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Sistema de actividades didácticas basado en el uso de palabras de enlace para mejorar la producción de párrafos escritos en inglés

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MACHALA
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USE OF LINKING WORDS IN THE CONSTRUCTION OF SIMPLE ENGLISH PARAGRAPHS

por DAYANA BELEN OCHOA MERCADO

USE OF LINKING WORDS IN THE CONSTRUCTION OF SIMPLE ENGLISH PARAGRAPHS

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DEDICATORY

At the outset, I want express my gratitude to God for guiding me and allowing me to achieve all my goals. In the same way, I express my eternal admiration for my mother, the pillar of my life, and state that this project would not be feasible without her economic, psychological, and emotional support throughout this professional preparation process. I would also like to thank Mr. Manuel Pacheco for being a great support and source of wisdom and my brother Famer Ochoa for his unconditional help. They are the ones to whom today I would like to thank and dedicate this small effort that marks the beginning of a new chapter in my life.

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GENERAL INDEX

ABSTRACT

In the academic training process, it is essential to cultivate competencies that allow students to interpret their literary production effectively. Undoubtedly, one of the keys to discourse cohesion lies in the ability to link the different sentences that make up a text, establishing coherent relationships between its ideas. In this context, "linking words" are crucial elements to mark the type of relationship between sentences and, consequently, to facilitate their comprehension. The study aims to improve students' written production in the sixth semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala during the 2023-1 academic period. This will be achieved through the implementation of an activity system designed to promote the effective use of linking words in writing. To achieve the objective of this research, a qualitative study carried out with a non-experimental action research design. The study population will be composed of 30 high school students. Therefore, at the research level, theoretical and empirical methods will be used, as well as sustainable techniques to measure the scope of this work such as: survey, non-participant observation and content analysis. The study population will be composed of 30 high school students. Therefore, research methods used at a theoretical and empirical level, as well as sustainable techniques to measure the scope of this work such as; survey, non-participant observation and content analysis. These tools will help identify deficiencies in students' writing skill development from a scientific perspective. Subsequently, the system of activities will be implemented, and its influence on the improvement of this skill will be analyzed.

Keywords: linking words, written production, activity system, writing skills

RESUMEN

En el proceso de formación académica, resulta fundamental cultivar competencias que permitan a los estudiantes interpretar su producción literaria de manera efectiva. Indiscutiblemente, una de las claves para alcanzar la cohesión discursiva radica en la capacidad de enlazar las distintas oraciones que componen un texto, estableciendo relaciones coherentes entre sus ideas. En este contexto, las "palabras de enlace" se emergen como elementos cruciales para marcar el tipo de relación entre las oraciones y, en consecuencia, facilitar su comprensión. El propósito de este estudio es mejorar la producción escrita de los estudiantes que cursan el sexto semestre de la carrera pedagógica de lenguas nacionales y extranjeras de la universidad técnica de Machala, durante el período académico 2023 S-1. Esto se logrará mediante la implementación de un sistema de actividades diseñado para promover el uso efectivo de palabras de enlace en la escritura. Para alcanzar el objetivo de esta investigación, se llevará a cabo un estudio cualitativo con un diseño de investigación-acción de tipo no experimental. La población objeto de estudio estará compuesta por 30 estudiantes de nivel superior. Por lo tanto, a nivel de investigación se utilizarán métodos, de nivel teórico y empírico, así como técnicas sustentables para medir el alcance del este trabajo tales como: encuesta, observación no participante y análisis de contenido. Estas herramientas ayudarán a identificar las deficiencias en el desarrollo de la habilidad de escritura de los estudiantes desde una perspectiva científica. Posteriormente, se implementará el sistema de actividades y se analizará su influencia en la mejora de esta habilidad.

Palabras claves: palabras de enlace, producción escrita, sistema de actividades, habilidades de escritura

INTRODUCTION

Nowadays, English teaching has become one of the three most important languages in the world; undoubtedly, the need to master one or more foreign languages to communicate, either orally or in writing, is increasing. On a global scale, countries such as Denmark, the Netherlands, Sweden, Finland, Norway, Poland, and Austria demonstrate that their students have a high level of English proficiency (Dinero, 2021).

On the other hand, in the Latin American region, although policies have been proposed in recent years to improve the teaching and learning of English, it has not been possible for students to reach satisfactory levels of English proficiency. In addition, statistics presented by the company English First in 2022 revealed that Ecuador ranks 82nd out of 111 countries in the world ranking of English proficiency, demonstrating that Ecuador remains among the Latin American nations with the least proficient English language skills.

Writing poses a formidable challenge for individuals who are acquiring a foreign language as well as those who compose in their mother tongue (Wu & Zhang, 2017). In this sense, written expression presents a great challenge and difficulty since it requires a lot of training and directed work, in addition to the difficulties experienced by most students, which refer to their poor proficiency in general writing.

