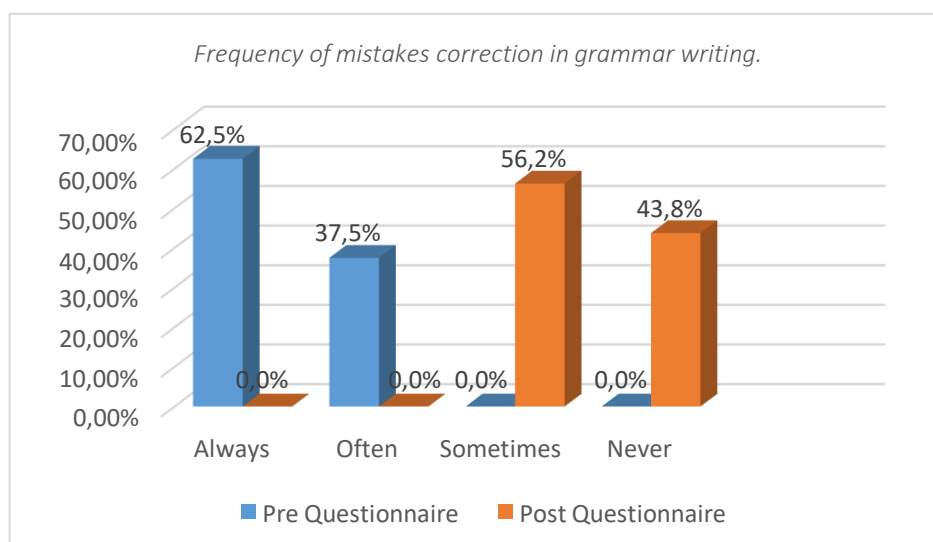
c.   Interpretation and Analysis

As it is shown in the data of table 2, 62.5% of students answered that their

grammatical errors were always corrected. Students were constantly making mistakes in their writing that had to be corrected. The most frequent errors students made, were related to word order since they were confused in the order of the words and misplaced them, they also had errors in grammar structures as they could not formulate sentences correctly. That is why, it was difficult for them to develop their writing skills successfully.

After the application of the intervention plan, 56.2% of students said that sometimes their mistakes were corrected when writing. The students learned the word order for writing as well as the grammar structures necessary to write correctly in the required tenses. The word order worksheets provided students training in word order as they had to follow the ordering rules explained during the lesson and put scrambled sentences in the correct order. Grammatical gradation worksheets trained students in the correct grammar of sentences and main components and in the correct use of grammatical structures. Through practice in the class, the learners decreased their writing mistakes, eventually improve their writing.

Steve Higgins (2017), suggests that the writers make corrections on their writings to make them as clear as possible and to frequently practice writing in order to improve it frequently.

Question 2: How often does your teacher explain to you about word order?

a. **Table 3**

Frequency of explaining word order.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0.0	16	100.0
Often	0	0.0	0	0.0
Sometimes	5	31.2	0	0.0
Never	11	68.8	0	0.0
TOTAL	16	100.0	16	100.0

Explanation of word order in the class.

Pre Questionnaire — Post Questionnaire

Always: 0,0% / 100,0%
Often: 0,0 / 0,0%
Sometimes: 31,2% / 0,0%
Never: 68,8% / 0,0%
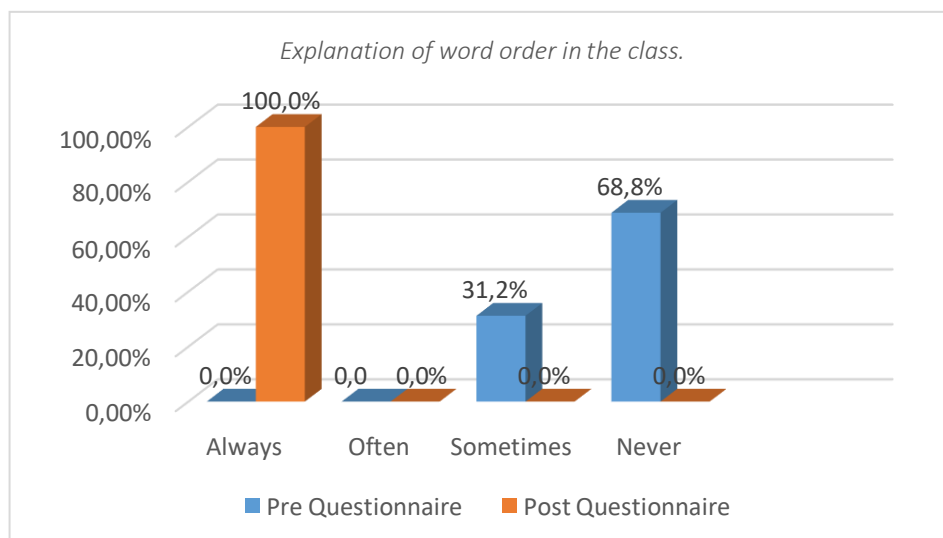
c. **Interpretation and Analysis**

In this question, the results show that 68.8% of students answered that they never received explanation about word order during the English lessons. This indicates that students had problems in writing meaningful sentences and they used the same word order rules as in Spanish, therefore students wrote sentences without considering the logical order required and how to correctly use them in a paragraph.

After the intervention plan, the results show that 100% of students answered that they always received explanation about word order in the class. This is because, word order was addressed during the lessons, with the help of examples and revision of grammatical rules as well as the practice of them through sentence writing at the conclusion of each lesson. Students also worked with word order worksheets, which gave them the opportunity to scramble and realize where each word goes in a sentence.

Dryer (2007), says that when people refer to the word order of a language,

38

they often are referring specifically to the order of subject, verb and object with respect to each other; because of this, its explanation and practice is important in English Writing.

Question 3: How important do you consider is writing in English Language?

a. **Table 4**

Importance of English Writing for students.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	5	31.2	13	81.2
Important	11	68.8	3	18.8
Noy important	0	0.0	0	0.0
TOTAL	16	100.0	16	100.0

b. **Figure 3**

Importance of English Writing for students.
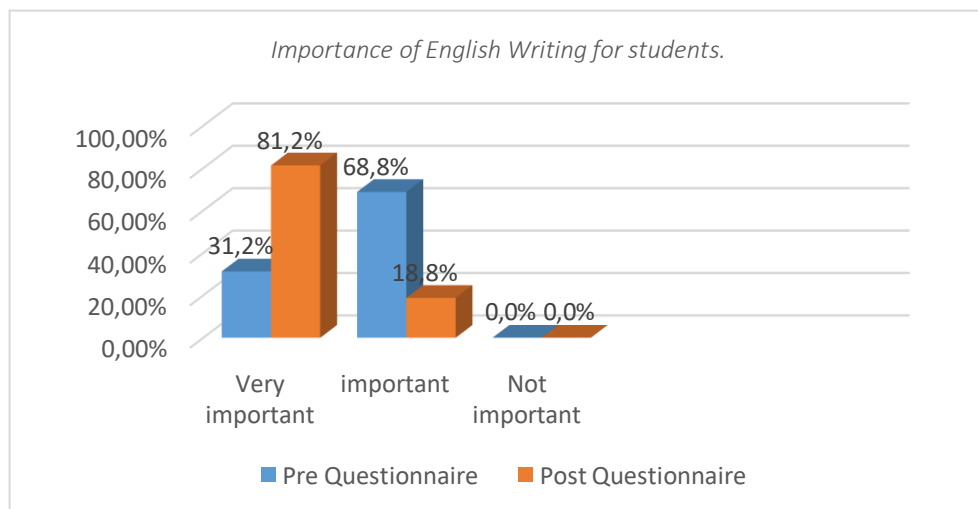
c. **Interpretation and Analysis**

The results in table 4 show that 68.8% of students answered that writing in English is important. Students acknowledge the importance of writing but in the teaching learning process, writing in English is one of the abilities that is developed with an emphasis on repeating sentences or following the same patterns. This originates that those students consider writing in English is not a very important part of learning the language.

39

After the application of the intervention plan, the results indicated that 81.25% of students considered that writing in the English language is very important. Students practiced writing with the strategy of the Structural Approach in the areas of grammatical gradation, word order and grammar structures in English writing, this allowed them to write correctly, and express themselves through paragraphs, descriptions, or sentences. With the use of the Structural Approach students began to consider English writing is a very important media of communication as well as a mean to also understand other skills as speaking, listening and reading.

Satya Sri Durga, (2018) points out that writing is known as an important skill of the language. Their correct development is required by students to accomplish the mastery of their English studies.

