



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Didactic strategies for Writing skill improvement in the tenth-grade
students from parallel "A" at Carmen Mora de Encalada School.**

**ROMAN ROMAN DENNY GISSELLE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**NARANJO GUANUCHI LEINER PATRICIO
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA
2022**



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

**Didactic strategies for Writing skill improvement in the tenth-grade
students from parallel "A" at Carmen Mora de Encalada School.**

**ROMAN ROMAN DENNY GISSELLE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**NARANJO GUANUCHI LEINER PATRICIO
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA
2022**



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

**Didactic strategies for Writing skill improvement in the tenth-
grade students from parallel "A" at Carmen Mora de Encalada
School.**

**ROMAN ROMAN DENNY GISSELLE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**NARANJO GUANUCHI LEINER PATRICIO
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

PINTO SANCHEZ YAZMIN LISSETH

**MACHALA
2022**

Didactic strategies for Writing skill improvement in the tenth-grade students from parallel “A” at Carmen Mora de Encalada School

por Naranjo Guanuchi Leiner Patricio - Román Román Denny Gisselle

Fecha de entrega: 13-mar-2023 10:46a.m. (UTC-0500)

Identificador de la entrega: 2036238711

Nombre del archivo: Naranjo_y_Roman.pdf (731.33K)

Total de palabras: 12841

Total de caracteres: 71684

Didactic strategies for Writing skill improvement in the tenth-grade students from parallel “A” at Carmen Mora de Encalada School

INFORME DE ORIGINALIDAD

9%

INDICE DE SIMILITUD

7%

FUENTES DE INTERNET

1%

PUBLICACIONES

4%

TRABAJOS DEL ESTUDIANTE

FUENTES PRIMARIAS

1	Submitted to Universidad Técnica de Machala Trabajo del estudiante	3%
2	repositorio.uta.edu.ec Fuente de Internet	1%
3	repositorio.ug.edu.ec Fuente de Internet	1%
4	repositorio.ulvr.edu.ec Fuente de Internet	1%
5	repositorio.utn.edu.ec Fuente de Internet	<1%
6	repositorio.unicauca.edu.co:8080 Fuente de Internet	<1%
7	www.slideshare.net Fuente de Internet	<1%
8	Submitted to Universidad Europea de Madrid Trabajo del estudiante	<1%

9	"The effect of the process-genre approach in the development of 7th grade students' writing of a digital comic", Pontificia Universidad Católica de Chile, 2022 Publicación	<1 %
10	unora.unior.it Fuente de Internet	<1 %
11	dspace.pucesi.edu.ec Fuente de Internet	<1 %
12	www.coursehero.com Fuente de Internet	<1 %
13	docplayer.net Fuente de Internet	<1 %
14	dspace.unach.edu.ec Fuente de Internet	<1 %
15	ejournal.iain-tulungagung.ac.id Fuente de Internet	<1 %
16	scholarworks.uni.edu Fuente de Internet	<1 %
17	Submitted to Universidad del Istmo de Panamá Trabajo del estudiante	<1 %
18	archive.org Fuente de Internet	<1 %

19

Fuente de Internet

<1 %

20

repositorio.une.edu.pe

Fuente de Internet

<1 %

21

dugi-doc.udg.edu

Fuente de Internet

<1 %

22

suaire.suanet.ac.tz

Fuente de Internet

<1 %

23

1library.co

Fuente de Internet

<1 %

24

inglesccm.blogspot.com

Fuente de Internet

<1 %

25

repositorio.upse.edu.ec

Fuente de Internet

<1 %

26

repositorio.utc.edu.ec

Fuente de Internet

<1 %

27

revistadigital.uce.edu.ec

Fuente de Internet

<1 %

28

revistas.utb.edu.ec

Fuente de Internet

<1 %

29

uvadoc.uva.es

Fuente de Internet

<1 %

Excluir citas

Apagado

Excluir coincidencias

Apagado

Excluir bibliografía

Activo

CLÁUSULA DE CESION DE DERECHO DE PUBLICACION EN EL REPOSITORIO DIGITAL INSTITUCIONAL

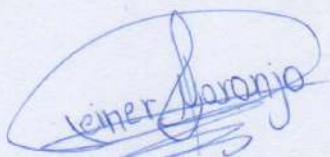
Los que suscriben, NARANJO GUANUCHI LEINER PATRICIO y ROMÁN ROMÁN DENNY GISSELLE, en calidad de autores del siguiente trabajo escrito titulado Didactic strategies for writing skill improvement, otorgan a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tienen potestad para otorgar los derechos contenidos en esta licencia.

Los autores declaran que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el repositorio digital institucional de la Universidad Técnica de Machala.

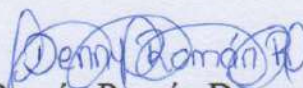
Los autores como garantes de la autoría de la obra y en relación a la misma declaran que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asumen la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.



Naranjo Guanuchi Leiner Patricio

C.I. 0707014684



Román Román Denny Gisselle

C.I. 0705369627

DEDICATION

In a special way, we dedicate this work to God for giving us wisdom and strength to complete our studies; to our parents for giving us their unconditional support every day of our life; to the professors of the career that, through their knowledge and guidance, we were able to conclude our degree work.

Leiner Patricio Naranjo Guanuchi.

Denny Gisselle Román Román

ACKNOWLEDGMENT

I would like to thank Dr. Odalia Llerena Companioni for imparting her knowledge and guidance, Yazmin Pinto, Mgs. for her patience and guidance during this academic process and my parents, who have always believed in me and are the motivation of my life.

Leiner Patricio Naranjo Guanuchi.

RESUMEN

En la presente investigación, se realizó el estudio del desarrollo de la habilidad *writing* y la implementación de estrategias didácticas basado en el uso de las *flashcards* para lograr el mejoramiento de dicha habilidad en los estudiantes de décimo año paralelo “A” del Colegio de Bachillerato “Carmen Mora de Encalada”. El desarrollo de este proyecto depende del paradigma metodológico cuantitativo, con un diseño experimental, del tipo pre experimental, en el cual se aplicó un pre-test y post-test, con una población de 44 educandos. Se debe recalcar que, durante el proceso de investigación, se aplicaron instrumentos útiles y necesarios para establecer el contraste existente previo y post intervención.

Para ello se recopiló información adecuada para, en primera estancia, evidenciar las falencias existentes en el desarrollo de habilidad del *Writing* de los estudiantes y luego se pudo comprobar que la implementación de estrategias didácticas si mejora e influye manera positiva en dicha habilidad.

Palabras claves: *Writing*, implementación, estrategias, mejoramiento, investigación, desarrollo.

ABSTRACT

In the present research, the study of the development of the writing skill and the implementation of didactic strategies based on the use of flashcards to achieve the improvement of this skill in the students of tenth grade parallel "A" of the High School "Carmen Mora de Encalada" was carried out. The development of this project depends on the quantitative methodological paradigm, with an experimental design, of the pre-experimental type, in which a pre-test and post-test were applied, with a population of 44 students. It should be emphasized that, during the research process, useful and necessary instruments were applied to establish the existing pre- and post-intervention contrast.

For this purpose, adequate information was collected to, in the first place, evidence the existing deficiencies in the development of the students' writing skills and then it was possible to prove that the implementation of didactic strategies does improve and positively influence this skill.

Key words: Writing, implementation, strategies, improvement, research, development.

INDEX

Introduction.....	8
Chapter: I	12
The Use of Didactic Strategies in the Teaching-Learning Process of English Language Teaching and Learning	12
1.1. Historical Background of the Evolution of Didactic Resources in the English Language Teaching Process for the Development of the Writing Skill.	12
1.2. Theoretical Characterization of the Use of Didactic Resources in the Teaching-Learning Process for the Development of the Writing Skill.	14
Chapter II	27
Methodological Framework.....	27
2.1 Paradigm and Type of Research.....	27
2.2 Research Design.....	27
2.3 Population and Sample or Object of Study.....	28
2.4 Research Methods.....	28
2.5 Data Processing Techniques.....	29
2.6 Operationalization of variables.....	29
2.7 Consistency Matrix.....	30
Chapter III.....	34

Implementation of Didactic Strategies for Improving Students' Writing Skill Development	34
3.1. Foundation of the Didactic Strategy with the Use of Flashcards to Improve the Development of Writing Skills in Students.....	34
3.2 Characterization of the strategies.	38
3.3 Planning of the Didactic Strategy Using Flashcards for the Improvement of Writing in Students.	41
CHAPTER IV	47
Discussion of Results	47
4.1 Pre-Test Description.....	48
4.2 Hypothesis testing.	53
Conclusions.....	56
Recommendations.....	57
Bibliography	58
Annexes.....	61
Annex 1	61
Annex 2	63
Annex 3	64
Annex 4	65
Annex 5	66
Annex 6	67

Annex 7	67
Annex 8	68
Annex 9	70
Annex 10	71
Annex 11	71
Annex 12	72

Introduction

It is common knowledge that English is the most widely used language in the world, due to the globalization of the Internet and the technologies of the modern world. Therefore, it is considered of utmost importance that educational institutions integrate it into their curricula. When English is mentioned as a foreign language, it refers to the fact that students do not use it in their daily lives because it is a language different from their mother tongue (Yi Lin, 2008). Therefore, it is very important the learning process and the acquisition of knowledge that takes place in the classroom, since in this way they will develop in a timely manner according to the needs of society in terms of the English language.

Martínez (2008), in his article expressed: “Es evidente que los hispano-hablantes tienen dificultades para aprender inglés, y esto a veces viene determinado por su falta de interés y de motivación para aprender una lengua extranjera”. This is reflected in the classrooms and in the texts provided by the student, and at the same time, the implementation of adequate material by the teacher to motivate the student to learn a second language is not observed.

It should be considered, then, the use of varied didactic strategies that encourage students to continue learning, as well as teachers to keep in constant improvement and go hand in hand with technology in order to achieve a good management of skills, in this case the skill of Writing.

Writing is one of the four basic skills of the English language; it can be considered a complex skill that allows communication between native speakers and learners through written expression. This skill, made up of writing, sentences, paragraphs and grammar, is often difficult for students to produce a text.

According to Klimova (2013) mentions that the benefits of writing are:

- manifesting the author's own thoughts and ideas;

- to boost communication;
- producing coherent and logical arguments;
- to provide the possibility of a subsequent reflection on the arguments expressed and to provide feedback;
- to train the author for the academic, social and professional context.

To this end, we proceed to the collection of adequate scientific information in order to determine whether there are shortcomings when students write a text, since through the observation carried out in Tenth grade parallel “A”, it was possible to identify a series of limitations, which are as follows:

- The teacher uses a traditional teaching methodology that does not awaken the interest of the students.
- The teacher does not use technology to teach English.
- The students lack English vocabulary, which makes it difficult for them to produce effective written texts.