Regarding Teaching English as a Second Language in Higher Level Education in Ecuador, there are still learning gaps that do not allow students to communicate in written form in English. Nevertheless, analyzing the context in which English language learning occurs today is crucial. According to Dragomir & Niculescu (2020), written production requires " an awareness of grammar and syntax appropriate to the purpose of the communication" (p. 205). It

is fundamental to emphasize that when writing, it is essential that students focus on the basic elements of writing as punctuation, vocabulary, structures, and paragraph organization.

Based on Faradhibah (2017), connecting ideas to the main idea is another phenomenon of a good paragraph, and this process is called coherence in writing. Consequently, implementing tools or materials focused on using linking words during the writing process could enrich writing and promote the creation of coherent and meaningful paragraphs or texts.

Based on the above, during the pre-professional internship period, it has been evidenced the existence of multiple shortcomings in students while writing paragraphs in English, emphasizing the following problems: low command of English in students, lack of coherence when writing, spelling problems, omission of words, lack of logical order of the elements of sentences and insufficient exercises related to writing skills.

These manifestations demonstrate the difficulties that exist when developing written production in English, which is why the following scientific problem arises: How to improve the written production of sixth-semester students of English in the Pedagogy of Foreign and National Languages Degree at the Technical University of Machala?

This research has as its study object the process of teaching and learning the English language in higher education and focuses on improving written production. Accordingly, didactic activities will allow students to expand their vocabulary, connect sentences and develop a more extensive and coherent writing style that students can easily integrate into their daily practice.

Therefore, the general objective of this research is to implement a system of didactic activities based on using linking words to improve the written production of paragraphs in

English for sixth-semester students of English in the English Department at the Technical University of Machala.

Field of study of this research is delimited to the use of writing techniques.

The specific objectives are the following:

- To theoretically support the use of linking words in the English teaching and learning process to improve writing skills in constructing simple paragraphs in English.

- To diagnose the level of development of writing skills through a field study involving student surveys.

- To design didactic activities centered on the utilization of linking words to enhance English paragraph composition skills.

- To apply didactic activities with linking words for paragraph production in English.

- To analyze the results of the activities implemented to improve the production of paragraphs in English.

To achieve the objective of this work, qualitative research with an action research design oriented to the development and application of didactic activities to significantly improve students' writing skills will be developed. Therefore, at the research level, theoretical methods will be used, including historical-logical and analytical-synthetic methods, and at empirical level reflected in the logical procedures of all research, such as analysis, synthesis, deduction, and induction, as well as different techniques for locating and fixing data and documents and contents analysis.

The research population is considered to be 30 sixth-semester students of the English of English in the English Department at the Technical University of Machala.

The scientific literature points to the importance of conducting this research since the problems related to this skill are considerable and continue to harm students when learning a new language. Therefore, the purpose of this research is to contribute and improve the proposed skill so that students can write any type of text or exercise in English and that this knowledge can be applied both in the academic and work environment, which is very useful for their professional development and daily life.

The structure of this research is composed of an introduction that details an overview of the work, and the theoretical research design contextualizes the problem, explain the scientific fact, the causes, the formulation of the problem, the general objective, the specific objectives and the future contributions of the research. Consequently, the first chapter integrates the theoretical framework with a research background, theoretical bases, conceptual, contextual, sociological, epistemological, psychological, pedagogical, and legal foundations.

Subsequently, the second chapter contains the methodological framework that details the methodology used in this research, methodological design, research type, target population, variable operationalization, and research methods, techniques and empirical instruments. The following chapter details the pedagogical proposal. Finally, the fourth chapter explains the results obtained during the research, conclusions, and recommendations and includes the bibliographic support, annexes, and evidence of the research work.

CHAPTER 1. THEORETICAL FOUNDATIONS OF ENHANCING WRITTEN ENGLISH LANGUAGE PROFICIENCY THROUGH THE UTILIZATION OF LINKING WORDS

This first chapter develops the theoretical framework that includes the background of this research, theoretical bases, and conceptual and contextual foundations on the teaching of foreign language at the higher education level oriented to the improvement of the written production of paragraphs in English using an approach based on the use of linking words.

1.1 Historical development of teaching models in higher education for English language instruction and the impact on the advancement of writing skills.

During the last four decades, the L2 writing process has been investigated to improve foreign language teaching and assessment (Odendahl & Deane, 2018). Some of the first studies to investigate the writing process in L2 in higher education were those of Zamel (1982, 1983) and Raimes (1985, 1987). They were mainly concerned with improving the teaching of writing.

On the other hand, Flower & Hayes (1980) proposed one of the fundamental models of process-oriented writing in the native language L1, pointing out that the writing process divides into three subprocesses: planning, translation (from ideas to words), and revision, all overseen by the supervisory process. However, several studies on L2 writing skills development have used the Hayes-Flower model.