Question 4: Do you learn about grammatical tenses or word order when your teacher uses the structural approach?

a. **Table 5**

Learning grammatical structures and word order through structural approach.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very much	0	0.0	12	75.0
Much	0	0.0	4	25.0
Not so much	0	0.0	0	0.0
Nothing	16	100.0	0	0.0
TOTAL	16	100.0	16	100.0

b. Figure 4

Learning grammatical structures and word order through structural approach.
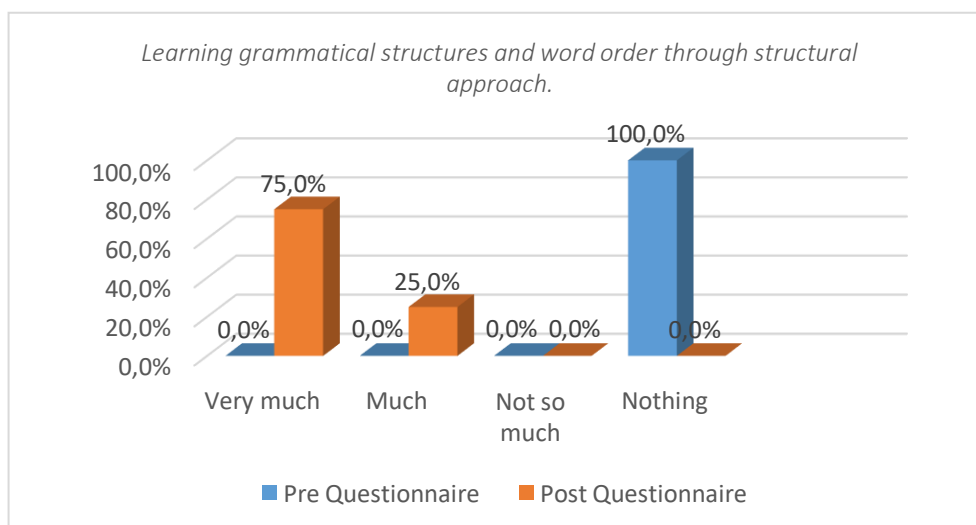
c. Interpretation and Analysis

In this table, we can observe that 100% of students answered nothing about the fact of learning when the teacher uses structural approach. This means that the structural approach was not included for teaching writing during the English language lessons and students have never heard of it. Students learned to write through the repetition of sentences and vocabulary in their notebooks, these activities did not contribute to correct writing, grammatical structures, or grammatical rules.

The post-questionnaire results show that 75% of students agreed on the thought that they learned more about grammatical structures and word order, when the class is developed following the structural approach procedures. This is because first, they learned how to structure the different types of sentences, so this facilitated students to create their own sentences. Grammatical gradation was used to have a deeper understanding of the parts that conform to a sentence. Word order was taught to comprehend how and where to place words like adjectives, verbs or auxiliaries; which permitted them to improve their writing skills.

Patel & Jain, 2008, explain about the structural approach that the arrangement of words in such a way as to form a suitable pattern of a sentence, the mastery of sentence structure is considered to be more important than the acquisition of vocabulary.

Question 5: Learning writing with the aid of structural approach is better and easier.

    a.   **Table 6**

Level of difficulty in learning writing with structural approach.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Agree	0	0	16	100
Undecided	16	100	0	0
Disagree	0	0	0	0
TOTAL	16	100	16	100

b.   **Figure 5**
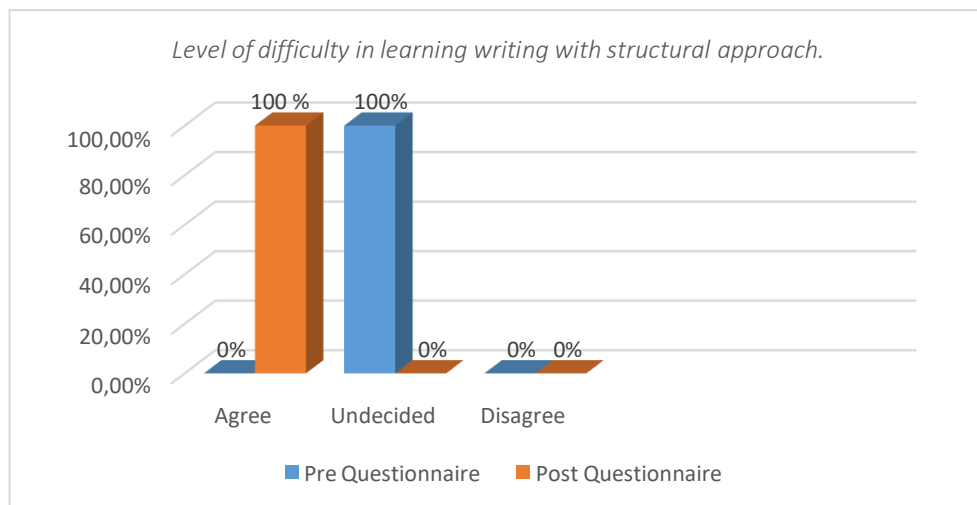
c. Interpretation and Analysis

The results in table 6 show that 100% of students answered undecided with the statement that learning writing with the structural approach is better and easier. This, due to the fact that structural approach has not been used in the lessons. Therefore, students had no experience with this strategy. The way they learned was by writing sentences on their notebooks without the correct understanding of the structures andgrammatical rules which difficulted students to write effectively.

After the intervention plan, the results show that 100% of students agreed that with the structural approach they learned better and easier. Students said that the application of structural approach during the lessons made writing become easier and better to learn, which made them feel more comfortable during the lessons. Students participated more actively because they were sure of their abilities and were interested in learning.

Patel & Jain (2008) mention that with structural approach language learning may bevery easy if language is presented into small structure which clears the concept of the language entirely.

Post Test Results

The objective of the post-test is to validate the effectiveness of the application of the structural approach strategies in improving writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 academic period.

a. Table 6

Post-test Scores of Tenth Year "A" students in Writing.

Students' code	GG /2.5	WO /1.0	GS /2.5	W1 /1.0	W2 /3.0	Total /10
UEPJL10A01	2.0	1.0	2.5	1.0	2.5	9.0
UEPJL10A02	2.0	1.0	2.5	1.0	2.5	9.0
UEPJL10A03	2.5	1.0	2.0	1.0	2.0	8.5
UEPJL10A04	2.5	1.0	2.0	0.5	3.0	9.0
UEPJL10A05	2.5	1.0	2.5	0.5	2.5	9.0
UEPJL10A06	2.5	1.0	2.0	1.0	3.0	9.5
UEPJL10A07	1.5	1.0	2.5	1.0	3.0	9.0
UEPJL10A08	2.5	1.0	2.5	1.0	2.5	9.5
UEPJL10A09	2.0	0.5	2.0	1.0	3.0	8.5
UEPJL10A10	2.5	1.0	2.5	1.0	3.0	10.0
UEPJL10A11	2.0	1.0	2.5	1.0	3.0	9.5
UEPJL10A12	2.5	0.5	2.0	1.0	3.0	9.0
UEPJL10A13	2.5	1.0	2.5	1.0	2.5	9.5
UEPJL10A14	2.0	1.0	2.5	1.0	3.0	9.5
UEPJL10A15	2.5	1.0	2.0	1.0	3.0	9.5
UEPJL10A16	2.5	1.0	2.5	0.5	2.5	9.0
Mean	2.28	0.93	2.31	0.90	2.75	9.17

Note. UEPJL= Unidad Educativa Padre Julian Lorente, 10A= tenth-year "A", 01= Students' Code, GG= Grammatical Gradation, WO= Word Order, GS= Grammar Structures, W1= Writing 1, W2= Writing 2.

b. Interpretation and Analysis

As shown in Table 8, the post-test results show that students obtained a mean score of 9.17/10. This score places the learners in a good qualitative score range (see grading scale on page 120). Students' writing skills greatly improved after the application of the intervention plan, which indicates that Structural Approach played a major role in the meaningful improvement of students writing skills.

The highest mean score obtained is 2.75/3 in the writing 1,which evaluated the word order aspect. This result shows that students write sentences, descriptions, short narrations or paragraphs using a correct word order. Students writing improved as well as their understanding of word order. The lowest mean score is 2.28/2.5 in Grammatical Gradation, this demonstrates that the students still make small mistakes when gradating their sentences, although is worth noticing that this mean score is a great improvement in relation to the score obtained in the pre-test.

To conclude, students improved their writing skills greatly. Students write correctly and communicate through written expression; they understand that English writing is a very important part of learning the language and its essential for learningother skills as well.

Gautam (1988) explains that Structural Approach views the language as structures that need to be mastered through writing before acquiring vocabulary. As structures are important and unique in a language, the early practice should focus on grammatical structures mastery.

Comparing Pre and Post Test Means

a. Table 7

Comparison of Pre and Post Test means of Students of Tenth Year "A" in Writing Skills.