According to the points mentioned above, the following research question is posed:

How to develop writing skills through the implementation of flashcards in tenth grade students of the Carmen Mora de Encalada School?

The following causes intervene in the origin of the problem that arises:

- Scarce interactive activities that call the student's attention and motivate him/her in class.
- Low interaction between teacher and student.
- Poor correction of written vocabulary and grammatical structures from the teacher to the students.
- The teacher does not have technological tools that reinforce the students' writing skills.

The **object of study** is the process of English language learning in the tenth grade of elementary school parallel "A" of the Carmen Mora de Encalada School.

The **general objective** of this research is to implement a didactic strategy with the use of flashcards for the development of writing skills in tenth grade students of the Carmen Mora de Encalada School.

The **field of action** of the research is delimited in the didactic resources for the teaching of the English language.

This project has the following **specific objectives**:

- To diagnose the writing level of the students of Tenth Grade parallel "A" through a diagnostic test.
- To develop a didactic strategy using flashcards for the improvement of writing skills.
- To apply the didactic strategy using flashcards for the improvement of writing skills.
- To evaluate the student's progress in the writing skill from the implementation of the didactic strategy.

The present research proposes the following **hypothesis**: If a didactic strategy is implemented, it will improve the development of the Writing skill in the students of Tenth grade parallel "A" of the Carmen Mora de Encalada School.

The hypothesis studies the relationship between two variables:

The **independent variable** is constituted by the didactic strategies that are based on a set of tools that lead to the development of the Writing skill in the English language.

The **dependent variable** is the improvement of the Writing skill, that is, the ability to transmit a message through a written text to another person.

The development of this project depends on the quantitative methodological paradigm, with an experimental design, of the pre-experimental type, in which a pre-test and post-test will be applied.

The research population is considered to be 44 students of the Carmen Mora de Encalada school, which are 24 men and 20 women.

The importance of this research is based on the development of the Writing skill, through the use of a didactic strategy such as flashcards, with the purpose that the students strengthen and develop this skill in a better way through the different activities that allow them to learn in an interactive way.

The practical contribution of this research is the didactic resources based on the implementation of a didactic strategy such as flashcards, which help to improve the English Writing skill. Through this process, students will achieve significant learning, to be used during the Writing skill.

This research is structured in an introduction that provides a detailed view of the research problem. This is followed by the first chapter where the historical, conceptual and contextual background of the problem is supported. This is followed by chapter two or methodological framework, which details the type of research, methods and techniques used in the research. Subsequently, chapter three deals with the pedagogical proposal together with the results obtained in response to the research problem. Finally, the conclusions, recommendations, bibliographical support, and annexes, with evidence of the research, are presented.

Chapter: I

The Use of Didactic Strategies in the Teaching-Learning Process of English

Language Teaching and Learning

This chapter was carried out through research on the emergence of didactic resources and how they developed throughout history until reaching the present day based on the skill of Writing.

1.1. Historical Background of the Evolution of Didactic Resources in the English Language Teaching Process for the Development of the Writing Skill.

Since the beginning of human existence, man has had the need to communicate and has always sought ways to do so. His communication with his environment evolved from a simple gesture or sound, which was considered as spontaneous learning, through basic words to the elaboration of coherent grammatical structures, which today allows a more complete and accurate communication.

According to Palacios y Bravo (2022), the first systematized conceptions on education are attributed to J. Amos Comenio (1592-1670), author of the book *Didáctica Magna*, who acquired knowledge throughout his experience through oral explanations. And in view of the fact that not only explanations were not enough to learn, he began to create books based on his own knowledge and ideas, which included images and letters, making it easier for readers to understand what was being transmitted. Between the XVI and XIX centuries, the use of didactic materials in teaching and learning evolved little by little, at the beginning the expected results were not observed, but as the years went by, the resources were developed and the readers found it more and more convenient to learn in this way.

In the 17th century, the *Orbis Sensualium Pictus* contained a variety of characteristics that made it be considered as a didactic material, since it was interspersed between texts and images that represented the "vernacular" language spoken at that time. The author of this book is the well-known writer J.A. Comenio, who launched his work to a qualitative leap where the objective was to produce didactic resources for a large number of readers of all ages. (Palacios and Bravo, 2022).

It should be emphasized that didactic materials had their peak and success during the 19th century, which was when school education began and both teachers and students had the need to acquire these resources for positive teaching and learning. It was later at the beginning and during the twentieth century that didactic materials became famous throughout Europe, as it became the best representation of the education of students of that time (Gonzalez and Chirino, 2019).

For the XXI century, Ecuador is already talking about a teacher preparation in several areas and one of them is in didactic resources for pedagogical mediation in all areas of the curriculum of basic general education.

These resources are a very important tool since education is in constant innovation. Therefore, new pedagogical models are implemented in educational institutions with the intention of achieving meaningful learning.

Thus, these didactic resources have been implemented from initial education to university education, as they have been developed over the decades according to the history and the knowledge that was taught to the students. With the help of didactic materials, a quality education has been obtained, due to the fact that both children and young people awaken their abilities.

1.2. Theoretical Characterization of the Use of Didactic Resources in the Teaching-Learning Process for the Development of the Writing Skill.

The didactic resources are represented as intermediaries for the progress of the teaching and learning of the English language, facilitating the stimulation of the classes, turning it into a more dynamic one, contributing in this way to the student to grasp and interpret more easily what is exposed by their teachers. Flashcards are one of the most used dynamic resources in the classroom, which are cards containing complementary information from both sides, allowing students to obtain new vocabulary, relating words with images, being of great help for the formation of grammatical structures (Trejo et. al., 2019).

Any material that helps a better understanding of the language is a key factor for learning, especially when talking about the management of writing, which is one of the skills that in many occasions is complicated for students to obtain a high level of learning, to write properly, usually is the writing of the language there are many shortcomings. Students to achieve a good writing must master aspects such as: the layout of letters, calligraphy, punctuation, topic selection, ordering of information, to the generation of ideas, revision and reformulation (González et al., 2019).

For writing it is necessary to rely on didactic resources that allow the student to master this skill and awaken the instinct for the desire to learn, which provides for the teacher and student a greater range of evolution in the classroom, the didactic resources should be used consistently with information that is a support to strengthen the writing skill.

1.2.1. The Teaching-Learning Process of the English Language and its Characteristics in Basic Education.

While teaching, one also learns. Therefore, the teaching-learning process of the English language is based on the knowledge that the student acquires either from the teacher or from the sources of information available to him/her. This process is carried out with the intention of achieving objectives within the academic environment. As well as to develop the student's cognitive, communicative and sociocultural competence (Rodriguez et al., 2021).

The teacher is in charge of selecting and using the different methodologies and didactic resources, which will help develop the students' skills, capture their attention and awaken their interest in the acquisition of new knowledge of a second language, with the purpose of adjusting to the needs of each student. (Palacios and Bravo, 2022).

The teachers' English language teaching-learning process should be characterized by:

- Adjusting to the needs of the learner.
- Organize the contents of the classes accordingly.
- Enhancing the students' abilities.
- Allowing students to improvise.
- Motivate classes with dynamic activities to capture the student's attention.

Learning the students should emphasize on:

- Detecting errors in the learning process.
- To be risky, entering into writing words that they do not master.
- Have the time and perseverance to develop this skill one hundred percent.
- Self-educate yourself and do not try to learn only in classes.

- Practice most of your time in writing.
- Learn grammar.

1.2.2 Didactic Resources for the Improvement of Writing Skills in the Teaching-Learning Process of the English Language.

According to Morales (2012), throughout history, didactic educational resources have also been known as didactic aids or teaching aids. According to the author, a didactic resource is a material medium that facilitates the teaching-learning process, which can be physical or virtual and whose purpose is to capture the interest and attention of students, which in turn represents a guide for the teacher.

Regarding English language learning, the following advantages can be identified from the implementation of these resources:

- The younger the child is, the easier it will be to attract his attention with didactic resources such as videos or flashcards with new vocabulary.
- The child will open his mind and develop his ability to communicate with people from other countries. In the same way, they will lose their embarrassment and will nurture their personal and academic development.
- Being bilingual will give him/her benefits such as getting a job in a timely manner and based on what he/she has learned, which these days is a fundamental requirement to aspire to a professional position.

Once the main characteristics of the didactic resources and their use in English language teaching have been identified, it is possible to go deeper into their classification, which in turn includes various subgroups:

According to the interactive support there are:

- Personal didactic resources, it is the environment where the teaching-learning process takes place.
- Material didactic resources, is the manual support and these can be printed, audiovisual and computerized.
- Printed materials: texts, worksheets, written press, documents, magazines.
- Audiovisual materials: interactive videos, documentaries, music, movies.
- Computer materials: video games, slides.

According to the communicative intention:

1. Interactive didactic resources: they are those that awaken the student's interest and capture his attention.
2. Informative didactic resources: they are based on the previous information about the class that the student receives from the teacher.
3. Organizational didactic resources: they establish order to the activities to be carried out in the classroom.

According to their source, this classification criterion considers the origin of the resource:

1. Conventional didactic resources: they are used more frequently and, in spite of time, they are still in force due to their ease of use.
2. Non-conventional didactic resources: these refer to resources that arise according to the needs of each class and are developed by the teacher.

1.2.3. The Development of Writing Skills.

According to Council of Europe (2002) cited by Rodriguez (2019) the skill of writing is a communicative activity in which the writer, the reader and the text are involved and in which, in addition, it is manifested in the mastery of a foreign language such as English.

The ability to write through the years of teaching and learning English has demanded a variety of didactic strategies for the improvement of writing in English, these strategies aim to improve parts that are considered important to learn for the proper development of this skill. One of the most essential and well-known ways to start writing in English is to have knowledge of its vocabulary and grammar.

Grammar: It is the art of speaking and writing correctly, that is, the application of the rules and norms that govern the language. To write a text it has always been important to maintain an adequate use of vocabulary so that our writing has coherence and cohesion.

According to Louwse (2004), cohesion refers to the congruence of the components presented in the text. Coherence, on the other hand, is what the reader perceives in his or her mind through the text. Both cohesion and coherence support each other for the development and comprehension of a text.

Spelling: Facilitates written communication among the members of a language through a common code. The lack of use of spelling rules leads people to make mistakes in writing and this is reflected in the school, professional and social environment. (Ríos, 2012).

While it is true, writing is a substantial part of language, since through it any information of history can be recorded and thus make known to the world about its evolution. Writing has been

the best system of language which has also helped people to acquire a lot of knowledge since it is not necessary to store anything in their memory.