At this point, Bereiter and Scardamalia (1987) introduced another influential writing process model, suggesting that individuals can adopt two composition approaches: knowledge narration and knowledge transformation. Conversely, Grabe and Kaplan (1996) modified a model of communicative language performance initially put forward by Chapelle et al. (1993). In

their work, they introduced a process-oriented writing model that delineated the interplay between the writer's internal cognitive processes and external influences.

On the other hand, Kellogg (1996) proposed another writing model frequently quoted in research on the L2 writing process. This model identifies six core processes within the act of writing: planning, translating, programming, executing, reading, and editing. This model has played a pivotal role in shaping the understanding of the complexities of writing in L2, offering valuable insights into the cognitive processes at play in this multifaceted skill.

Another official standardized document that serves to measure the level of English in a second language is provided by the Common European Framework of Reference for Languages (CEFR), whose descriptors for the so-called intermediate levels, B1 (intermediate) and B2 (advanced), place in the transition between these levels; the ability to use connectors to link and justify opinions. Furthermore, the CEFR Supplementary Volume explicitly incorporates, at the B1 level, the capacity to grasp the primary concepts and conclusions presented in written argumentative texts. It also encompasses the aptitude for synthesizing and critically assessing information in written compositions. (Consejo de Europa, 2020).

From the point of view of relationship to linguistic development, a crucial element of academic language is the connectives or linking words. Linking words are responsible for cohesion between sentences like any other part of speech, acquisition, and learning of these elements that link sentences and clauses evolve as individuals mature.

Performance and developmental studies of second language writing are adopting fresh perspectives that align with research findings on writing proficiency and cognitive theories. Under this perspective, Lutz and Huitt (2004) indicate that Piaget's theory posits that individuals are initially equipped with reflexes that facilitate their engagement with the environment. Over

time, these reflexes evolve into mental structures, enabling individuals to interact with and adjust to their surroundings. This adaptation transpires through two distinct processes: assimilation and accommodation, both of which are fundamental components of modern constructivism.

Based on the above, it has become imperative to monitor individuals' developmental progress and foster a wide range of skills among students to enable them to accurately interpret written material. In this way, from the moment an individual begins to speak, the learning of written language can begin, following a logical process that modifies the practical schemes in the mental processes, achieving the management of symbols and the development of a conceptual understanding of their surroundings through the application of these symbols.

Nevertheless, English language learners (ELLs) can add grammatical content that works by linking words to give meaning to their writing. Thus, to properly develop their writing skills, students must be motivated while writing. In addition, teachers must create in their students a meaningful understanding of text development since they must fulfill the aspects of coherence in all works by applying the connectors learned throughout the teaching-learning process.

1.2 Conceptual framework of the use of linking words to improve English language writing skills

It is crucial to emphasize that students need to improve their written production skills and learn the basics of grammar. Often, students have more difficulty sequencing their writing or giving coherence to their ideas. Thus, linking words represent significant elements in developing communicative situations since grammatical resources are necessary for speaking, listening, reading, and writing.

By Faya & Macho (2022), "it is a group of words that fit together to mean something." (p.1). Grammar entails rules for structuring sentences and is the key to precise and accurate use

of the English language in both speech and writing. Crossley (2016) mentions that "The best way to make sure your writing flows is to link your paragraphs and sentences correctly" (p. 1). Any text that lacks linking elements loses entire meaning and, as a result, becomes incomprehensible and unappreciated.

Several studies point to linking words as magical elements of any use to the writer. "When individuals utilize language, they create textual compositions, representing a coherent and comprehensible sequence of well-structured statements" (Dragomir & Niculescu, 2020). These elements are essential to give cohesion in sentences and linking ideas to convey meaning inside the text.

According to Jordan (1990), "Formal written discourse conventionally adheres to a consistent framework, encompassing an introductory section, the elaboration of principal ideas or arguments, and a concluding segment. The integration of linking words and phrases facilitates the seamless connection of clauses, sentences, and paragraphs." (p. 1). Thus, employing these words facilitates reader comprehension by illustrating the connections between information and ideas.

On the other hand, Siddiqui (2020) found in his study that one of the factors that negatively affect the clarity and organization of a paragraph is the overuse of transition words. The author states that students are unable to provide supporting details if they don't have a clear idea. This may be a consequence of a lack of practice in written paragraph production and may evidence by the excessive use of "and", "too", "so" and "then", and long sentences. In addition, the lack of transition or the use of a few transition words in a paragraph reflects students' lack of ability to construct and write a well-unified and organized paragraph.