Aspects	Pre-Test	Post-Test
Grammatical Gradation	1.15	2.28
Word Order	1.71	3.68
Grammatical Structures	1.46	3.21
Mean	4.28	9.17

b. Figure 6

Comparison of Pre and Post Test means of Students of Tenth Year "A" in Writing Skills
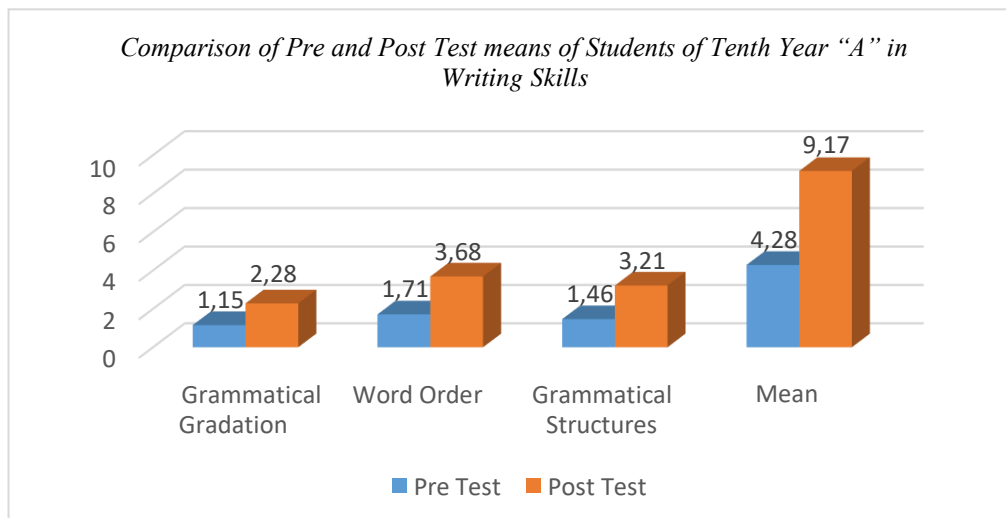
b. Interpretation and Analysis

As shown in Table 8 and Figure 7, the results indicate that students of tenth year A greatly improved their writing skills after the application of the intervention plan based on the use of Structural Approach. The mean score in the pre-test was 4.28/10 points, this result raised in the post-test with a score of 9.17/10 points. The area where students improved the most is in word order, in the pre-test students obtained a score mean of 1.71/4 showing the problems students

46

had at the moment of writing and putting words like adjectives, verbs, auxiliaries or pronouns in their correct order. After the intervention plan, the mean score in word order went up to 1.97 points in total, leaving students with a mean of 3.68/4. This is due to the fact that word order received the proper emphasis during the lessons as well as the necessary practice through the use of worksheets with word order exercises. As a result, students knew more about the word order in the sentences and now placed the adjectives, verbs, auxiliaries and pronouns in their correct order.

f. DISCUSSION

The purpose of this research work was to investigate how the application of the Structural Approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 academic period? The findings determined that this strategy produced a big improvement in students' writing skills. This is proved with the mean score of 9.17/10, obtained by the students in the post-test, which indicates a great improvement in comparison with the results obtained in the pre-test which were 4.28/10. Patel & Jain (2018) explain that in Structural Approach the learning of the structures is considered as more important than the acquisition of vocabulary.

The three main aspects proposed to evaluate the students' knowledge in writing skills were: word order, grammatical gradation and sentence structures. In the obtained results from the pre-test, it was observed that students had problems in determining the order of grammatical units like adjectives, subjects, verbs or prepositions when writing. They arranged these words the same as they would write in their mother tongue. Students were also unfamiliar with the grammatical units they have to include and how to group the parts of a sentence which made grammatical gradation difficult for them. Finally, students had trouble with grammatical structures and remembering their structure.

In contrast, the application of the intervention plan improved the writing aspects where the students had problems. The structural approach enabled students

write accurately sentences and paragraphs, know word order of English language, gradate sentences, and use grammatical structures correctly, all these skills were successfully developed in the class.

At the start of the application of the intervention plan, students did not participate actively in the class, they showed lack of interest and disliked the activities related to the strategy of structural approach.

In the next weeks after the application of the intervention plan, the learners slowly get used to work with Structural Approach and felt more comfortable working with it. As students practiced grammatical structures, word order and grammatical gradation, they increased their confidence while writing sentences and paragraphs and could finish the tasks and activities presented during the class with relative ease. Learners increased their participation in an active way and felt capable of doing more complex tasks related to exercises of grammatical gradation or grammatical production.

Towards the end of the intervention plan, students fully comprehend how to work with the strategy of structural approach and knew very well about word order, grammatical gradation and grammatical structures. During the class students started using the English language and participated actively on the exercises presented during the lessons. They felt satisfied with the classes and excited to learn more about English Writing using the strategy. Learners also improved their relationship between them as they felt comfortable with each other in the lessons.

The students were very collaborative during the process of application of the intervention plan and demonstrated their eagerness to learn about English, the

49

head teacher also supported the learners when they presented difficulties and questions about the topics. One of the limitations was that there were in the research work, was the difficulty to communicate with students due to the pandemic. The classes were given through the zoom platform and sometimes students were unable to connect to the virtual lessons. Students that were not able to connect normally to the online classes had to attend personally in the institution in order to receive the activities designated for the week and participate in the strategy. There was also another strong inconvenient was that the English lessons received less time in the scholar schedule.

The strategy selected was Structural Approach which greatly improved the students English writing skills. This strategy provided practice and training in word order, grammatical gradation and grammatical structures knowledge. It facilitated students to write sentences using the grammatical rules correctly, to communicate with others through written means and to apply the rules of word order in their writtenproduction correctly.

h. CONCLUSIONS

The students' writing issues were concerning how to use any of the grammatical structures correctly in the English lessons. Learners lacked knowledge about word order and grammatical gradation. They had difficulty in identifying the different parts of a sentence, also they did not know what an adjective, noun, prepositions, auxiliaries and pronouns were. Students had many troubles when writing and felt demotivated.

The Structural Approach application in the English lessons was the key for the improvement of students' writing skills. The strategy helped students to overcome their problems. They wrote with few mistakes as they understood which parts are essential for the correct writing, so students enhanced their writing skills.

The Structural approach was effective in the improvement of writing skills. Students learned to write correctly by using grammar structures, grammatical gradation and word order activities. This strategy made students more confident and participative during the classes, their relationship was better. They not only correctthemselves but also helped their partners when they made a mistake.

i. RECOMMENDATIONS

The head teacher of the English subject should focus on improving the students' proficiency in English language writing. First, determine in which areas of writing the students have problems. Then, according to this information, find a strategy that can help the students fully understand how to correctly write in English language.

The head teacher should keep using the Structural Approach in the lessons as it has been demonstrated that the students learn very well with the activities related to it. Teaching the grammatical structures at the beginning of the lessons helps learners to know how to write sentences. Grammatical gradation enables students to understand the parts of the sentences in order not to make mistakes in the future. The lessons need to always include an explanation about the word order related to the topic and grammar studied.

For the effective application of a strategy, teachers should emphasize in the practice of grammar structure activities, as these develop the students' ability to write correctly. It is also important that the correct word order is taught to help students avoid misplacement of words on their sentences. Grammatical gradation is also essential as it improves the students understanding of the parts in the sentence.

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k. ANNEXES

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

THEME

STRUCTURAL APPROACH FOR IMPROVING ENGLISH WRITING SKILLS AMONG STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION AFTERNOON SESSION, AT "UNIDAD EDUCATIVA PADRE JULIÁN LORENTE" IN LOJA CITY, 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

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LOJA-ECUADOR

2020

a. THEME

STRUCTURAL APPROACH FOR IMPROVING ENGLISH WRITING SKILLS AMONG STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION AFTERNOON SESSION, AT "UNIDAD EDUCATIVA PADRE JULIÁN LORENTE" IN LOJA CITY, DURING THE 2020-2021 ACADEMIC PERIOD.

b. PROBLEM STATEMENT

Background

The present research will be carried out at Unidad Educativa Padre Julian Lorente during the 2020-2021 academic period. This prestigious institution was founded on October 1st under the name of Unidad Educativa Daniel Rodas Bustamante, in 1968 and officially created by ministerial agreement on October 25th, being its first director professor Francisco López. In first instance, it worked in a rented house, then in 1977 the Municipality of Loja donated the land where it was built. Finally, in October 24th, 2018 the present authorities of the institution began the necessary procedures to change its name to Unidad Educativa Padre Julian Lorente.

The current location of the institution is in the city of Loja, at Nicolasa Jurado Street and Los Paltas Avenue in Miraflores Bajo neighborhood. The institution is represented by Mgs. Sc. Giovanna Patricia Reynoso as principal.