Writing has had significant evolutions over the years, this skill belongs to the set of communicative skills, the same that are used to issue messages or information either through images, symbol or texts that are strictly applied to make known to readers the ideas that the author wants to express. (Lafontaine and Vasquez, 2018).

Although thousands of years have passed since the beginning of human history, writing has been a fundamental tool to have knowledge and memories of how human life evolved. Some authors in the years from 1990 to 2000 mentioned that the ability to write is a bit complex for some people, and also indicated that the learning process is not the easiest, since many hours of practice and applying some techniques are needed to be able to master writing.

Currently in the learning of writing, students have left aside the conventional writing to apply technology, because it is much faster and computers correct the mistakes that humans make when writing, with the use of technology many students do not perform their tasks with responsibility and commitment that want to learn, just let a computer do its job. The evolution of writing has its advantages and disadvantages, since on the one hand with the use of technology the time to develop a written activity is less, which favors students, however, this has caused many of the young learners to fail in their professional lives (Soledispa & Chavez, 2019).

1.3. Contextual Characteristics of the Teaching-Learning Process of the English Language in Tenth Grade of Elementary School Parallel “A” of the Carmen Mora de Encalada School.

Worldwide, English has taken certain importance in business, studies and in different cultures, which has allowed a better communication and opportunities in all the mentioned fields. For these reasons, in Ecuador, the English language is no longer just an option but an obligation, which is covered by the following article of the ministerial agreement 0052-14:

Artículo 1.- DISPONER que la enseñanza del inglés, a partir del año lectivo 2016-2017, régimen Sierra y 2017-2018, régimen Costa sea obligatoria desde segundo grado de Educación General Básica hasta tercer curso de Bachillerato para todas las instituciones públicas, fiscomisionales y particulares del país (MINEDUC, 2014, p.3).

The Carmen Mora de Encalada School is a Fiscal Educational Unit that is located in the urban area of the Pasaje canton, its study modality is face-to-face and has a morning session. This institution stands out for having a level of education that covers basic education, high school and international baccalaureate (IB).

This institution has trained teachers, such as the current rector, Mr. José Flores, who together with the other leaders in charge of the English subject, provide curriculum-based teaching using didactic resources such as projectors, books, videos, slides, etc.

1.3.1. The Teaching-Learning Process of the English Language in Ecuador.

According to several studies conducted by experts in the field, in Latin America it has been determined that there are some countries that do not reach the maximum level of learning and mastery of the English language, among them are Ecuador which is one of the two countries with

low English proficiency, slightly surpassing Mexico, which have low scores in different evaluations that have been carried out to a large group of students and professionals. "Students at the end of their educational cycle in the third year of high school enter the country's universities with a low level of English, which hinders the learning process when studying a university career." (Romero et al., 2021).

For this reason, it is of utmost importance that Ecuadorian students and professionals have as a primary goal to learn English as a second language, to make this objective possible it was decided that the teaching of English is absolutely mandatory in both public and private institutions. This was achieved with the help of an agreement between the Ecuadorian Ministry of Education and the British Council School, a public institution of the United Kingdom, in charge of teaching English in the country.

The different advances that are taking place internationally in the teaching and learning of the English language mean that in Ecuador there is also a need to promote new learning techniques for students. The Ministry of Education of the country has given priority to the use of new techniques to this area that is of great importance for the teaching of foreign languages, and more so English, since, it is an international language that many people in the world use it to communicate with anyone from all countries, which leads to the teaching of primary university education, as well as it also aims to give young students a better opportunity in their professional life (Pacheco, 2022)

Since English became a compulsory subject within the educational system, the teaching and learning process has improved until today, with the use of new methods and strategies, in addition to the use of technology, which is an essential tool that provides a variety of means for teaching and learning the English language and its writing.

1.3.2 Diagnosis of the Writing Skills of Tenth grade Parallel “A” Students at Carmen Mora de Encalada School.

After analyzing the instruments applied in order, we have the result of the diagnostic test, which is presented in (Annex 1), this annex shows the writing ability considering the different dimensions such as grammar, vocabulary and spelling in the English language.

During the Tenth-grade class, which has 44 students, it has been a monotonous class, where there is no enjoyable experience of what pedagogy is within the teaching staff, creativity and the multiple ways that exist to teach topics determine lack of presence in this environment, so there is no emphasis on the essential that is the development of productive skills in students, which leads to demotivation which is the way that leads to learning and active participation in classes. In addition, an interview was conducted with the teacher, in order to learn about his or her points of view.

Interview

The English teacher Danilo Manuel Durán Polo, 43 years old, in charge of the education according to the national curriculum of the Tenth grade parallel “A” of the Carmen Mora de Encalada school, participated in a semi-structured interview where topics of the teaching-learning process in relation to didactic strategies are discussed. This teacher has little knowledge about these innovative topics within the educational context, so we tried to find out how he taught the students and what resources he used, maintaining the idea that he can use tools that help the teaching-learning process.

To teach English to his students, he relies more on games, since he assures that since they are children, they should be treated as such so that they feel motivated to learn. Among the

strategies that were identified were playful games and group work. This turns it into a monotonous class due to the lack of creativity, making the learning process weak. The teacher considers that the development of writing skills is essential because he maintains the idea that the student must first know about the grammatical structure of the language or how it works in order to be able to use it correctly.

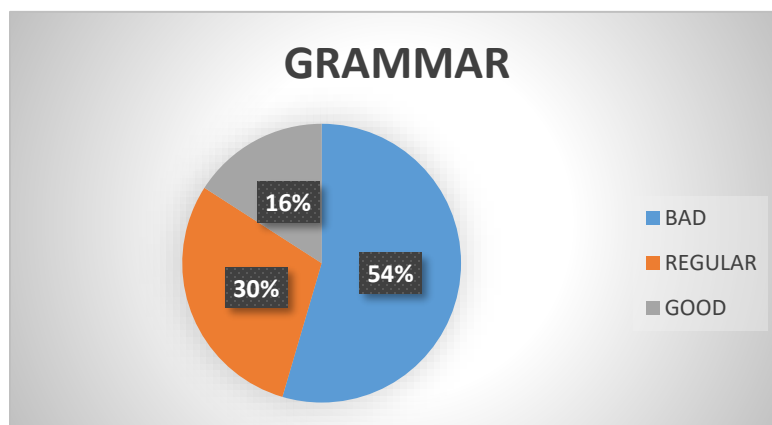
The teacher maintains that it is essential to work on all languages equally, supporting his answer by saying that there are different ways of learning and this facilitates the student's learning because each student learns in a different way. This means that one group of students learns by seeing, another group learns by speaking and another by writing. The teacher also tells how the students in the classroom have deficiencies in the development of writing skills and considers that the lack of interest on the part of the students and the lack of importance of the educational system has influenced their failure to learn.

He supports the researchers' idea of creating a didactic strategy, but maintains that it would not be of much help because if they have not learned in these years of academic permanence, not much can be done in the short term. In spite of this thought, she gives the benefit of the doubt to the research proposal, since she believes that the programmed classes and the use of appropriate tools help to strengthen the learning process, the development and the achievement of their goals (Annex 2).

Pre-Test

Grammar

In relation to unit of analysis 1: Clarity in the English language, the following results were extracted:



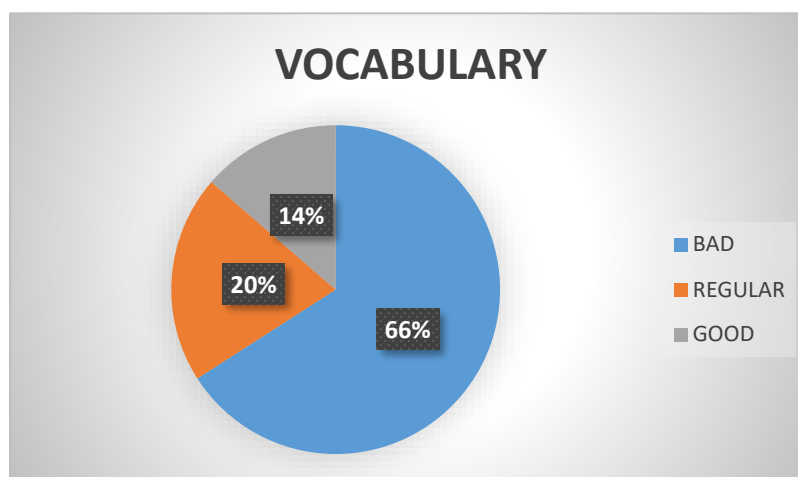
Levels	Students
Bad	24
Regular	13
Good	7

In the grammar, category and use of the English language to express ideas in a precise and objective way, it was found that 24 students (54%) reached a score of 3 points, which places them in the low level, 13 students (30%) obtained an average of 4 points, placing them in the medium level, and only 7 students (16%) were in the high level. It is evident that the students present problems when expressing their ideas clearly, due to the lack of knowledge of grammar, verb tenses and vocabulary.

The results show the students' lack of grammar to express clear ideas in writing.

Vocabulary

In relation to unit of analysis 2: vocabulary in the English language, the following results were extracted:

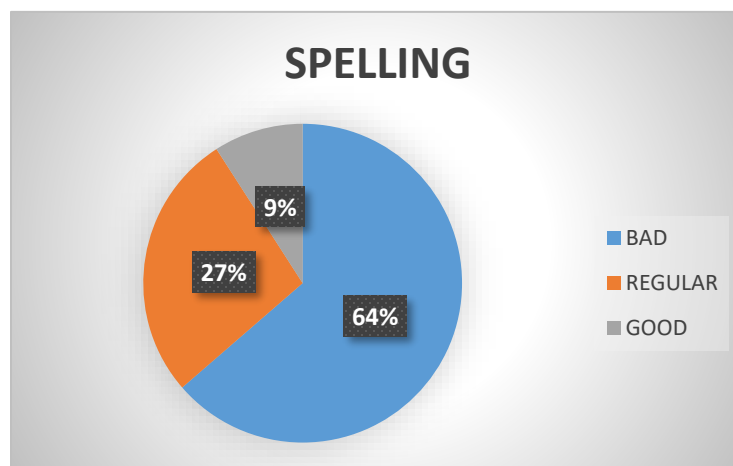


Levels	Students
Bad	29
Regular	9
Good	6

According to the vocabulary in relation to the level of English of the tenth-grade students, it was found that 29 students (66%) were at a low level, 9 students (20%) were at an intermediate level and 6 students (14%) were at a high level. As a result of this diagnosis, it is understood that most of the students have little or no knowledge of vocabulary according to their level of English, making it difficult for them to write in English.

Spelling

In relation to unit of analysis 3: Spelling in the English language, the following results were extracted:



Levels	Students
Bad	28
Regular	12
Good	4

According to the analysis, 28 students (64%) are in the low level, 12 students (27%) are in the medium level and 4 students (9%) are in the high level, showing that most of them show a low level in spelling, most of them do not know how to conjugate verbs in the past tense.