The effective utilization of specific linking words is contingent upon the structure of the text. In his study, Lumbangaol (2022) discusses several classifications introduced by other authors, one of which is the framework proposed by Oshima and Hogue (2006), which comprises four types of essay organization: chronological order, logical division of ideas, comparison and contrast, and cause and effect. On the other hand, Anker (2009) presents narrative, illustrative, descriptive, processual, classificatory, cause and effect, compare and contrast, and argumentative essays. Similarly, Fawset (2018) mentions illustrative, classificatory, narrative, persuasive, descriptive, process, cause, and effect.

The similarity between the different perspectives of the quoted authors is evident in the fact that certain words and phrases serve distinct functions in linking ideas. Accordingly, Jordan (1990) indicates that linking words are divided into four categories:

LINKING WORDS CLASIFICATION			
CATEGORY	**FUNCTION**	**TYPE**	**EXAMPLES**
ADDITIVE	They are used to add information, give introduction, make references, express similarities, identifications and make clarifications	Addition	Indeed, further, as well, not only (x), but, also, moreover, as a matter of fact, and, furthermore, additionally, besides (x), or, in fact, too, nor, alternatively, on the other hand, not to mention (x)
		Introduction	Such as, as, particularly, including, as an illustration, for example, like, in particular, to illustrate, for instance, especially, notably, by way of example
		Reference	Speaking of (x), considering (x), regarding (x), in regard to (x), as for (x), concerning (x), the fact that, on the subject of (x)
		Similarity	Similarly, in the same way, in a like manner, equally, likewise, as
		Identification	That is (to say), namely, specifically, thus, more precisely
		Clarification	That is (to say), I mean, (to) put (it) another way, in other words

ADVERSATIVE	They are used to express contrast, conflict, emphasis, concessions, dismissal or replacement.	**Conflict**	But, by way of contrast, while, on the other hand, however, (and) yet, whereas, though, in contrast, when in fact, conversely, still, whereas
		Emphasis:	Even more, above all, indeed, more importantly, besides
		Concession	Even so, nevertheless, even though, on the other hand, admittedly, however, nonetheless, despite x, notwithstanding x, (and) still, although, in spite of (x), regardless (of x), (and) yet, though, granted x, be that as it may
		Dismissal	Either way, whichever happens, whatever the case, in either event, in any case, at any rate, in either case, whatever happens, all the same
		Replacement	At least, (or) rather, instead
CAUSAL	They are used to express cause and effect, reasons, conditions, purpose and consequences	**Cause Or Reason**	For the (simple) reason that, being that, for, in view of x, inasmuch as, because (of x), seeing that, as, owing to (x), due to (the fact that), in that, since
		Condition:	on (the) condition (that), in the case that, granted (that), if, provided that, in case, in the event that, as/so long as, unless, given that, granting (that), providing that, even if, only if
		Effect/Result	As a result (of x), consequently, hence, for this reason, thus, because (of x), in consequence, so that, accordingly, as a consequence, so much (so) that, so, therefore
		Purpose	For the purpose of, in the hope that, for fear that, so that, with this intention, to the end that, in order to, lest, with this in mind, in order that, so as to, so
		Consequence	Under such circumstances, then, in that case, if not, that being the case, if so, otherwise

SEQUENTIAL	They are used to give sequence, give order, give conclusions or summarize	Numerical	In the (first, second, etc.) place, initially, to start with, first of all, firstly (etc.), to begin with, at first, for a start
		Continuation	Subsequently, previously, eventually, next, before x, afterwards, after x, then
		Conclusion	To conclude (with), as a final point, eventually, at last, last but not least, finally, lastly
		Digression	To change the topic, incidentally
		Resumption	To get back to the point, to resume, anyhow, anyway, at any rate, to return to the subject
		Summation	as previously stated, so, consequently, in summary, all in all, to make a long story short, thus, as I have said, to sum up, overall, as has been mentioned, then, to summarize, to be brief, briefly, given these points, in all, on the whole, therefore, as has been noted, hence, in conclusion, in a word, to put it briefly, in sum, altogether, in short

Jordan (1990)

When producing a text, certain attributes should be considered by the writer when applying essential linking words in this process. Coherence and cohesion are factors that help students to write successfully. Students find it easier to express themselves when they know how to use these components.

Cohesion has defined as "the foundation on which the edifice of coherence is built" and is also known as "an essential feature of a text so that it can be considered coherent" (Aminovna, 2022). Coherence occurs when a text has a correct structure, and cohesion results when the syntax and the relationship between words, sentences, and paragraphs are right. This indicates that cohesion is instrumental in establishing coherence and facilitating the linkage of sentences, paragraphs, and sections within complex writing assignments.

To establish discourse cohesion, a crucial element in seamlessly connecting the varied sentences in a text and articulating ideas coherently, are the "linking words," "textual organizers," or "connectors." These linguistic tools serve to signify the connections between sentences and enhance comprehension. Owing to their significance, these elements frequently command prominent positions within sentences and are typically positioned at the outset of paragraphs.