Unidad Educativa Padre Julian Lorente offers education levels from elemental basic education to superior basic education and baccalaureate (morning and afternoon sessions). In addition, its teaching staff is integrated by a total of 27 teachers, and approximately 600 students.

Current Situation of the Research Problem

(Valoes, 2014) explains the following about English language:

"The importance of communication is often overlooked. Despite our great prowess in communication, misunderstandings and mistranslations are commonplace. It is arrogant to believe that one can travel the world and expect all of mankind to understand his or her native tongue. In order to travel the world, whether for business or pleasure, a desire and willingness to adapt to new cultures and methods is necessary."

According to the data from the EF English Proficiency Index in the past two decades, Latin American countries have made enormous progress in ensuring that all children have access to education. Now, attention has shifted to English skills. The Latin American business community is increasingly vocal in its demand for more English speakers, and, in response, a majority of the region's countries have rolled out education reforms to teach English better and more widely. It is too early to judge these reforms based solely on adult proficiency levels, but national testing has shown promising results among students. Successful models will provide a roadmap for countries with less successful programs in the region.

According to the data shown in EF English Proficiency Index, Ecuador is the country in the last spot from all Latin-American countries in the list of English Proficiency, and the number 81 in the world. This is principally because the low level of their teachers and the lack of knowledge from their students. There are

simply not enough teachers for this subject, and the ones existing do not have the required English level by the Ministry of Education.

In Loja city, even though it is one of the highest in the country, the English level is still low for the international standards and corresponds to an average of A2. Most of the problems come from a poor education at the basic levels and lack of interest in the subject, this leads to a poor academic performance that is the main reason for the English levels presented in our region. An area where most students have difficulty is in grammar, basic forms or word order.

Writing is a complex intellectual task that involves various language and cognitive skills, everything from punctuation and mechanics to grammar and word choice. (Educación, 2016). However, due to the fact that students find grammar hard compared to Spanish, and English Language seen as not important, students are not exposed to the necessary techniques for teaching the elemental grammar structures.

Problems in writing were identified during the observation of the 10th year "A" at Unidad Educativa Padre Julián Lorente English lessons, learners had difficulties at the moment of structuring sentences and formulating simple statements. This had a direct impact on the other skills, since they did not understand simple structures used in speaking or reading. During the observations, it was evidenced that writing did not have the necessary emphasis during the lessons. The activities were related to translate simple sentences and learn mostly vocabulary and their meanings.

As response to this problem, this research project proposes the use of the Structural Approach to help students develop the necessary competence in writing. Since the most significant problem detected among learners is the lack of understanding about the grammatical rules, the focus of the approach is focused on teaching the necessary grammatical structures so learners can produce their own sentences and eventually improve their writing. Structural Approach aims to enhance writing skills through master of the sentence pattern. Main features include word order, inflections and function words. With this approach students are able to produce complex writing and use all the necessary grammar to express their desired ideas.

Research problem

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

HOW DOES THE APPLICATION OF THE STRUCTURAL APPROACH IMPROVE ENGLISH WRITING SKILLS AMONG STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA PADRE JULIAN LORENTE, IN THE CITY OF LOJA DURING THE 2020-2021 SCHOOL YEAR?

Delimitation of the research problem

Timing.

This research will be developed during the 2020-2021 school year.

Location.

The present project will be applied at Unidad Educativa Padre Julian Lorente, Located at Nicolasa Jurado Street and Los Paltas avenue.

Participants.

The participants of this research are the students of tenth year "A" at Unidad Educativa Padre Julian Lorente. There are 16 students between the age of 14 to 16 years old.

Subproblems

- What theoretical and methodological references about structural approach are adequate to improve writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?

- What are the issues that limit the improvement of writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?

- What are the phases of the intervention plan that helps to improve writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?

- Which strategies of the structural approach are used to improve writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?

- How effective was the application of structural approach strategies in improving writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?

c. JUSTIFICATION

The aim of this research is to improve writing skills through the use of the structural approach among the students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year. As (Muhammad Fareed, 2016) states: "… learners' writing are insufficient linguistic proficiency, (including command over grammar, syntax and vocabulary), writing anxiety, lack of ideas, reliance on L1 and weak structure organization" (p.81). Writing is essential during the process of English learning since is a required skill before learning about vocabulary and phonetics. Without domain on the writing skills, learners will not be able to communicate their ideas in the target language.

Writing is the most basic of the English skills, as it is essential to know the correct use of grammatical patterns. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated.

Structural Approach serves as a tool to achieve the correct learning of writing skills. The Structural Approach addresses the problem that many learners face at the moment of creating their own compositions and not using the correct structures or word order. As the correct use of written language is essential for the process of communication and understanding of basic grammatical structures not only when writing but also for listening and speaking.

The development of this research will benefit the teacher, by experiencing and practicing the teaching techniques and methodologies necessary for conducting the major research project. The application of this project will also help learners on their need to improve the English language writing skill and subsequently on their academic performance. This research work denotes an attempt to improve the writing skills through the use of the structural approach which involves the selection and gradation of the structures at the moment of teaching writing.

d. OBJECTIVES

General Objective

To improve writing skills through the use of structural approach among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year.

Specific Objectives

- To research the theoretical and methodological references about structural approach that are adequate to improve writing skills.
- To diagnose the issues that limit the improvement of writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year.
- To implement an intervention plan that helps to improve writing skills among students of tenth year "A" of basic education, afternoon session at Unidad

Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year.

- To apply strategies of the structural approach used to improve writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year.

- To validate the effectiveness of the application of the structural approach strategies in improving writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year.

e. THEORETICAL FRAMEWORK

STRUCTURAL APPROACH

Definition

Structural Approach "is based on the belief that language consists of 'structures' and that the mastery of these structures is more important than the acquisition of vocabulary acquisition. Since structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary." (Gautam, 1988, pág. 39)

The main focus of the Structural Approach is to emphasize on the learning of basic structures in English Language. It is believed that through the repetition of the various components of language and their correct gradations, learners will be able to understand the main features of the target language. Therefore, the Structural Approach is focused on writing and speaking skills due to their nature of being the most important skills to take into consideration at the moment of communication between individuals.

The reason for this approach was the extensive research made on the English teaching in the '60s and it was viewed as an improvement from the Grammar-Translation Method and the Direct Method. Even though, some principles and objectives may differ, the Structural Approach still has a few similarities with the methods in which it is based on, for example, it recommends the use of drills for learning structures from the English Language.

Principles of structural approach.

Importance of framing language habits.

Framing parts of grammar and structures is an essential component for the Structural Approach as it is a key component of identifying words during the process of writing and speaking.

Importance of speech.

This approach aims not only to help learners write, but also to speak better. Speaking has been demonstrated to be important at the moment of applying the language on their writing.

Importance of the learner.

Structural Approach make emphasis on the learners' work as they are the main subject at the moment of learning. Learners will develop writing by their own, based on the guidance of their teacher and the use of the knowledge gained through gradation activities, word order, etc.

Importance of the oral work.

Oral work within the Structural Approach is viewed as a key component at the moment of using the English language. As for writing, it can be emphasized and used as a starting point for teaching grammar.

Knowledge of each own languages' grammar.

As every language has its own grammar rules, it is important that learners have the necessary knowledge about their mother tongues' grammatical rules to understand it correctly. Only then, students can start comprehending the grammatical rules and identify their components in relation to the previous knowledge from their mother tongue.

Objectives of the structural approach

According to (Menon & Patel, 1971), the following are the objectives of the new Structural Approach:

- To lay the foundation of English through drill and repetition of graded structures.

68

- To enable children to attain proficiency over the essential vocabulary of words for active use.

- To correlate the teaching of grammar and compositions with reading lessons.

- To teach the four fundamental skills and their understanding.

- To lay proper emphasis on aural-oral approach, activity methods and use of grammatic.

Main features of the structural approach

Gradation.

Gradation is the process of separating a sentence or paragraph into smaller parts that belong to a specific designation. A sentence can be gradated into parts like subject and predicate which comprehend a wide part of the written text, or into small pieces like subject, verb, auxiliar, etc. Gradation is helpful when recognizing the parts that conform a written product as it usually gives a clear idea of what they must contain and why. For this reason, is known as an extremely useful feature of the structural approach that can improve students reasoning at the moment of producing their own compositions and correct works from other learners.

Structural Approach, when teaching the target language, includes the following questions: Should the structural items be gradated? And how? What principles should we consider at the moment of gradating structural items? Through this process we can find the answers.

The gradation of structures can be taught using the following patterns:

- **Grouping**.