The results obtained in the diagnosis indicate the need for an intervention in teaching, which will allow the improvement of writing skills in students in the tenth grade of basic education at Carmen Mora Encalada School, since it was shown that the levels of grammar, vocabulary and

spelling of students when studying the English language are low, noting that the problem that students have is when they try to write their sentences in the text and in their attempt, they fail to convey the ideas.

Chapter II

Methodological Framework

The following section presents the methodological aspects implemented that helped to meet the proposed objectives, such as the paradigm, the type of research, the methodological design (theoretical-empirical) and the selected population. In addition, the techniques for the development of the analysis of the data obtained from the application of the research instruments will be presented.

2.1 Paradigm and Type of Research.

The study is conducted from the quantitative paradigm, since it seeks to measure established variables, to know and examine situations, in relation to the behavior of the population. Quantitative tools are fundamentally appropriate for measuring student progress and other aspects related to teaching and learning. Thus, we can say that quantitative research focuses on data collection in a single context.

2.2 Research Design.

The phenomenon faced by research will determine the type of design to be applied for the study. At this stage it is determined which tools to use and how they will be used. The research is developed under the quantitative methodology. This paradigm is based on the collection of measurable data to determine the relationship between the established variables (Monje, 2011).

Within research with experimental design, the independent variables can be manipulated and the impact on the dependent variable can be verified. Therefore, Badii et. al, (2007) mentions that the purpose of experimental design is to measure the magnitude of the application of certain experiments or to verify their effects, whether positive or negative.

2.3 Population and Sample or Object of Study.

The population selected for this research is made up of 44 students, 24 males and 20 females in the tenth parallel grade “A” of the Carmen Mora de Encalada school.

2.4 Research Methods.

The research methodology accompanied by a good approach is a situation that assures the veracity of the study and allows a correct development of the research, therefore, both theoretical and empirical methods were selected, chosen according to the needs of the type of research.

2.4.1 Theoretical Methods.

The theoretical methods used in this research are the following:

Historical-Logical: This method serves to attach evidence of events that have transpired, to formulate theories in relation to historical topics, helping the researcher to elaborate a coherent investigative process about the events occurred of the topic being studied (Torres, 2019).

Analytical-Synthetic: “Estudia los hechos partiendo de la descomposición del objeto de estudio en cada una de sus partes para examinarlas en forma individual (análisis) y luego se integran dichas partes para estudiarlas de manera holística e integral (síntesis)” (Rodríguez, 2007, p.15).

2.4.2 Empirical Methods.

Empirical methods at the beginning of the research process focus mainly on the object of study, scientific problem and then are concerned with defining what is to be measured, that is, selection of indicators or in other words operationalization of variables. (Rojas et. al, 2018)

Empirical methods help us with the collection of information that the researcher needs to know, they are based on experimentation and logic that, together with the observation of the phenomena and their statistical analysis, evidences their relationship with experience and reality, helping the observation of the data from a more cross-sectional point of view.

Experimental method: This method is used to control the increase or decrease of variables already known, and check their effects. This is carried out in order to explain the cause for which this phenomenon occurs, being the most appropriate method to test the hypothesis (Murillo, 2011).

Statistical test: These tests were fundamental because they allow to evaluate the results acquired through the application of the didactic strategies and thus have a clearer and more precise vision of the investigated topic.

2.5 Data Processing Techniques.

The results obtained in this research work will be collected by means of the aforementioned empirical methods, for which use is made of the content analysis technique, which constitutes a methodology of analysis compiled by other methods.

2.6 Operationalization of variables.

Next, the variables to be worked with in this research will be defined, due to their relationship with the problem, helping with the elaboration of the instruments for data collection.

Variable 1 is the didactic strategies that are based on a set of tools that lead to the development of the Writing skill in the English language.

Variable 2 is the improvement of the English Writing skill, that is, the ability to communicate through a written text to another person.

2.7 Consistency Matrix.

Consistency Matrix

Problem	Objectives	Hypothesis	Variable e indicators				
<p>General Problem</p> <p>How to develop the writing skill in the students of Tenth grade of Elementary School parallel "A" of the Carmen Mora de Encalada School?</p>	<p>General Objective To implement a didactic strategy with the use of flashcards for the development of writing skills in tenth grade students of the Carmen Mora de Encalada School.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> • To diagnose the writing level of students in the tenth grade of elementary school parallel "A" through a diagnostic test. • To develop a didactic strategy using flashcards for the improvement of writing skills. • To apply the didactic strategy using flashcards for the improvement of writing skills. • To evaluate the student's progress in the Writing skill from the implementation of the didactic strategies. 	<p>If didactic strategies are implemented, it will improve the development of the writing skill: Writing in the students of Tenth grade of Basic Education parallel "A" of the Carmen Mora de Encalada School.</p>	<p>Dependent Variable: The improvement of Writing skills, that is, the ability to convey a message through a written text to another person.</p> <p>Writing skills are the techniques and tools used when writing a text. This is oriented to the ability of each person to transmit his or her ideas through written messages in an appropriate manner.</p>				
			Dimensions	Indicators	Definitions Indicator	Techniques and Instruments	Measurement Scale
			Grammar	Morphology and syntax (Proper use of verb tenses)	Construct sentences using basic verb tenses.	Pedagogical test	Likert Scale (1) Good (2) Regular (3) Bad

			Vocabulary	Knowledge of vocabulary according to the level.	Recognizes vocabulary according to his/her A1 level.		
			Spelling	Correct spelling of words	Use spelling rules in plurals, third persons, A1 base rules.		
Level - Research Design	Population	Techniques and Instruments				Analysis	
Level: Upper Basic. Design: Experimental	44 students.	Variable: Dependent. Instruments: Diagnostic test. Authors: Denny Román, Leiner Naranjo Year: 2023 Method of administration: Presential through didactic resources.			Data were collected and presented in graphs describing the results.		

In this chapter the methodological framework of the research was described, which shows the procedures developed through theoretical and empirical methods that were executed to solve the problem in the writing skill in students of Tenth grade parallel “A” of the Carmen Mora de Encalada School, the proposal of the class system was elaborated using didactic resources such as flashcards for the improvement of this skill, awakening motivation, participation and interest in the students.

Chapter III

Implementation of Didactic Strategies for Improving Students' Writing Skill Development

In the following section, we describe the different contributions that the work provides to the educational community based on the teaching-learning of the English language, in this sense, we specify the didactic strategy oriented to improve the writing skill, which is applied to the students of Tenth grade parallel “A” of the Carmen Mora de Encalada School.

3.1. Foundation of the Didactic Strategy with the Use of Flashcards to Improve the Development of Writing Skills in Students.

To begin with the writing of this point, we must first go a little deeper into what is a didactic strategy, what are they for, and how are they applied? It can be said that a didactic strategy is a planning of the teaching-learning process, for which the teacher chooses a method, technique and activities that respond to the stated objective.

According to Gutiérrez et. al (2018) a didactic strategy is understood as the procedure that the teacher needs to be able to guide the teaching, determining the way in which this process will be carried out in a clearer and more concise way to achieve the established purpose.

On the other hand, it can be said that a didactic strategy considers action plans to achieve the learning objectives, to make the learning objectives and contents real. In addition, they include learning strategies and teaching strategies. Learning strategies are focused on the learner and teaching strategies are related to the teacher.

The structural components of the teaching strategy are methods, techniques, activities, sequences and resources. The methods to organize and deliver the teaching guide the teachers in the way of

organizing and delivering the development of the contents and facilitating the students' achievement of the objectives.

The learning techniques is how to proceed in each moment of the class are the functional component of the methods, i.e. the ways to implement them. The activities to be done to achieve learning are the set of qualified actions carried out by teachers and students in order to achieve the objectives and goals of teaching, they are developed through a logical sequence, i.e. the didactic sequence, which is how to proceed in each instructional moment.

The didactic sequence are instructional moments and events oriented to the development of skills on the other hand the didactic resources are all support materials both technical audiovisual bibliographic which teachers and students use to present the contents and thus facilitate the teaching-learning process.

This scheme facilitates the work of the teaching-learning process, in other words, the teacher has a more organized and strategic work, which helps the student to access knowledge and improve their performance in it, to be able to know, know and do, the perfect triad for a good educational system.

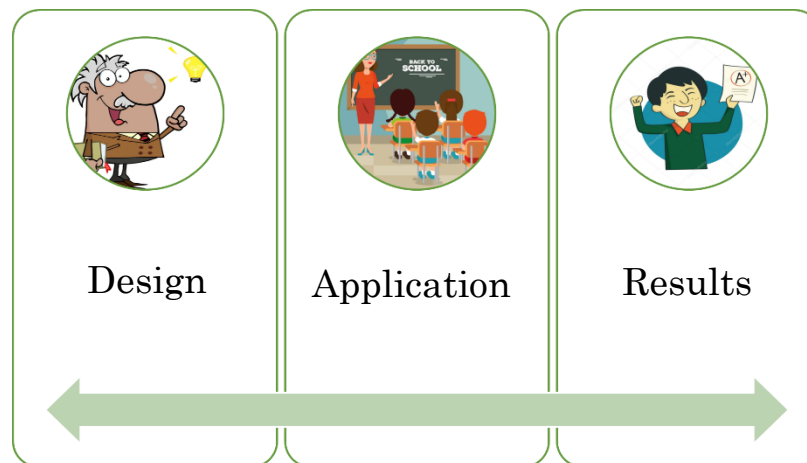
The didactic strategy refers to an articulated plan that can be applied for a specific purpose, making use of a series of procedures and techniques previously designed by the teacher (Fundación Educación para el Desarrollo, 2009).

And as for didactics, which, translated from the Greek didacticos, means teaching, but in the educational literature, it is in charge of founding the educational system and specific aspects of its formation in general, so it is considered a branch of pedagogical science.

Therefore, didactic strategy is understood as the planning that the teacher must carry out for the daily life of his teaching staff, where he will choose the methodology, techniques and activities that will

help the student to obtain knowledge and make use of it, and on the other hand, to facilitate the teacher's work so that he can achieve his objectives.

These didactic strategies respond to the educational needs so that a previous analysis of the learning objective is made and in response to this, the strategy is chosen and designed, in the case of this work, the research group aims to improve the writing skill so the types of didactic strategies that contribute to the improvement of the writing skill are based. A didactic strategy has stages, of which the following are considered in this study.