1.2.1 English language teaching-learning process in higher education oriented to the development of writing skills

Some research highlights the challenges students encounter in various English language skills, with a particular emphasis on their writing abilities. Language serves as their means of communication; right from the start, children swiftly acquire the ability to communicate through their mother tongue. Nevertheless, their learning unfolds through the processes of repetition and adaptation, empowering them to articulate their thoughts without the necessity of structured guidance.

Therefore, effective communication relies on the foundational principles of grammar and syntax. Grammar is instrumental in ensuring precision in language use, and mastering the fundamental rules of grammar is a is an indispensable skill for language learners, both working with their mother tongue or a second language.

Teaching is inherently tied to learning, and it is imperative to grasp the process of how individuals acquire writing skills. Writing is widely recognized as challenging skill, signifying a degree of complexity that students must take into account when creating educational activities to enhance the writing skills (Ferretti & Steve, 2019). According to the authors, the teacher must

consider the cognitive, intellectual, emotional, cultural, and procedural processes the students experience during the learning of writing production.

Thus, Chicho (2022) states that learning to write shares similarities with learning to read as both entail a sequential process. The act of writing necessitates and integrates a broader range of foundational skills compared to any other subject. Considering children's developmental stages, teachers instruct writing through a series of steps that leverage the child's prior learning experiences.

In numerous institutions, writing skills are primarily centered around grammar, and this emphasis is contingent on the teaching approach adopted by instructors. Consequently, students often concentrate solely on employing accurate grammatical structures. Nonetheless, effective writing entails more than just grammar; it involves a strategic approach that educators must implement to guide their students in producing accurate written content.

Encouraging students to develop writing expertise in all four discourse modes is significant. Writing classes for foreign languages should incorporate assignments that prompt students to engage in narration, description, explanation, and argumentation. These activities can be integrated at the initiation of the target language learning through uncomplicated exercises, subsequently growing in complexity as the learner makes progress in language mastery and study. Therefore, Hewins (1996) presents a model designed to engage EFL learners in the writing process, encompassing five pivotal stages, which include:

1. Pre-writing: conversation, generating ideas, and selecting vocabulary.

2. Elaboration of the first draft: the student writes without stopping to look up words in the dictionary, only using known vocabulary.

3.   Re-feedback: the teacher and classmates offer comments to improve the content of the text.

4.   Second draft: the student revises and rewrites the text incorporating comments from the teacher and peers.

5.   Proofreading the text: the student-writer and a classmate read the text to correct errors in the form (p. 56).

The writing process begins with choosing the topic, delimitation, and coherent support with the set of main ideas, performing data processing and data analysis to contextualize and adequately argue the text. Viewed as a process, writing is a methodical activity that involves a series of sequential steps usually followed in the writing process and so on, ultimately resulting in the development of a final product intended for public sharing.

Regarding writing skills, Chicho (2022) mentions, "The great drawback of traditional teaching about writing is the emphasis teachers place on evaluating a text, rather than teaching students to produce texts." (p. 35). Teachers should acknowledge the necessity of embracing the task of instructing students in the creation of text with effective communication to enhance the overall learning experience.

Proficiency in certain skills is essential for individuals engaged in the practice of writing. Brown, quoted by Rakhmawati (2022), establishes a series of six micro-skills that are pertinent in teaching this competency:

- Generate a proficient vocabulary foundation and employ suitable word order structures.

- Use an acceptable grammatical system.

- Use cohesive devices in written discourse.

- Employ the established rhetorical structures and conventions of written communication.

- Adequately fulfill the communicative purpose of written texts in accordance with their form and intent.

- Expressing connections among events involves communicating main ideas, supporting details, new and established information, generalizations, and exemplifications.

- Differentiate between explicit and inferred significances.

Written communication has evolved into a fundamental skill in the English language. Writing empowers students to express, analyze, and narrate experiences (Lestari & Nurhamdah, 2019). Writing is a valuable tool that allows one to externalize the imagination and express and share ideas and emotions. Therefore, achieving the development of skills allowing an adequate structuring of the written version of the text implies properly writing the different types of text usually used.

1.2.2 Written paragraph production in English

According to Jordan (1990), dividing the text into paragraphs is essential. Usually, a paragraph contains several sentences, but all refer to the subject matter in the topic or key sentence. In this sense, the key phrase is usually the first one that contains the main idea or theme, and other sentences support it by adding more information or examples. Similarly, a paragraph is self-contained, but it must link logically with the preceding and subsequent paragraphs to maintain the flow and cohesion of the writing.

The process of writing begins by composing a paragraph, where a paragraph functions as a fundamental building block in the structure of writing (Melati, 2020). It comprises a series of interconnected sentences that expand upon the central idea. Wali and Madani (2020) assert that mastering the skill of constructing paragraphs is indispensable in writing. Before achieving excellence in any facet of writing, one must first acquire proficiency in crafting well-structured

paragraphs. A solid paragraph writing skill is vital as it enables readers to gauge the overall quality of the writing.