We can group structures by: Phonetic, Lexical, Grammatical, Semantic and Structure grouping.

- **Sequencing.**

Sequences in English Language can be grouped in: Grammatical, Semantic and Lexical sequencing.

- **Types of patterns of sentences**.

There are different patterns that can be identified: Two-part, Three-part, Four-part patterns. Also, patterns beginning with 'there', 'wh- question', of Command, Request and Formal.

- **Sentence patterns.**

Structures can have patterns like: Statement of Fact, Imperative sentence (Question form verb-subject-object pattern), Imperative sentence (imply compliance) subject remains hidden.

- **Word order.**

In English Language, the word order has proven to be essential. Every word has its own place on sentences and, in most of the cases, it cannot be changed or the meaning will be completely altered. For this reason, it is recommended that teachers using structural approach emphasize correctly into

how to recognize the place of words like adjectives, prepositions, articles, etc. This can be done by remarking these examples at the moment of presenting them on the board or when teaching the lesson.

The presence of function words.

Function words are structural components of language. These words are the links between the structures, they modify the meaning of an entire sentence. For example: I work at home. - I am working at home. - I shall work at home.

The use of inflections.

Inflections in English are known as the additions to a word that change their meaning or their writing according to the grammar used on the sentence. For example, the third person in the present tense.

WRITING SKILLS

Definition

"Writing is one of the main language skills. It plays a major role in expressing someone's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others." (Alfaki, 2015) (p.40) English writing skills are sometimes considered difficult in the learning process, learners often need to receive a draft or set outlines of what was asked to be written, refined the needed data, selected, and arranged them correspondingly to the purpose of effective communication. (Kellogg, 2008) explains that "Writing an extended text at an advanced level involves not just the language system. It poses significant challenges to our cognitive systems for memory and thinking as well." (p.2)

Grammatical errors included errors of different word classes, subject-verb agreement, and forms of singular and plural. The main reason for this thought is, due to the fact that the English language is the learners' second language and it is not their main language used for communication purposes. The English language is only used during classes but not outside the classroom which can drastically increase issues at the moment of starting writing their own compositions as they have little experience with the target language for expressing their own ideas. (Kellogg & Raulerson, Improving the writing skills of college students, 2007) suggest about issues with writing that

deliberate practice, "…should be a fundamental principle that guides the instruction and training of student writers." (p.240)

However, the success of students in the writing skills is directly influenced by the use of the language on their own activities, also it is related to the teacher practice in the classroom. Teachers must apply the adequate techniques to ensure that learners can overcome their usual problems like lack of vocabulary or word order. There are many different strategies that a teacher can use but the most recommended approaches for this are process, product, and genre.

When we talk about the process it is necessary to understand that we as teachers have the responsibility of encouraging our students to write about their own feelings and ideas in their writings, since it is a tool for them to express what they desire. What matters is that students express themselves freely regardless of accuracy in punctuation or grammar.

Product is the next stage after the process, the teacher now starts emphasizing grammar accuracy and punctuation, but only after the student has recognized writing as an essential skill in the learning process and as a tool for communicating their own feelings and thoughts. Here we can start improving our students' writing by giving them corrections about grammar or spelling.

Another part of writing is the genre, which will guide learners through all kinds of writing types. The importance of this step is justified as it is the principal method in which we will be able to explore all the different features that writing has to offer while using many types of writing models as tools for enhancing our students'

comprehension about English language and how to use its components when producing determined types of genres.

During the decades of studying writing skills, it has been clear that it has become one of the main problems when teaching, as if the correct steps are not taken into account, learners will not be able to master writing and in consequence the use of the target language. For English pre-service teachers is essential to learn the best methods and approaches to teach English writing and to solve the student's problems that will happen during the process of adapting to the new rules of the language.

Grammar

Grammar is the set of rules within a language that determines how it is written or spoken and is a key component of learning a new language. As (Sim, SOME THOUGHTS ON WRITING SKILLS) says "Written communication, in its turn, is another tool for people to express their ideas, and learn about those of others." (p.135) Writing well is sure to earn respect. Understanding this set of rules is essential for correct communication and it must be constantly practiced in order to attain mastery of them and the context within which they are employed. According to (Demir & Erdogan, 2017) "Whereas grammar teaching which is expected to be performed in a way to integrate four basic language skills must be carried out as text based." (p.90)

Grammar approaches.

(Klimova, 2014) states that "Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it …In the process of writing they have to use cognitive skills; they have to

analyze their sources and then synthesize them in a compact piece of writing."
(p.147)

Since grammar is the fundamental theory necessary for teaching and learning the language, different techniques and approaches should be implemented for learners to completely understand the grammatical rules and their variation in context. Approaches for teaching grammar are divided into inductive and deductive, both have their advantages and disadvantages when teaching.

Approaches as the P-P-P (presentation-practice-production) which are both deductive and inductive are usually common inside learning as they offer a wide variety of possibilities for students to learn and understand perfectly the grammar and all the possible scenarios in which it can be used. Other approaches like the Task-Based approach or the Structural approach, are focused only in inductive or deductive learning, the importance of studying them arises at the moment of selecting the correct approach within our social and cultural context that will determine which one we must use to obtain the best results when teaching.

Spelling

Spelling is the code that employs alphabetic symbols to create words that have and specific pronunciation and meaning into a dictionary. Many different similarities can occur between the learner mother tongue and the target language, provoking common errors in spelling during the writing process. (Zhang & Yang, Grammar in Language

Teaching and Language Learning) explain about this problem that "the essence of language learning is the approximation of an interlanguage system to the target language, and language teaching effects language learning only when it can conduce to the approximation." (p.32)

The codes that conform spelling are phonological (the code contemplates the sound of the different words), orthographic code (the code is aware of the letters in words), and a morphological code (parts of the different words than can alter the meaning and use of them). Spelling is involved in every written communication; however, learners employ orthography when studying the rules of a language and can contemplate different aspects as capital letters, word divisions, hyphens, and punctuation marks.

f. METHODOLOGY

Design of The Research

(The Florida Department of Education, 2014) 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. 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 to this concept, the present project will also use research spiral cycles proposed by Kemmis (2000), since the process is likely to be more fluid, open and responsive due to 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 tenth year "A" of Educación General Básica afternoon session, at Unidad Educativa Padre Julian Lorente afternoon session in the city of Loja during 2020-2021 school year.

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

Methods, Techniques and Instruments

Methods.

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

The Scientific method will facilitate the study of the incidental learning strategy intended to expand the English language writing, 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 vocabulary aspects. Additionally, tests will yield 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 the writing skill before the participants (students of tenth-year "A" of Educación General Básica, afternoon session, at Unidad Educativa Padre Julian Lorente) 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 structural approach in order

to make a pretest- posttest comparison of the cognitive dimension of the English language 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 toward the structural approach. 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 tenth year "A" of Educación General Básica afternoon session, 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 the structural approach to expand the English language writing skills among students of tenth year "A" of Educación General Básica afternoon session, at Unidad Educativa Padre Julian Lorente afternoon session in the city of Loja during 2020-2021 school year.

Reflective Journal

The researcher will use a reflective journal to help him identify important events that will happen in each lesson which eventually provide a better understanding of the process of the intervention plan.

Intervention Plan

The intervention plan will be developed during 40 sessions of 40 minutes each one in an 8-week period of time. Session 1 and 40 will be used to the administration of the data collection instruments (pre and posttest and questionnaires) the other 38 sessions will be developed with lesson plans and the researcher will record observations on a journal to reflect upon the use of structural approach as a treatment to solve students' issues on English 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 incensement of their writing 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' English language writing skills through the application of structural approach.

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 grammar of the topic.

Connection.

The teacher serves as a monitor, and facilitator for student learning. This phase will be developed with the different activities proposed by the student's book, where students will analyze the different language patterns and recognize each of their parts

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 English writing skills through the application of structural approach to help students of tenth year ¨of Educación General Básica.

Due to the fact that this is an action research study, the development of an intervention plan will be carried out in different phases:

Phase 1. Initial reflection

During a non-participant observation, the teacher candidate was able to see that the students of tenth year "A" of Educación General Básica afternoon session did not have proficiency in English language writing when constructing their own sentences because it has not been correctly taught. This situation allowed the teacher candidate to recognize that the English language writing is an issue among students who do not have learning opportunities to property acquire proficiency in the grammatical rules.

Being this the concern, the teacher candidate asked himself whether there are some different techniques that would better prepare students to use English writing. Therefore, having read some mainstream literature about the different techniques and approaches for English writing, the researcher found out that structural approach will empower learners to learn grammar, word order, structures and tenses and use them in their own writing.