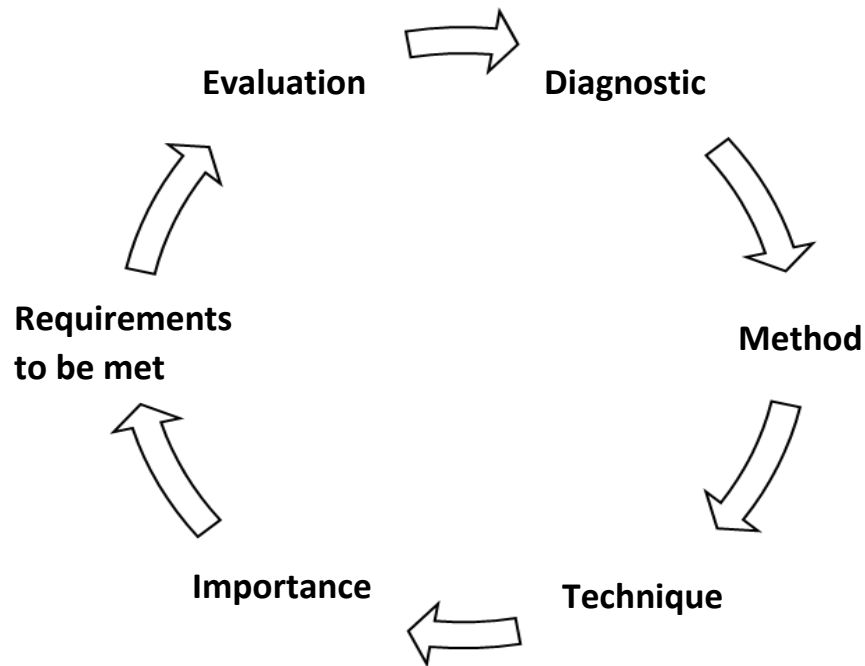


For the creation of a good didactic strategy, the following aspects should be taken into account.

- Subject of the knowledge to be applied within the teaching-learning process.
- Having a clear objective in relation to the topic.
- Choosing a method in accordance with the objective.
- Choosing a technique according to the method.
- Choose activities according to the technique.

- Apply didactic strategy in the classroom.

The above points are a guide to the process that a didactic strategy should go through.



In the case of this proposal, flashcards will help with the development of writing skills since it allows the visualization of the content to be worked on quickly. In addition, it is economical for students to do it in class and they can take it home to continue reviewing it.

According to Kolan (2021) mentions that flashcards are a series of didactic resources cut in the form of cards, which help in the teaching-learning process of the student, because on one side of the card the studied topics are presented and on the other side, their response perspective.

The flashcards are memory cards where there are images and there are words that help to learn English and in this case to learn English with children first of all the flashcards are used to memorize that part of memorization is extremely relevant, because when memorizing, that information is stored at the

brain level and there the brain helps to learn the other language, at the same time helps to organize, that is, to organize the content to be taught, but taking into account that you cannot use more than 15 flashcards for a class, because it becomes tedious and boring.

Flashcards within the teaching program have been of great help to the teacher because being easily accessible, it helps with the presentation of the content to be taught, and being something innovative motivates the student to pay attention to what is being taught, this teaching technique has a dual purpose structure, such as a question on one side and the other answer, as a meaning and a signifier together, in the case of writing is proposed to maintain the knowledge of the sequence of a grammatical structure, as it facilitates better writing.



The image above shows the two sides of a flashcard and how its contents are developed.

3.2 Characterization of the strategies.

The didactic strategies as mentioned above are tools that help the teacher with the work of the class to have a more optimal teaching-learning process, whenever a didactic strategy is to be developed, the environment in which it will be applied must be known beforehand. The strengths and weaknesses of

the students help with a good design of such a didactic tool, so that it responds to the needs of the student population.

Stage 1: Diagnosis.

In this stage, the person in charge of designing the didactic strategy evaluates the students to know their academic level. For this evaluation, a tool such as a diagnostic test or observation can be used.

Objectives of the strategy

Here we talk about the teacher's intentions or how far he/she wants to go with the use of this strategy, remembering that this goal is related to the content, which by law the educator must teach in the classroom. These strategies should be based on materials already available in the institution where they will be implemented and the context.

On the other hand, it is essential to maintain precision in the wording of the objectives, since it is necessary to write what is going to be done, how it is going to be done, why it is going to be done, and why it is going to be done. Having a clear understanding of these points will help to write the objectives and the class procedure.

To apply a didactic strategy in the classroom, the teacher must design it based on the characteristics of the students and the context in which it will be implemented, and to know the state of the students, a diagnostic evaluation is performed, which helps to see the students' weaknesses in order to strengthen them.

The design of a didactic strategy must contain three stages, starting with diagnosing the students to identify the current context, strategy execution and evaluation to check if the proposal reached the desired goal.

Stage 2: Execution.

Information contents

The contents are based on the subject in which the didactic strategy will be applied, as in this case the subject English, the knowledge that will be taught in class is the content itself that helps with the selection of techniques for teaching, for example, if you want to teach how to pronounce numbers, you could use a recorder having as activity listen and repeat, or if you are going to teach how to write numbers, you could present a video for the student to identify the numbers and write down their writing.

Didactic techniques

For the design of a didactic strategy, many techniques can be used, which help to delimit the time of the class and indicate how the knowledge will reach the student, on the other hand, these techniques facilitate adaptations to pedagogical needs.

The most mentioned didactic techniques within the educational context are:

Synoptic table, concept map, role play, timeline, brainstorming, mind map.

Graphic organizers, annotated reading, essay, panel discussion, puzzles, round table, dramatization, among others.

Strategy activities

This section describes all the tasks within a technique.

Timeline for the strategy.

For the design of a strategy, it is essential to delimit the time for each stage to be applied, because if it follows an order, it will be more useful and truthful. On the other hand, if a chronogram that indicates

the time is not made, the teacher can divert the activities in a different direction from what the strategy proposes and the objectives will not be achieved.

Resources for the development of the strategy

Human, material, intellectual and social aspects that both teacher and student have to execute the strategy.

Stage 3: Evaluation.

Indicators.

The indicators, as its word indicates how the strategy is going to be measured to say that it has been correctly applied and has fulfilled its objective.

Summative evaluation.

This evaluation is directed to the student, it measures the knowledge acquired through the class where the didactic strategy was applied, besides helping to know if the proposal of the didactic strategy has reached the objectives set.

3.3 Planning of the Didactic Strategy Using Flashcards for the Improvement of Writing in Students.

This point specifies the planning process of the didactic strategy using flashcards that the researchers propose using the didactic strategy for the improvement of the English language writing skill in the students of Tenth grade parallel “A” of the Carmen Mora de Encalada School, which consists of three stages.

Stage 1 Diagnosis

Objective of the strategy: To improve writing skills through the use of flashcards so that students know the grammatical structures of the English language in order to be able to write sentences and short texts according to their level.

In this stage, the results of the diagnostic test are analyzed and didactic actions are proposed based on the difficulties found in the students' diagnosis (Annex 1).

Stage 2: Execution

As evidenced in the tabulations of stage 1, students present great deficiencies in terms of the indicators in relation to writing, so the implementation of the flashcards is proposed within the learning strategy, trying to apply it together with active learning where students create their own study material and, in this way, learn.

Therefore, for the classes it is essential to provide didactic material such as cards or sheets of paper on which to write and obviously markers. The activities will be group activities for a better management of the work and due to the time and the large student load. The formative evaluations consist of questions related to the topic and one person per group responds, as the intention is to improve the writing, the answers will be reviewed in writing and then feedback will be created. Once the didactic actions have been identified, we proceed to the planning of the classes that will be used to improve writing skills. The classes then have a class plan that helps the teacher to maintain an order of what is going to be done in the class, it is also kept as a chronogram.

Class 1

Objective: Students will be able to write sentences in the present simple in its three forms.

Content: Present simple (affirmative, negative sentences; short and long questions and answers).

Topic: Daily Routine.

Method: Group work, creating own material, writing sentences.

Resources: flashcards, markers, construction paper, scissors.

Introduction: The class begins with greeting the students, the topic and the objective to be implemented are presented.

Development: First, a reminder of the vocabulary involved in the lesson is given; second, we proceed to explain what daily routines are with the objective of solving an activity. Thirdly, we make groups to create flashcards in class, each group chooses 10 vocabulary words to be used in class and proceeds to draw on one side of the flashcard and on the other side write the name of the picture in English. Then the teacher presents to the class the structure of the present simple and they review the vocabulary of the flashcards making sentences with each one.

Conclusion: The teacher concludes that the students have learned the present simple by reviewing the sentences that each group created from their flashcards and from the flashcards they asked another group to create, and then gives feedback.

Class 2.

Objective: Students will be able to write sentences in the simple past in its three forms.

Content: Past simple (affirmative, negative sentences; short and long questions and answers).

Topic: Week days.

Method: Group work, creating own material, writing sentences.

Resources: Flashcards, markers, poster boards, scissors, whiteboard.

Introduction: The class begins with greeting the students, the topic and the objective to be implemented are presented.

Development: First, a reminder of the vocabulary involved in the lesson is given; secondly, we proceed to explain about the grammar of the simple past with the objective of solving an activity. Thirdly, we make groups to create flashcards in class, each group chooses 10 verbs from those learned last class and conjugates them to the past to then proceed to draw on one side of the flashcard and on the other side write the name of the picture in English. The flashcards created by the groups and the new vocabulary about the days of the week are reviewed. At the end, each group goes out to write sentences in past simple on the board.

Conclusion: The teacher reviews the students' participation on the board and evaluates the learning, presents the vocabulary flashcards and asks a student to go out to the board to write a sentence in past simple and ends with feedback.

Class 3

Objective: Students will be able to write sentences in the simple future in its three forms.

Content: Future simple (affirmative, negative sentences; short and long questions and answers).

Topic: My family

Method: Group work, creating own material, writing sentences.

Resources: Flashcards, markers, poster boards, scissors, whiteboard.

Introduction: The class begins with greeting the students, the topic and the objective to be implemented are presented.

Development: First, a reminder of the vocabulary involved in the lesson is given; secondly, we proceed to explain about the grammar of the simple future with the objective of solving an activity. Thirdly, we make groups to create flashcards in class, each group chooses 10 verbs from those learned last class and conjugates them to the future and then proceed to draw on one side of the flashcard and on the other side write the name of the picture in English. The flashcards created by the groups and the new vocabulary of the family are reviewed, at the end each group goes out to write a sentence in the simple future on the blackboard.

Conclusion: The teacher reviews the students' participation on the board and evaluates the students' learning, presents the vocabulary flashcards and asks a student to go out to the board to write a sentence in future simple.

The application of the system of exercises proposed in this research and developed through the 3 classes described in this chapter, represented an enormous advantage in the improvement of writing skills, promoting student participation and motivation for the resolution of exercises presented in each class. In addition, it is evident how creating a strategy using a good tool as in this case the flashcards help the student to improve their learning, and then give feedback.