According to Maharani (2017), a successful paragraph consists of three key components: topic sentences, supporting sentences, and concluding sentences. These elements collectively form the paragraph and enhance its understanding by the reader. However, teaching writing isn't a simple activity, so teachers have a responsibility to meet the challenge of improving paragraphing skills. Rajesh (2017) highlights the difficulty of teaching paragraph writing, especially for teachers who are second language learners themselves but are tasked with instructing students on correct and acceptable writing. Unfortunately, some inexperienced educators may avoid this challenge as they perceive it as particularly demanding.

Paragraph writing skills are introduced at the outset of developing proficiency in writing of writing proficiency development (Utami et al., 2021). Before tackling complex academic writing projects, students should focus on honing their paragraph writing skills. This emphasizes the significance of educators equipping students with the essential guidance and resources required to cultivate a thorough understanding and competence in constructing paragraphs.

To enhance students' proficiency in paragraph writing, it is imperative for the teacher to consider the factors that impact their writing success. This assertion is substantiated by the research of Alsmari (2019), who states the significant role teachers play in shaping student achievement. In essence, teachers must be knowledgeable about the variables that can affect paragraph writing skills within the context of teaching and learning.

As outlined by Nasser (2019), writing a paragraph presents challenges, including issues related to spelling, punctuation, grammar, diction, topic sentences, and coherent sentence construction. These obstacles have the potential to hinder students' understanding and overall

performance. When creating paragraphs, it's crucial to consider fundamental aspects such as coherence, cohesion, and unity.

Coherence is a fundamental and central element in every paragraph, highlighting how the flow of paragraph writing enables smooth transitions between sentences, ultimately leading to the development of well-connected and fluid paragraphs (Yamin, 2019). In brief, coherence is the assurance that related sentences in a paragraph are logically connected.

According to Wali and Madani (2020), cohesion is a technique used to connect sentences. It establishes relationships between supporting sentences by aligning them with the topic sentence. Cohesion refers to links within and between sentences that establish clear connections for readers. Regarding unity, the authors highlight that paragraph writing achieves unity when the supporting sentences are closely linked to the topic sentence.

Although cohesion and coherence are crucial components in constructing a complete text, statistics and research show that many students still have difficulty writing cohesively and coherently. Cohesion and coherence devices connect words, phrases, sentences, and paragraphs, resulting in cohesive and complete speech (Latifah y Triyono 2020).

In the same way, Yamin (2019) Yamin (2019) highlights that the core concept of unity requires the culmination of an idea within a paragraph before introducing additional ideas in subsequent sections. That means that the unity in the supporting sentences is achieved by clarifying the intended meaning of each sentence and ensuring that they convey the same idea as presented in the main sentence. By Wali and Madani (2020), there are three types of written paragraph production;

Narrative paragraph, involves the retelling of past events and is frequently utilized for storytelling purposes. It maintains the same structural components as other paragraphs,

encompassing a main sentence, supporting sentences, and a concluding sentence (Wali & Madani, 2020).

Descriptive paragraph, serves the purpose of depicting a particular individual, item, location, or object. It further elaborates on the generic structures that this type of paragraph typically employs (Sari & Wahyuni, 2018).

Expository paragraph, provides information to the reader. It also serves the purpose of describing a subject (Wibowo & Febrinda, 2019).

According to the previously stated, to achieve a correct written production, students must recognize the structure of a text considering its composition as a starting point. Therefore, students must be clear about the type of text they want to obtain and start producing paragraphs that fulfill that function, begin thinking with the topic sentence, and express it, keeping in mind that it has the necessary elements to present a complete thought.

1.3 Contextual characteristics of the process of teaching and learning English in higher education.

This section provides the contextual characteristic of the English language teaching and learning process in higher education. In the Ecuadorian context, this implies an analysis of the multiple factors and elements that influence way English is taught and learned in higher education institutions. In this sense, the writing level of the sixth semester English students of the English Department at the Technical University of Machala.

1.3.1 The process of teaching and learning written English proficiency in Ecuador.

Throughout the years, the approach to teaching English in Ecuador has undergone notable transformations. Previously, public schools did not prioritize English and only taught it for a limited time. In the 1980s, teachers employed conventional teaching methods that emphasized

the language's grammatical and spelling components through repetitive drills. Nevertheless, this approach proved ineffective and often resulted in disengaged students.

In accordance with Art. 31 of the Academic Regime, EFL students must pass a specific level B2, corresponding to the upper intermediate level of the CEFR international standard (UTE, n.d.). In addition, it is stipulated as a curricular policy to comply with the English levels as a second language in the curriculum of other degrees as a condition for graduation. In other words, curricular conditioning is an educational strategy of the national system to level the knowledge of English in higher education students or high school graduates, in addition to contributing to the low proficiency in English.