Phase 2. Planning

As a consequence, to remedy the tenth year "A" of Educación General Básica student´s weaknesses on English language writing, ACA (activation, conection, afirming) lessons plans will be presented, which are organized with structural approach activities

such as gradation, word order, use of inflections and the presence of function words. An engage-study-activate lesson plan integrates guided, controlled and free practices that promote written production among students.

The goal of the structural approach activities will give the students of tenth year "A" of Educación General Básica the opportunity to expand their English language writing, discussing and sharing ideas through written texts, make short written compositions, which eventually improve their skills in students learning.

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

- What are the phases of the intervention plan that contribute with the improvement of English language writing among students of ninth year "A" of Educación General Básica, afternoon session, at Unidad Educativa Padre Julian Lorente in the city of Loja during 2020-2021 school year?

- Which structural approach techniques are implemented to improve English language writing skills among students of tenth year "A" of Educación General Básica afternoon session, at Unidad Educativa Padre Julian Lorente in the city of Loja during 2020-2021 school year?

Phase 3. Action

The intervention plan will be developed during 40 sessions of 40 minutes each one

in an 8-week period of time. Session 1 and 40 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) the other 38 sessions will be developed with lesson plans. As is usual, things will rarely go precisely achievements to the planned activities by means of a pre and posttest, a questionnaire, and a journal.

Phase 4. Observation

During the intervention plan, the researcher will monitor and record students of tenth year "A" of Educación General Básica, reactions and achievements to the planned activities by means of a pre and posttest, a questionnaire, and a diary or journal.

Phase 5. Reflection

Once finished the intervention plan, the objective five will be reached by the researcher in order to validate the effectiveness that structural approach had in the expansion of the English language writing skills among students of tenth year "A" of Educación General Básica afternoon session, at Unidad Educativa Padre Julian Lorente in the city of Loja during 2020-2021 school year.

INTERVENTION AND OBSERVATION PLAN WEEK Nº 1

INFORMATIVE DATA

Institution: Unidad Educativa padre Julian Lorente
Teacher: Lic. Olga Sarango
Teacher Candidate: Fabricio Alexander Vera Romero

Participants: 10th "A"
School Year: 2020-2021
Topic: Living in the countryside

RESEARCH PROBLEM: How does the application of the structural approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?	
GOAL: By the end of the intervention plan students will enhance their writing skills by the use of structural approach as a strategy focused on: gradation, word order, grammar structures.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To write sentences using comparatives by using self-revision, word order and gradation. ● To compare two different places and write their own ideas by using self-revision, word order and gradation.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
PROJECT 2 Lesson Topic: Living in the countryside **STRUCTURES** Comparatives	**ACTIVATION** ● Teacher presents the students the pre-test and pre-questionnaire and explains the questions that students must answer. **CONNECTION** ● Teacher reviews the topic and asks students about previous knowledge related to it. ● Teacher and students analyze the facts presented on the reading.	● Pre-test ● Pre-questionnaire ● Module 2 book ● Notebook

	• Teacher ask to the students about what is and subject, verb, noun o adjective; students provide examples of each kind of word. • Students complete the table presented with the information of the reading. Teacher and students check the task. • Students complete another table about things that characterize small cities they know. Teacher and students review each sentence. • Teacher explains about the comparative's grammar and the position of the adjectives on an English sentence. • Students write sentences of their own in their notebook, comparing two of their classmates. Then, with help of the teacher they identify each different kind of word they have on their sentences like subject, nouns or adjectives. Teacher and students then review the task. **AFFIRMING** • Students write on a worksheet sentences comparing big cities with small cities. Teacher and students review the task.	

MONITORING PLAN:

Data Source 1: Pre-test/Pre-questionnaire

Data Source 2: Field notes

Data Source 3: Worksheets

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

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

INTERVENTION AND OBSERVATION PLAN WEEK Nº 2

INFORMATIVE DATA

Institution: Unidad Educativa padre Julian Lorente   **Participants:** 10th "A"
Teacher: Lic. Olga Sarango   **School Year:** 2020-2021
Teacher Candidate: Fabricio Alexander Vera Romero   **Topic:** Pros and cons of living in the countryside

RESEARCH PROBLEM: How does the application of the structural approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?
GOAL: By the end of the intervention plan students will enhance their writing skills by the use of structural approach as a strategy focused on: gradation, word order, grammar structures.
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To write sentence using comparative adjectives and its grammar by using self-revision, word order and gradation.   ● To compare different places through the use of comparatives by using self-revision, word order and gradation.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
STRUCTURES Comparatives	**ACTIVATION** ● Teacher and students review the last class through writing simple sentences using comparatives. Students share their results in the class and correct them. **CONNECTION** ● Teacher present the students the activity about watching the pictures and determining if living on the countryside is beneficial or not. ● Students write down sentences on their notebook about the pros and cons of living in the countryside. Teacher and students check the task.	● Notebook ● Module 2 book

88

	- Students now compare those pros and cons of countryside with living in a big city by writing a comparative sentence. Teacher and students check the task. - With the help of the teacher students now separate each word in the sentence and identify how these words are called in grammatical sense. - Students mark on the pictures which one they think is a por or a con of living in the countryside. **AFFIRMING** - Students write on a worksheet 3 comparatives sentences about cities; they must then recognize each part of them as explained in the lesson. Teacher checks the task	

MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets Data Source 3: Monitoring Sheets
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

INTERVENTION AND OBSERVATION PLAN WEEK Nº 3

INFORMATIVE DATA

Institution: Unidad Educativa padre Julian Lorente
Teacher: Lic. Olga Sarango
Teacher Candidate: Fabricio Alexander Vera Romero

Participants: 10th "A"
School Year: 2020-2021
Topic: Stories from the country

RESEARCH PROBLEM: How does the application of the structural approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?	
GOAL: By the end of the intervention plan students will enhance their writing skills by the use of structural approach as a strategy focused on: gradation, word order, grammar structures.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To write sentence using past tense simple by using self-revision, word order and gradation.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
STRUCTURES Past simple tense	**ACTIVATION** ● Students write a few sentences about their childhood on their notebook using past simple. Teacher then checks the task and ask the students about memories they have when they were children. **CONNECTION** ● Teacher and students read the text and observe the use of past simple. ● Students chose a sentence and separate it in parts according to what they have learn, then by identifying the different parts, students create the formula of how to write sentences in simple past. ● Students write the answer for the questions about the reading. **AFFIRMING**	● Notebook ● Worksheet ● Module 2 book

	• Students now write in a worksheet a short paragraph in past tense talking about a past story on their lives, then students will do peer revision in order to find possible errors in their partners writing.	
MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets Data Source 3: Monitoring Sheets		
SUPPORT: Coaching and guidance from the thesis advisor.		
TIME: November 23th 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

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

INTERVENTION AND OBSERVATION PLAN WEEK Nº 4

INFORMATIVE DATA

Institution: Unidad Educativa padre Julian Lorente
Teacher: Lic. Olga Sarango
Teacher Candidate: Fabricio Alexander Vera Romero

Participants: 10th "A"
School Year: 2020-2021
Topic: Daily activities in the country

RESEARCH PROBLEM: How does the application of the structural approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?	
GOAL: By the end of the intervention plan students will enhance their writing skills by the use of structural approach as a strategy focused on: gradation, word order and grammar structures.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: ● To write sentences using idioms correctly and identify the parts of the sentence by using self-revision, word order and gradation.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
STRUCTURES Simple past Past progressive	**ACTIVATION** • Teacher and students review through examples about how to write sentences using simple past and past progressive. **CONNECTION** • Students look at the sequence of pictures, then they write about what they see by using sentences in past and past progressive. • Students identify parts on the sentence to understand how it is conformed, then they review their answers with the help of the teacher. • Students put in order the sequence of activities, then they check ir with the help of the teacher. **AFFIRMING**	• Notebook • Module 5 • Worksheets

	- On a worksheet, students will write about their daily routines using past simple and past progressive. Then students will review themselves and search for errors on their writing. - Students share their paragraphs and correct them with help of the teacher and their partners.	
MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets Data Source 3: Monitoring Sheets		
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 Ability

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

INTERVENTION AND OBSERVATION PLAN WEEK Nº 5

INFORMATIVE DATA

Institution: Unidad Educativa padre Julian Lorente
Teacher: Lic. Olga Sarango
Teacher Candidate: Fabricio Alexander Vera Romero