Evaluation Stage.

During the classes created, this strategy proposes a formative evaluation that helps the teacher to modify the teaching program according to its results.

To finalize the stage and verify the effectiveness of the application of the proposal, a summative evaluation tool is created, which contains the content of the three classes given to the students for the improvement of the writing skills (Annex 8).

In this evaluation, it is observed that the students improved progressively obtaining satisfactory results in contrast to the diagnostic test. This evaluation helps to observe the improvement of the students and identifies that the strategy has been applied correctly.

Chapter IV

Discussion of Results

This chapter shows the results related to the English language writing skills studied in this research, analyzing the application of the system of exercises through the use of flashcards as a learning strategy with the students of the Tenth grade parallel "A" of the Carmen Mora Encalada School.

The approach used in this research was the quantitative methodological paradigm with a pre-experimental experimental design, with a pre- and post-test design. Techniques such as the interview and the diagnostic test were used, which allowed the researchers to identify the problems that the students had in the writing skill.

Techniques such as the interview and the diagnostic test were applied before the strategy described in chapter three. These resources were applied during English classes at the educational institution. The strategy is composed of three classes described in chapter three. On January 23, during the two hours of English in the academic calendar, the aforementioned resources were deployed. During the choice of the object of study, the difficulty and lack of activities that allow the practice of the writing skill was evidenced. In addition, in the diagnostic test provided to the students, it was observed that all dimensions presented unsatisfactory results.

Both in the interview and in the diagnostic test, the weakness at the time of writing in English is evident, for this reason it was decided to improve this skill and for this purpose a didactic strategy was proposed that promised to change the state of the phenomenon. During the application of this tool, a diagnostic test was performed, according to Granata et. al (2001), the diagnostic test is a process that allows evaluating the student's information and understanding the causes of the difficulty in learning.

Having said the above, it is understood that first the student's condition must be known and then a strategy must be created. It was easy for the researchers to identify the phenomenon because of what has already been previously discussed with the subjects of the study, the diagnostic test applied to the students of the Carmen Mora de Encalada school in the tenth parallel grade "A" were oriented with indicators to measure the writing ability. Action of the evaluation stage, in this stage a diagnostic test is applied which helps to know the student's state and context in order to design a didactic strategy based on their problems and improve them.

4.1 Pre-Test Description.

On January 23, the first class was developed, these 80 minutes started with a Brainstorming of the Daily Routine. Then, the pre-test was applied to know the student's level. After 30 minutes, the class began explaining the structures and rules of the present simple, so that finally the students express what they do every day.

Post-Test.

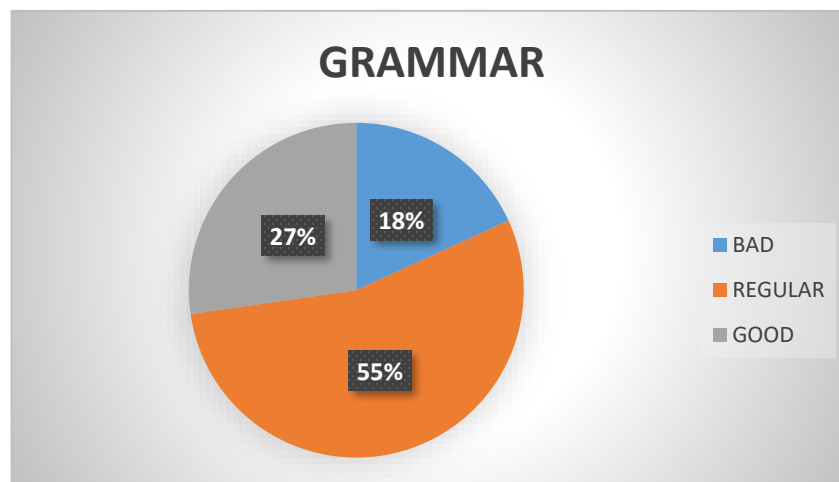
In this class, a reminder of the previous topics was made, secondly, it was explained about the grammar of the future simple with the objective of solving an activity using the flashcards containing verbs that were used to make sentences based on the topic of the class. Finally, a post-test was applied, to verify if the students understood the topics.

Post-Test Results

Grammar

In relation to unit of analysis 1: English language clarity, the following results were extracted:

Levels	Students
Bad	8
Regular	24
Good	12

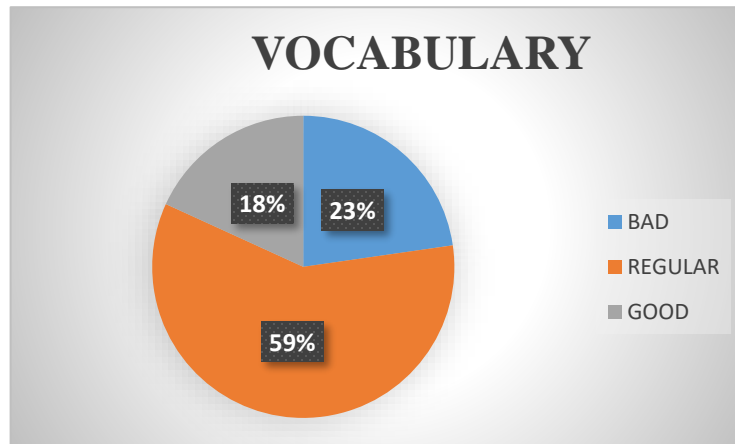


Vocabulary

In relation to unit of analysis 2: vocabulary in the English language, the following results were extracted:

Levels	Students
Bad	10

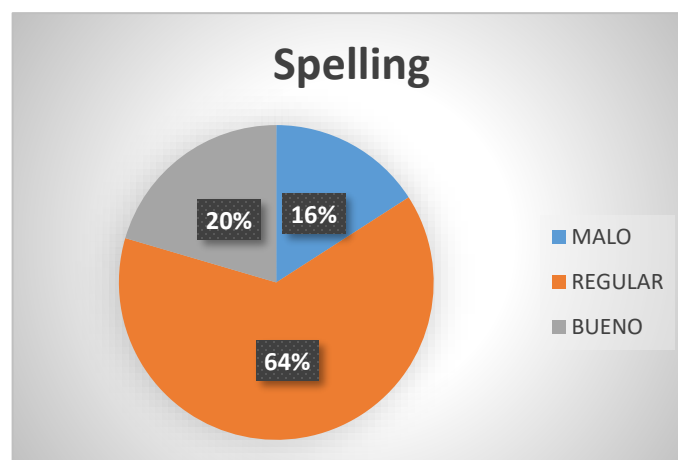
Regular	26
Good	8



Spelling

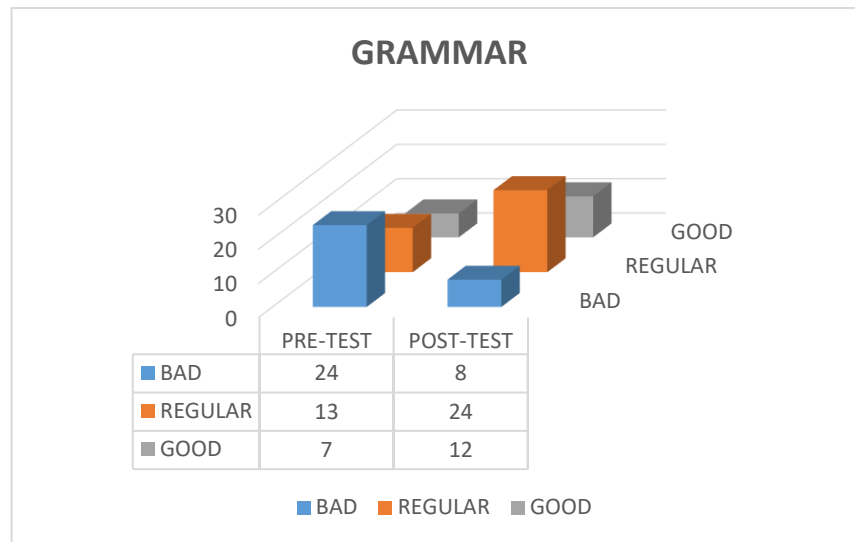
In relation to unit of analysis 3: Spelling in the English language, the following results were extracted:

Levels	Students
Bad	7
Regular	28
Good	9

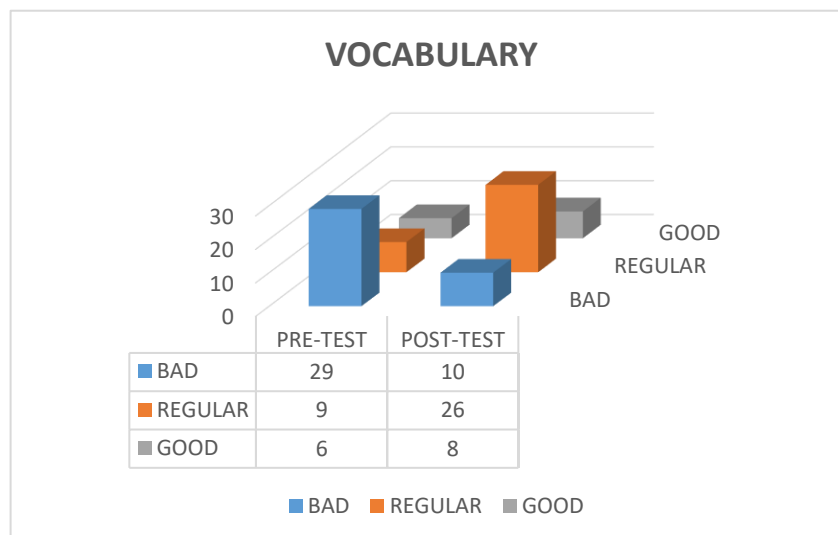


Analysis of Pre-Test and Post-Test Results.

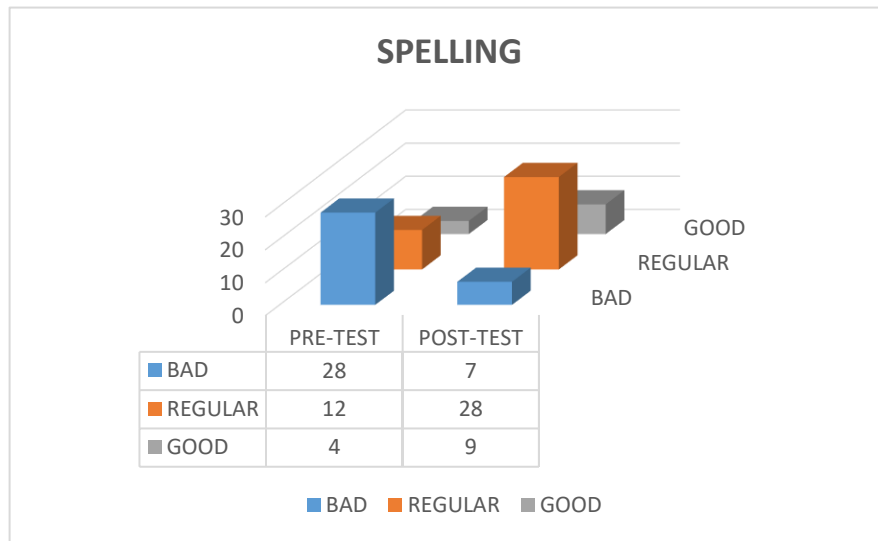
The test indicators were grammar, vocabulary and spelling, which were evaluated at the beginning and at the end in order to visualize whether the objectives were met. At the beginning of the diagnostic test, the students showed poor results, and after applying the strategy, improvements were noticeable.