The teaching-learning process in the Ecuadorian educational system has taken a significant turn in the last two decades. International exams have become the only way to accredit the knowledge of students and teachers in this foreign language (Ortega & Auccahuallpa, 2017). In this sense, the 21st century brings changes in the teaching and learning of foreign languages other than the mother tongue; it offers people the possibility of accessing others cultures, value systems and ways of interpreting the world in which they live. The foreign language teaching strategy varies depending on the paradigms and interests of the learners.

> *La aceptación e impacto del inglés como lengua extranjera en las instituciones de educación superior se debe a su amplitud en el desarrollo profesional de los universitarios, no obstante, los aspectos relacionados con el aprendizaje del inglés durante el periodo universitario y su beneficio en el campo laboral* (Chávez et al., 2017)

For this reason, English is a fundamental requirement for admission to or graduation from many universities. It is essential for students to master this language and develop adequate

language skills in order to succeed in their student careers. To achieve this, schools should begin instruction at early age and include the language in the curriculum as early as elementary school.

In this sense, the year 2006 considered as the turning point in the English teaching in the language centers of Higher Education Institutions (HEIs), which required students to achieve linguistic competence to graduate from higher education. For university students, learning has a simple approach that HEIs cope with because of their ability to meet Piaget's principles of effortless assimilation and accommodation.

The teaching of the English language in the country, from the school stage to higher education, is carried out under a flexible curricular design, attending to the needs of the students and complying with the objectives established in the curriculum to obtain an adequate command of the communicative competencies of the foreign language, according to the standards determined by the Common European Framework. A more effective high school approach to teaching writing focuses on grammar, giving priority syntax and spelling, as these are fundamental aspects for students.

Currently, English taught in the language departments corresponds to a mandatory conditioning stipulated in the universities according to their free discretion, as established in the art.355 of the New Constitution of the Republic of Ecuador, which stipulates that HEIs have full administrative, academic, organizational and financial autonomy. stipulates that HEIs have full administrative, academic, organizational and financial autonomy. This law applied in correspondence with the objectives of the Regime and principles of the Supreme Court of Justice (Constitución de la República del Ecuador, 2008).

Adapting to the particularities of higher education is crucial to effective English language instruction. The context, including institutions, students, objectives and methods, shapes the

English language learning experience. Some programs incorporate continuous assessment, including written assignments, presentations and class participation.

1.3.2 Diagnosis of current writing skill progress among sixth semester English students of the English department at the technical university of Machala.

In this section, the results obtained regarding the current state of the writing skills of 6th-semester students during the academic period 2023-1 presented. To achieve this, a survey administered to assess the student's knowledge regarding the topic addressed in the present research, which be described in detail later on. Therefore, to evaluate the student's writing proficiency level, it was necessary to conduct an activity as part of the survey, the completion of which provided sufficient information for the respective diagnosis of the student's current level.

Results

During the initial phase, an observation record used as a data collection technique (ANNEX 1), where the observation was carried out based on the variables, dimensions, and indicators previously selected in the research framework. According to the records obtained, it can observe that students present limitations in written production, especially in specific areas such as grammar, organization and communicative intention.

The observations reveal that the difficulties mentioned above generally stem from students' excessive reliance on translators and their limited vocabulary for their English proficiency level. Among the factors that also negatively influence the development of this skill are the lack of motivation and the scarcity of didactic activities in accordance with the students' interests.

Through the application of the second instrument, the survey (ANNEX 2) showed that 90% of the students know what linking words are, and 10%, which represents a total of 3

students, know the topic moderately well, which may be the result of the lack of deepening of this type of topics. In general, the teachers typically do not emphasize an in-depth exploration of linking words in their classes, viewing this aspect as complementary to writing activities, which results in it becoming an implicit skill for each student.

In addition, the study found that students use addition words as the most common type of linking words, accounting for 14%. Contrast and reason words also tend to be used, accounting for 13%. However, 12% also use order words. The words moderately used by the students are words of summary with 10% of acceptance, sequentially representing 9% are words of emphasis, and 8% represent words of place and 6% use words of condition. It's worth noting that we classified this based on the type of words students typically use in their academic work.

Based on the findings, it appears that students have some understanding of how the words they use connect their ideas. However, most students are not familiar with the primary classification of these words. Only 5% chose additive classification despite it being the most frequently used. On the other hand, the highest percentage of participants correctly identified sequential linking words, which was 8%. Only 3% of the participants were aware causal linking words, and none recognized adversative linking words.

The level of knowledge of linking words was also classified according to the number of linking words generally used by the students, establishing ranges referring to low level (0 to 5), basic (6 to 10), good (11 to 15) and outstanding (16 to 20). Consequently, the results obtained in this section showed that 40% of the students have a basic level in use of linking words. On the other hand, 27% have a good, and 23% showed outstanding results. However, there are 10% who maintain a low level.