Participants: 10th "A"
School Year: 2020-2021
Topic: Adventure Tales

RESEARCH PROBLEM: How does the application of the structural approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?	
GOAL: By the end of the intervention plan students will enhance their writing skills by the use of structural approach as a strategy focused on: gradation, word order, grammar structures.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: ● To write a narrative paragraph using different synonyms by using self-revision, word order and gradation. ● To use the past simple tense by using self-revision, word order and gradation.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
STRUCTURES Past simple tense **KEY WORDS** region, shortcut, search, lost, adventurous, search, scared, tour guide, join, screams of excitement, barbed wire fence, cut, waterfall, look for, walk,	**ACTIVATION** ● Teacher and students review the last class through the creation of a short story involving different events and the use of while and when, also they use the different sequence connectors for relating each event in order, then with the help of all the students and teacher, the story is checked and the main grammatical elements of each sentence are recognized. **CONNECTION** ● Teacher reviews the past simple grammar using examples on the board and students recognize every part in the sentence.	● Worksheets ● Markers ● Notebook ● Students book

94

watch, rang, missing, found, search, try, fine, tire	• Teacher reviews the new vocabulary in the unit and then makes exercises with the new words. • Students write their own compositions using the grammar reviewed and the new vocabulary, identifying each part of the sentence and the grammar rules they are using. • Students make groups and create their own stories by mixing the different tenses they have learned and using the vocabulary reviewed in this unit, then they exchange their works and correct them. **AFFIRMING** • Teacher and students review the lesson and reinforce if necessary. • Students complete the different activities presented on the student's book from pages 26-27.	
MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets Data Source 3: Monitoring Sheets		
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 Ability

INTERVENTION AND OBSERVATION PLAN WEEK Nº 6

INFORMATIVE DATA

Institution: Unidad Educativa padre Julian Lorente
Teacher: Lic. Olga Sarango
Teacher Candidate: Fabricio Alexander Vera Romero

Participants: 10th "A"
School Year: 2020-2021
Topic: Traveling Mishaps

RESEARCH PROBLEM: How does the application of the structural approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?	
GOAL: By the end of the intervention plan students will enhance their writing skills by the use of structural approach as a strategy focused on: gradation, word order and grammar structures.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: ● To write sentences using idioms correctly and identify the parts of the sentence by using self-revision, word order and gradation.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
STRUCTURES Past simple tense Past simple To Be **KEY WORDS** to have itchy feet to hit the road to live out of a suitcase to be a Sunday driver to hit the pedal to the metal	**ACTIVATION** ● Teacher and students review the last class through writing a paragraph narrating an event in the student's life using the past simple grammar, and then sharing them with the other students, then each learner writes a sentence about what they thought of their classmates' story and with aid of the teacher the grammatical structures and word order are reviewed on the board. **CONNECTION** ● Teacher reviews the past simple and past simple To Be grammar using examples on the board and students recognize every part in the sentence. ● Teacher explains what an idiom is using examples on the board.	● Worksheets ● Markers

	- Teacher explains the use of idioms and why they are considered grammatically correct. - Students make pairs and fill in the blanks with the past tense of the regular or irregular verbs in the worksheet, then they create their own dialogue with their partner using the idioms they learned in this lesson. - Students classify every part in their sentences according to the function of the words, then they exchange their work and review if its correct. **AFFIRMING** - Teacher and students review the lesson and reinforce if necessary. - Students complete the different activities presented on the student's book from pages 28-29.	

MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets Data Source 3: Monitoring Sheets
SUPPORT: Coaching and guidance from the thesis advisor.
TIME: January 4t[h] 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

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

INTERVENTION AND OBSERVATION PLAN WEEK Nº 7

INFORMATIVE DATA

Institution: Unidad Educativa padre Julian Lorente   **Participants:** 10th "A"
Teacher: Lic. Olga Sarango   **School Year:** 2020-2021
Teacher Candidate: Fabricio Alexander Vera Romero   **Topic:** Hobbies

RESEARCH PROBLEM: How does the application of the structural approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?	
GOAL: By the end of the intervention plan students will enhance their writing skills by the use of structural approach as a strategy focused on: gradation, word order and grammar structures.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: ● To use compound words and recognize when to use them in a sentence by using self-revision, word order and gradation. ● To use the imperative forms when creating their own sentences by using self-revision, word order and gradation.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
STRUCTURES Compound words Imperative forms **KEY WORDS** ask about, make, join, put, place, keep, bring, wear, dress up, belt, crowd, stage, ballet dancing, coin collecting, jewelry making, plasticine modeling	**ACTIVATION** ● Teacher and students review the last class through the creation of a dialogue talking about the students plans for vacations and memories of past vacations, they must use idioms when necessary for expressing approval or a situation in particular. **CONNECTION** ● Teacher explains to students about compound words and gives different examples on how to use them. ● Students create their own sentence about the hobbies they practice or they would like to practice, with the help of the teacher they recognize the grammar structure used and the grammatical components on them.	● Markers ● Markers ● Worksheet

	- Teacher explains about the imperative form and which grammatical rules involves them with examples on the white board. - Students complete a worksheet about writing sentences using imperatives and matching nouns with the corresponding verbs in order to create compound words. **AFFIRMING** - Teacher and students review the lesson and reinforce if necessary. - Students complete the different activities presented on the student's book from pages 36-37.	
MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets Data Source 3: Monitoring Sheets		
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

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

INTERVENTION AND OBSERVATION PLAN WEEK Nº 8

INFORMATIVE DATA

Institution: Unidad Educativa padre Julian Lorente   **Participants:** 10th "A"
Teacher: Lic. Olga Sarango   **School Year:** 2020-2021
Teacher Candidate: Fabricio Alexander Vera Romero   **Topic:** Father and Son

RESEARCH PROBLEM: How does the application of the structural approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?	
GOAL: By the end of the intervention plan students will enhance their writing skills by the use of structural approach as a strategy focused on: gradation, word order and grammar structures.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: ● To use modals to express advice, opinions and obligation in written interactions by using self-revision, word order and gradation.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
STRUCTURES Should Have Must **KEY WORDS** account, terrific, contact, social network, hopefully, rules, friendship, virtual, real	**ACTIVATION** ● Teacher and students review the last class through a short review about what are compound words and using them on short sentences about their hobbies, then students examine the use of imperative forms to write actions for their partners to accomplish in their home or their classroom. **CONNECTION** ● Teacher through examples on the board explains about what is a modal, where it is located in the sentence. ● Teacher explains about how to use modals for giving advices, opinions or expressing obligations.	● Markers ● Markers ● Worksheet

	• Students make couples and write 5 sentences using every modal learned, then teacher and students review each sentence and recognize their grammatical elements. • Students complete a worksheet about fill in the blanks with the corresponding modal depending of if the sentences are expressing opinion, advice or obligation. **AFFIRMING** • Teacher and students review the lesson and reinforce if necessary. • Students complete the different activities presented on the student's book from pages 38-39.	
MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets Data Source 3: Monitoring Sheets		
SUPPORT: Coaching and guidance from the thesis advisor.		
TIME: January 18th to January 22th, 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

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

INTERVENTION AND OBSERVATION PLAN WEEK Nº 9

INFORMATIVE DATA

Institution: Unidad Educativa padre Julian Lorente   **Participants:** 10th "A"
Teacher: Lic. Olga Sarango   **School Year:** 2020-2021
Teacher Candidate: Fabricio Alexander Vera Romero   **Topic:** Choice and Commitment

RESEARCH PROBLEM: How does the application of the structural approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?	
GOAL: By the end of the intervention plan students will enhance their writing skills by the use of structural approach as a strategy focused on: gradation, word order and grammar structures.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: ● To determine main ideas, supporting details and examples in texts by using self-revision, word order and gradation.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
STRUCTURES Modals Present Simple **KEY WORDS** hobbies, truly, punches, schedule, commitment, puzzles, seniors, creatively, age, consider, match, dedication, discipline, fighting techniques, attend,	**ACTIVATION** ● Teacher and students review the last class through forming couples and writing advices, orders or suggestions using the desired modals in order to give a clear idea about what they want to express, then teacher and students check the sentences and review each grammatical part that involves them. **CONNECTION** ● Teacher and students identify new vocabulary and then search for their meaning on the dictionary. ● Students make sentences using the new words and then recognize each part of them.	● Markers ● Markers ● Worksheet

demand, kick, training, self-defense, wooden panels, bricks, resistance, skills, logical, challenging, piece together	• Students make groups, then they write some advices or obligations for their partners. Students exchange their work with other groups and then review if the sentences are written correctly. • Students complete a worksheet about fill in the blanks with modals and writing advices for themselves on their daily life. **AFFIRMING** • Teacher and students review the lesson and reinforce if necessary. • Students complete the different activities presented on the student's book from pages 40-41.	
MONITORING PLAN: Data Source 1: Field notes Data Source 2: Worksheets Data Source 3: Monitoring Sheets		
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