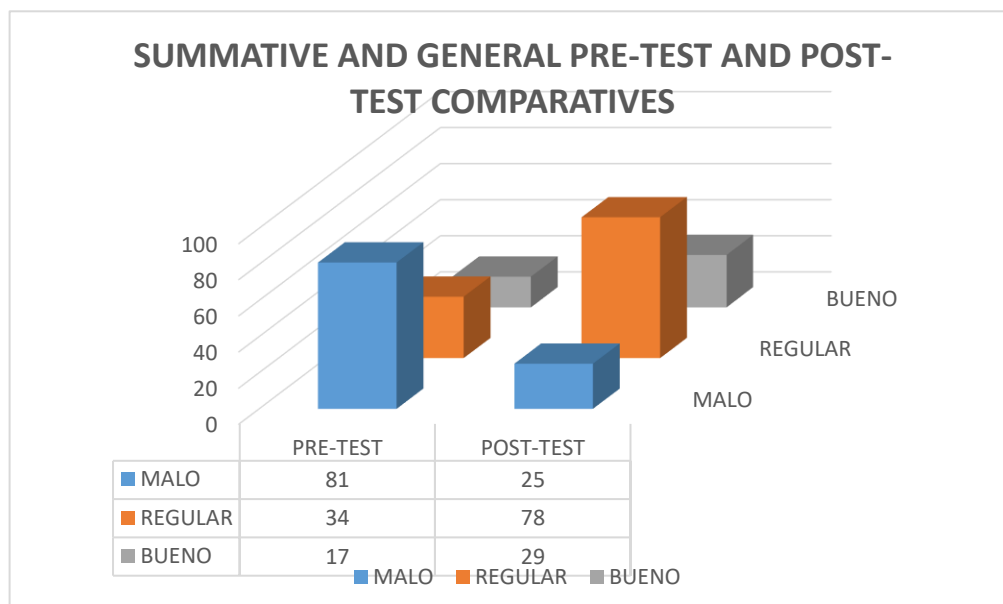
The following graph shows the effectiveness of the application of the didactic strategy in terms of grammar, since there is a considerable decrease from 54% to 18% of the students considered within the "bad" range in the grammar of the English language. Thus, 92% of the students improved after the application of the didactic strategy.



The following graph shows the effectiveness of the application of the didactic strategy in terms of vocabulary, since there is a considerable decrease from 66% to 23% of the students considered to be in the "bad" range in the vocabulary of the English language. Thus, after the application of the didactic strategy, 90% of the students improved.



The following graph shows the effectiveness of the application of the didactic strategy in terms of spelling, since there is a considerable decrease from 64% to 16% of the students considered within the "bad" range in the spelling of the English language. Thus, after the application of the strategy, 93% of the students improved.



4.2 Hypothesis testing.

Scientific hypothesis:

The students of Tenth grade parallel “A” of the Carmen Mora de Encalada school, will improve the development of writing skills through the implementation of didactic strategies.

Margin of error: 0.05

Scale of values of the students in the Pre-test and Post-test.

	Bad	Regular	Good	Total
Pre-test	81	34	17	132
Post-test	25	78	29	132
Total	106	112	46	264

Null Hypothesis (H0): The students of Tenth grade parallel “A” of the Carmen Mora de Encalada school, will not improve the development of the writing skill through the implementation of didactic strategies.

Alternative Hypothesis (H1): The students of Tenth grade parallel “A” of the Carmen Mora de Encalada school, will improve the development of the Writing skill through the implementation of didactic strategies.

4.2.1 Observed and expected frequencies.

Chi-square test formula:

$$\chi^2 = \sum \frac{(fo - ft)^2}{ft}$$

PRE TEST	Observed	Theoretical formula	Expected	Chi-square
Bad	81	$106 \cdot 132 / 264$	53	14,79
Regular	34	$112 \cdot 132 / 264$	56	8,64
Good	17	$46 \cdot 132 / 264$	23	1,56

POST TEST	Observed	Theoretical formula	Expected	Chi-square
Bad	25	$106 \cdot 132 / 264$	53	14,79
Regular	78	$112 \cdot 132 / 264$	56	8,64
Good	29	$46 \cdot 132 / 264$	23	1,56

4.2.2 Chi-square Results

PRE-TEST	POST-TEST	TOTAL
24,99	24,99	49,98

v/p	0,001	0,0025	0,005	0,01	0,025	0,05
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415
2	13,8150	11,9827	10,5965	9,2104	7,3778	5,9915
3	16,2660	14,3202	12,8381	11,3449	9,3484	7,8147
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073
9	27,8767	25,4625	23,5893	21,6660	19,0228	16,9190
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,3070

Figure 5. Chi-square distribution table.

By obtaining all the results and adding them in each of the 3 dimensions (grammar, vocabulary and spelling) it was possible to determine that the chi-square value is χ^2 : 49.98 being a positive result,

aligned with the intention of the research; having as degrees of freedom $V:2$ with a margin of error of 0.05. Thus, the alternative hypothesis is accepted. This hypothesis validates that the students of the tenth grade parallel "A" of the Carmen Mora de Encalada School, did improve the development of writing skills through the implementation of didactic strategies.

With the results obtained in the final evaluation of the strategy, it is evident that the proposal does meet the objective of improving the students' writing skills through a didactic strategy, thus confirming the hypothesis of the research.

Conclusions

Thanks to the implementation of the diagnostic test, it was possible to demonstrate the academic level of the tenth grade students of the Carmen Mora de Encalada school, in the context of the research on the writing skill, this test helped with the creation of the strategy since it placed the researchers in a starting point that contributed to the improvement of this skill.

On the other hand, the bibliographic search was of great support, since it allowed us to know more in depth about didactic strategies in the educational field and thus facilitate the creation of the strategy. Here we learned that a strategy is the logic of the task, before doing something, we think about how to do it, so that it turns out well and so that it is easier. Therefore, we created a didactic strategy that helps the teacher to achieve the objectives proposed for the class.

The writing skill in the English language represents a challenge for the students since they are not exposed to this activity with continuity. For this reason, a didactic strategy was applied to help the proactive development of this skill and to simplify this deficit.

The implementation of a didactic strategy that promises to improve the English language writing skill is currently of great help since it is one of the productive skills of this language and based on an evaluation, after the application of the didactic strategy such as the flashcards, the improvement of the teaching-learning process was evidenced with the purpose of meeting the objectives.

Recommendations

The research topic should be broadly deepened, taking into account other possible solutions to the problem and the development of the skill in the students of the selected institution.

Bibliography

- Badii, M. H., Castillo Rodríguez, M., Wong, A., & Villalpando, P. (2017). Diseños experimentales e investigación científica. *Innovaciones de Negocios* 4(2). Obtained from <https://doi.org/10.29105/rinn4.8-5>
- Fundación Educación para el Desarrollo (2009). Manual de estrategias didácticas. Obtained from <https://is.gd/yBVMBO>
- González, A., Rodríguez, M., & Ledo, M. (2019). Enseñar a escribir en inglés: el enfoque proceso-producto orientado a la acción. *Transformación*, 15 (1). Obtained from <https://bit.ly/3RUct6U>
- Gonzalez, C. J., & Chirino, E. (2019). Análisis de materiales didácticos digitales ofertados desde un portal de contenidos abiertos: el caso de Canarias. *DOSSIÊ*, 35 (77), 21. Obtained from <https://bit.ly/3TZE7kM>
- Granata, M., Lavayén, M. Carreras, F. (2001) La evaluación diagnóstica: ¿instrumento de clasificación o experiencia de aprendizaje. Obtained from <https://core.ac.uk/reader/61908120>
- Gutiérrez, J., Gómez, F., Gutiérrez, C. (2018) Estrategias didácticas de enseñanza y aprendizaje desde una perspectiva interactiva. Obtained from <https://is.gd/R204RN>
- Klimova, B. F. (2013). The Importance of Writing. *PARIPEX-INDIAN JOURNAL OF RESEARCH*, 2, 9. Obtained from <https://bit.ly/3L0edct>
- Lafontaine, P., & Vásquez, A. (2018). El desarrollo de las habilidades comunicativas en la edad temprana en el grado de pre primario del Nivel Inicial. *Educación Superior*, (26), 19-30. Obtained from <https://bit.ly/3qojIZ3>

- Kolan, L. (2021). Revela cuáles son los beneficios de las flashcards. *Tu blog de aprendizaje*. Obtained from <https://is.gd/fgCcmL>
- Louwerse, M. (2004). Un modelo conciso de cohesión en el texto y coherencia en la comprensión. *Revista Signos*, 37 (26) Obtained from <https://is.gd/Nym2Ok>
- Martínez, M. (2008). Una aproximación a las principales dificultades léxicas y morfo-sintácticas para aprender inglés de los hablantes hispanos. *Porta Linguarum*, 137. Obtained from <https://bit.ly/3xf24up>
- MINEDUC. (2014). *Acuerdo 0052-14*. Quito, Pichincha, Ecuador. Obtained from <https://bit.ly/3qxK1vC>
- Monje, C. (2011) Metodología de la investigación cuantitativa y cualitativa. Guía didáctica. Obtained from <https://is.gd/b5kszN>
- Morales, P. A. (2012). Elaboración del material didáctico. *Red Tercer Milenio*, 1, 13. Obtained from <https://bit.ly/3QzWjhE>
- Murillo, J. (2011). Métodos de investigación de enfoque experimental. Obtained from <https://is.gd/PI1e0l>
- Pacheco, E. Z. (2022). El aprendizaje del idioma inglés mediado por las tecnologías en el sector rural durante la pandemia: retos y oportunidades en el nivel de secundaria. *Polo del Conocimiento*, 7(4), 1908-1920. Obtained from <https://bit.ly/3d3OSSk>
- Palacios, J. G., & Bravo, S. L. (2022). Materiales didácticos para la enseñanza del idioma inglés en los estudiantes de cuarto de educación básica de la unidad educativa libertad 2021. *Polo del Conocimiento*, 7(5), 40-52. Obtained from <https://bit.ly/3L12tqa>
- Ríos, G. (2012). La ortografía en el aula. *Revista Kañiña*, 36(2). Obtained from <https://is.gd/x9iQcE>