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

INTERVENTION AND OBSERVATION PLAN WEEK Nº 10

INFORMATIVE DATA

Institution: Unidad Educativa padre Julian Lorente   **Participants:** 10th "A"
Teacher: Lic. Olga Sarango   **School Year:** 2020-2021
Teacher Candidate: Fabricio Alexander Vera Romero   **Topic:** Feeling Alive

RESEARCH PROBLEM: How does the application of the structural approach improve English writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?	
GOAL: By the end of the intervention plan students will enhance their writing skills by the use of structural approach as a strategy focused on: gradation, word order and grammar structures.	
LEARNING OBJECTIVE: At the end of this lesson students will be able: ● To use idioms related to daily life and related to hobbies by using self-revision, word order and gradation.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
STRUCTURES Present Simple **KEY WORDS** to be in full swing to be the life and soul of the party to be/feel in one´s element to blow away cobwebs to make a big thing of something	**ACTIVATION** ● Teacher and students review the last class through creating a short paragraph in groups, each group will recognize their own main and supporting sentences, the tense of each sentence, and the word order employed on them; after this, they present it to the class and with help of the teacher and students, review that the information presented is correct. **CONNECTION** ● Teacher presents the new idioms to students using them in examples on the board. ● Students make pairs and then write about their hobbies using the idioms learned and also the different English modals they learned.	● Markers ● Markers ● Worksheet

	• Teacher and students review the sentences and recognize the different grammatical elements they have. • Students work on a worksheet about filling the blanks with the corresponding idiom and modal. **AFFIRMING** • Teacher and students review the lesson and reinforce if necessary. • Students complete the different activities presented on the student's book from page 42. • Students develop the Post-test/Post-Questionnaire.	• Post-test/Post-Questionnaire

MONITORING PLAN:
Data Source 1: Field notes
Data Source 2: Worksheets
Data Source 3: Monitoring Sheets
Data Source 4: Post-test/Post-Questionnaire

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: February 1st to February 4th, 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	2020												2021																																															
	OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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	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																								
Private Review																																						X	X	X																					
Corrections																																					X		X	X																					
Public sustentation and incorporation																																									X	X	X	X	X	X	X	X												

105

h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	$125.00
Print of reports	$50.00
Print of the project	$100.00
Copies	$50.00
Unforeseen	$100.00
Print of the final report and thesis	$100.00
TOTAL	$525.00

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 tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente in Loja city, during 2020-2021 school year.

Material

- Printed materials

- Books

- Notebooks

Technical

- Computer

- Printer

- Internet connection

i. BIBLIOGRAPHY

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j. ANNEXES

Annex 1: Observation sheet

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ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: OBSERVATION SHEET
Researcher: FABRICIO ALEXANDER VERA ROMERO

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	**Perfectly acceptable**	**Acceptable**	**Unacceptable**	**Totally unacceptable**	
Word order					
Grammar Structures					
Gradation					
Written text production					

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COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: FIELD NOTES
Researcher: FABRICIO ALEXANDER VERA ROMERO

FIELD NOTES		
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Class size:** Fifteen students. **Participants:** Students of tenth year "A" and the researcher.	**Role of the researcher:** Participant observer. **Duration of the observation:**
Description of the event	**Reflective notes**	

Annex 3: Pre and post-test & scoring guide (Rubric)

UNIVERSIDAD NACIONAL DE LOJA
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ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE-TEST / POST-TEST

As a student of the English language Department of the Universidad Nacional de Loja, I would be very grateful if you can answer the following pre-test and post-test in a clear and honest way. The information obtained will be for the development of the research work. Dear student, answer the following test with sincerity about the English subject. You answer will be anonymous and confidential.

Student's code: _____

 Date: _____

1. Grammar gradation
a) Write a long sentence and then underline and recognize each grammatical element on it (Subject, verb, preposition, etc.) (0.5 points)

Sentence: _____

b) Recognize the parts of the sentence in the example below, according to the grammatical formulas you have studied in the past. (2 points)
Example: Jack (Subject) **is** (Verb To be) **a student from international academy** (Complement)

Did   Elena   go   to your house yesterday   ?
(   ) (   ) (   )   (   )   (   )

2.Word Order
a) Select with an X which option is written correctly. (0.5 points)
I live in the house big ____
I live in the big house ____

Color green is the best ____

112

Green color is the best ____

b) Write the word in parenthesis in the correct place on the sentence. (0.5 points)

You have a _____ car _____. (fast)

I cleaned _____ my house _____. (carefully)

3. Grammar Structures
a) Write a small paragraph about a special memory on your life using at least three different tenses. (1.5 points)

_____

_____

_____

_____

_____

_____

_____

b) Write a sentence of the asked tenses (1 point)

Present continuous (Negative): _____

Past simple tense (Interrogative): _____

4.Writing 1
a) Describe a partner using three different sentences. (0.5 points)

_____

_____

_____

_____

b) Compare two of your partners using three different sentences. (0.5 points)

_____

_____

_____

_____

5.Writing 2
a) Write two sentences in past simple tense, they must include at least one adjective (big, small, interesting, blue, etc) or a possessive pronoun (my, his, our, etc). (1.5 points)

_____

_____

b)   Write two sentences in present simple tense, they must include a least one comparative/superlative (taller, older, youngest, the best, the most intelligent, etc). (1.5 points)

_____

_____

SCORING GUIDE

Question	Score
1.a	0.5
1.b	2
2.a	0.5
2.b	0.5
3.a	1.5
3.b	1
4.a	0.5
4.b	0.5
5.a	1.5
5.b	1.5
Total	10

Annex 4: Pre & Post Questionnaire

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COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE-QUESTIONNAIRE / POST-QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about Structural Approach
The information you will provide below will be used only for academic purposes. Your answers will be anonymous and confidential.

Student's code: _____

Date: _____

1.How often your teacher corrects your grammatical errors in writing?

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

2.How often your teachers explain to you about word order?

- Always   ( )
- Often   ( )
- Sometimes   ( )

- Never   ( )

3.How important you consider writing is for English Language?

- Very important   ( )
- Important   ( )
- Not important   ( )

4.Do you learn about grammatical tenses or word order when your teacher uses the structural approach?

- Very much   ( )
- Much   ( )
- Not so much   ( )
- Nothing   ( )

5.Learning writing with the aid of structural approach is better and easier.

- Agree   ( )
- Undecided   ( )
- Disagree   ( )

THANK YOU FOR YOU COLLABORATION

Annex 5: Research Matrix

Theme: Structural Approach for improving English writing skills among students of tenth year "A" of basic education afternoon session, at "Unidad Educativa Padre Julián Lorente" in Loja city, during the 2020-2021 academic period.

Problem	Objectives	Theoretical frame	Methodological design an intervention plan.	Techniques and instruments

General
How does the application of the Structural Approach improve English writing skills among students of tenth year "a" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?
 	
Specific
• What theoretical and methodological references about structural approach are adequate to improve writing skills among students of tenth year "A" of basic education,
	General
	To improve writing skills through the use of structural approach among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year.
	
	Specific
	• To research the theoretical and methodological references about structural approach that are adequate to improve writing skills.
	
	• To diagnose the issues that limit the
		Independent Variable
		
		Structural Approach
		
		• Definition of structural approach
		• Principles of the structural approach
		  • Importance of framing language habits
		  • Importance of speech
		  • Importance of the learner
		  • Importance of the oral work
		  • Knowledge of
			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 research.
			• Designing an
				• Observation Sheet.
				• Pre and post test
				• Pre and post questionnaire
				• Field Notes

117

afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?
 	
• What are the issues that limit the improvement of writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?
 	
• What are the phases of the intervention plan that helps to improve writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?
	improvement of writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year.
	
	• To implement an intervention plan that helps to improve writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year.
	
	• To apply strategies of the structural approach used to improve writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of
		each own languages' grammar
		• Objectives of the structural approach
		• Main features of the structural approach
		• Gradation
		  • Grouping
		  • Sequencing
		  • Types of patterns of sentences
		  • Sentence patterns
		  • Word order
		• The presence of function words
		• The use of inflections
		
		Dependent Variable
		
		Writing Skills
		
		• Definition of
			intervention plan.
			
			Intervention and Observation
			
			• Administering test and questionnaires.
			• 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.	

• Which strategies of the structural approach are used to improve writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?
 	
• How effective was the application of structural approach strategies in improving writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year?
	Loja during the 2020-2021 school year.
	
	• To validate the effectiveness of the application of the structural approach strategies in improving writing skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Padre Julian Lorente, in the city of Loja during the 2020-2021 school year.
		writing skills
		• Vocabulary
		  • High-frequency words
		  • Low-frequency words
		  • Specialized vocabulary
		• Grammar
		  • Grammar approaches
		• Spelling		

Annex 6: Grading Scales
Writing skills

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

Structural Approach

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

INDEX