- Rojas, D., Vilaú, Y., & Camejo, M. (2018). La instrumentación de los métodos empíricos en los investigadores potenciales de las carreras pedagógicas. *Mendive*, 16(2), 238-246. Obtained from <https://is.gd/5xZqPR>
- Rodríguez, F. (2007). Generalidades acerca de las técnicas de investigación cuantitativa. *Paradigmas* 2(1). Obtained from <https://is.gd/t0SjFB>
- Rodríguez, Y., Fernández, O., & Rigual, I. (2021). El proceso de enseñanza aprendizaje del idioma inglés en las filiales universitarias del ministerio del interior. *Revista Atlante: Cuadernos de Educación y Desarrollo*, 13(5), 25. Obtained from <https://is.gd/7K1LQ4>
- Romero, L. A., Ormaza, M. d. l. Á., Naranjo, M. I., & Hernández J. C. (2021). Influencia del inglés como segunda lengua en el currículo de la Carrera de Bibliotecología en el Ecuador. *Polo del Conocimiento*, 6(3). Obtained from <https://bit.ly/3BtZqn6>
- Soledispa, B. J., & Chávez, V. A. (2019). La escritura como una estrategia para la inclusión social de los estudiantes universitarios. *Polo del Conocimiento*, 5(01). Obtained from <https://bit.ly/3qthY0y>
- Torres, T. (2019). En defensa del método histórico-lógico desde la Lógica como ciencia. Obtained from <https://is.gd/mSjpAj>
- Trejo, T., Astete, D., Pajuelo, C. (2019). Aplicación de flashcards y el desarrollo del vocabulario del idioma inglés en los niños de la cuna jardín 001 corazón de María – Huánuco, 2018. Obtained from <https://hdl.handle.net/20.500.13080/6209>
- Yi Lin, A. M. (2008). Cambios de paradigma en la enseñanza de inglés como lengua extranjera: el cambio crítico y más allá. *Revista Educación y Pedagogía*, 20(51). Obtained from <https://bit.ly/3RUemk0>

Annexes

Annex 1

Diagnostic test

Name:

Date:

1. Choose a verb and correctly complete the sentence.

Listen Brush study go

She her teeth every morning.

I to school at 7 am.

Mario English on Monday.

They to music all day.

2. Identify which of the following verbs are regular and irregular and write their correct past form.

Go	make	work	play	dance
Do	eat	walk	study	give

Regular verbs

Infinitive	Past simple

Irregular verbs

Infinitive	Past simple

3. Write one affirmative and one negative sentence in the simple future using the verb in parentheses.



Affirmative: (buy).

Negative: (travel).



Annex 2**INTERVIEW**

1. What is your name?
2. How old are you?
3. What do you know about didactic strategies?
4. What didactic strategies do you use during the teaching-learning process?
5. Have you applied didactic strategies before?
6. Do you consider focusing a teaching strategy only on writing?
7. What skill do you think needs the most attention in English classes?
8. Why are students not learning English?
9. What do you think it takes to learn English?
10. What do you think about creating a teaching strategy for your classes?
11. What do you know about flashcards?
12. Do you think that the implementation of didactic strategies significantly improves students' writing skills?
13. Do you have a vision for the research proposal?



Annex 3

 <p style="text-align: center;">TECHNICAL UNIVERSITY OF MACHALA. D.L. No. 69-04 of April 14, 1969. <i>Quality, pertinence and warmth</i> ACADEMIC UNIT OF SOCIAL SCIENCES. CAREER: PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES. Lesson plan N° 1</p> 			
School: Carmen Mora Encalada		Subject: English	Academic period: 2022 - 2023
Teachers: Leiner Naranjo Denny Román.		Course: 10 th grade “A”	Teaching Method: Group work, creating own material, writing sentences.
Topic: Daily Routine	Duration: 80 minutes		
Class objective: Students will be able to write sentences in the present simple tense in its three forms.			
Previous knowledge: Verb tenses			Date: Monday, January 23 rd , 2023
Content	Activities	Resources	Evaluation
Present simple (affirmative, negative sentences; questions and short and long answers)	<ul style="list-style-type: none"> The class begins with greeting the students, introducing the topic and the objective to be implemented. A reminder of the vocabulary involved in the lesson is given. We proceed to explain what daily routines are with the objective of solving an activity. Groups are formed to create flashcards in class, each group chooses 10 vocabulary words to be used in class and proceeds to draw on one side of the flashcard and on the other side write the name of the drawing in English. They review the vocabulary on the flashcards by making sentences with each one. 	Flashcards, markers, cardboard, scissors, scissors, etc.	Respond to the teacher's questions.
Observation:			

Annex 4

 <p style="text-align: center;">TECHNICAL UNIVERSITY OF MACHALA. D.L. No. 69-04 of April 14, 1969. <i>Quality, pertinence and warmth</i> ACADEMIC UNIT OF SOCIAL SCIENCES. CAREER: PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES. Lesson plan N° 2</p> 			
School: Carmen Mora Encalada		Subject: English	Academic period: 2022 - 2023
Teachers: Leiner Naranjo, Denny Román.		Course: 10th grade “A”	Teaching method: Group work, creating own material, writing sentences.
Topic: Week days.		Duration: 80 minutes	
Class objective: Students will be able to write sentences in the simple past tense in its three forms.			
Previous knowledge: Verb tenses			Fecha: Friday, January 27th, 2023
Content	Activities	Resources	Evaluation
Past simple (affirmative, negative sentences; questions and short and long answers)	<ul style="list-style-type: none"> The class begins with greeting the students, introducing the topic and the objective to be implemented. A reminder of the vocabulary involved in the lesson is given. We proceed to explain about the grammar of the simple past with the objective of solving an activity. Groups are formed to create flashcards in class, each group chooses 10 verbs from those learned last class and conjugates them to the past to then proceed to draw on one side of the flashcard and on the other side write the name of the picture in English. The flashcards created by the groups and the new vocabulary of the days of the week are reviewed. 	Flashcards, markers, poster board, scissors, whiteboard.	Respond to the teacher's questions.
Observation:			

Annex 5

 <p style="text-align: center;">TECHNICAL UNIVERSITY OF MACHALA. D.L. No. 69-04 of April 14, 1969. <i>Quality, pertinence and warmth</i> ACADEMIC UNIT OF SOCIAL SCIENCES. CAREER: PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Lesson plan N° 3</p> 			
School: Colegio Carmen Mora Encalada		Subject: English	Academic period: 2022 - 2023
Teachers: Leiner Naranjo, Denny Román.		Course: 10th grade "A"	Teaching method: Group work, creating own material, writing sentences.
Topic: My family.		Duration: 80 minutes	
Class objective: Students will be able to write sentences in the simple future in its three forms.			
Previous knowledge: Verb tenses			Fecha: Monday, January 30th, 2023
Content	Activities	Resources	Evaluation
Future simple (affirmative, negative sentences; questions and short and long answers)	<ul style="list-style-type: none"> The class begins with greeting the students, introducing the topic and the aim to be implemented. Reminder of vocabulary involved in the lesson. Explain about the grammar of the simple future with the objective of solving an activity. Make groups to create flashcards in class, each group chooses 10 verbs from those learned last class and conjugates them to the future and then proceed to draw on one side of the flashcard and on the other side write the name of the picture in English. The flashcards created by the groups and the new vocabulary of the family are reviewed. 	Flashcards, markers, poster board, scissors, whiteboard.	Respond to the teacher's questions.
Observation:			

Annex 6



Annex 7



Annex 8

FINAL EVALUATION

Name:

Date:

1. Complete the following sentences in the simple future with the information in the parentheses.

She English with her friends (not study).

Andrés tomorrow (work).

They in the park next week (not play).

1. Choose one activity and one complement and correctly write the sentence that belongs to each picture.

go to school

watch tv

listen to music

brush the teeth

at night

in the morning

every day

all day

He



They



I



She



He.....

They

I

She

2. Correct the following sentences in the simple past tense.

She buyed a car last month.

.....

I goed to the beach yesterday.

.....

They studyed for the exam all night.

.....

We plaid soccer in the park.

.....

Annex 9

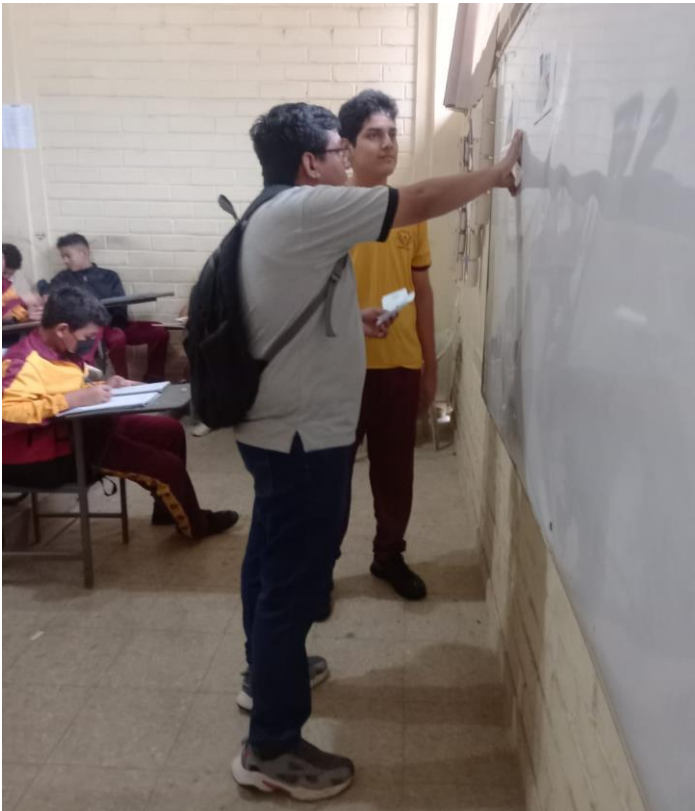
RUBRIC FOR COLLECTING AND PROCESSING RESULTS

Criteria or category of evaluation	3 Good	2 Regular	1 Bad	Score
Grammar	The students know gramatical structures	The students show a regular level the gramatical structures.	The students do not know gramatical structures	
Vocabulary	The students have an extensive knowledge of verbs.	The students have a regular knowledge of verbs.	The students have a poor knowledge of verbs	
Spelling	The students write correctly the words.	The students write regularly the words	The students do not write correctly the words.	

Annex 10



Annex 11



Annex 12