With respect to the cohesive elements used by the students, a pattern is observed in the linking words, being seen as repetitive so, after, then, also, and, because, if, but, or, while, too, first. These manifestations demonstrate the need to teach new vocabulary to improve their written production since the students must manage appropriate language according to their level of English.

On the other hand, students instructed to rate their knowledge of linking words using the following parameters: Excellent (5), Very Good (4), Good (3), Basic (2), and Poor (1). Based on results from this survey, 43% consider their knowledge of the subject matter to be good. Likewise, 37% consider themselves to have good knowledge level, and 20% say their knowledge is basics. Nonetheless, no student reported a poor or excellent knowledge level.

It is essential to emphasize that the results of statements 3 and 4 may seem contradictory since both seek to assess the level of knowledge of the students with respect to the proposed subject matter; therefore, it is necessary to clarify that the previous statement encompasses the entire range knowledge regarding general concepts, classifications and functions. However, section 3 aims to establish mastery regarding the number of words they know and use.

In order to assess the students' writing level, it was necessary to select the writing activity according to the student's level. For the analysis of the results achieved through the exercise, a specific rating scale was assigned to each of the questions in order to obtain measurable data. The following graph shows the generalization of the results obtained according to the dimensions provided by means of a rubric.

Written production

■ Excellent　■ Good　■ Basic

- 30%
- 57%
- 13%
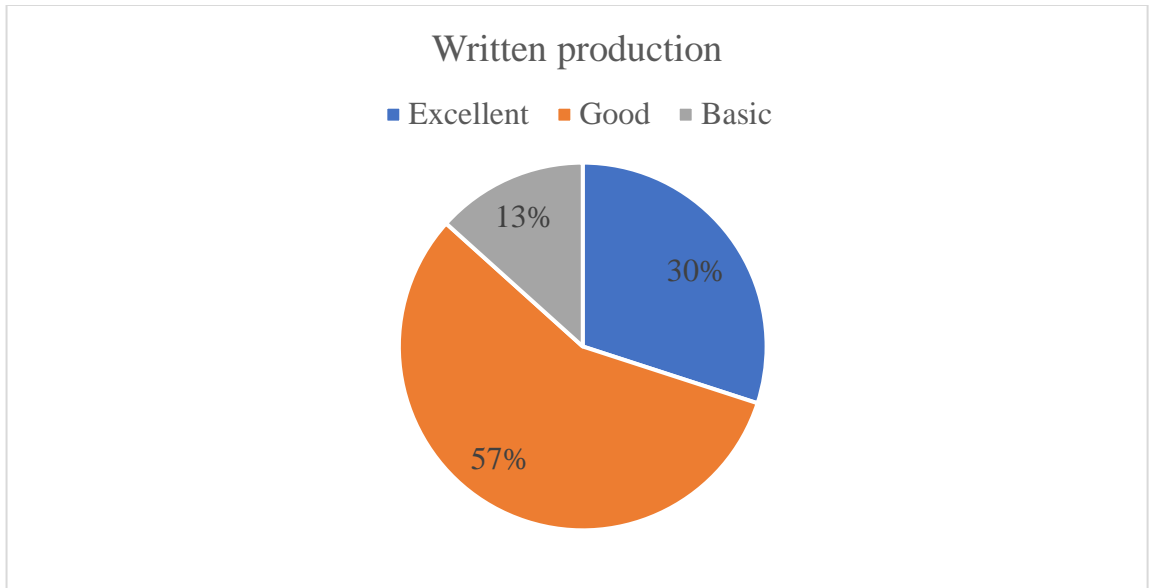
This graph shows the general summary of the results analyzed regarding students' written production according to the dimensions and indicators selected to determine their current level. From the generalization of these dimensions, it can see that 57% of the students have a good level of English, presenting slight grammatical and organizational errors. On the other hand, 30% present an excellent written production, and 13% show a basic command, manifesting grammatical, organizational and communicative intentionality errors. These data yield the following conclusions:

In general, students have a good level of writing skills; however, they continue to make mistakes because of dependence on the excessive use of translation programs on their technological devices. Likewise, this competence is not very well received by the students because it is a task that requires more time and guidance due to the lack of pedagogical proposals that allow the student to become familiar with this skill. Consequently, there is little motivation when it is time to do a written work, since it is something of a compulsory nature for them.

CHAPTER II: METHODOLOGICAL BACKGROUND

This chapter describes the methodological principles employed in the conduct of the study, referring to the type and design of the research, the data collection instruments, the methodology used in the research activities applied during this research work, and details characteristic aspects and systems carried out in the study according to the research topic.

2.1 Research Paradigm and Type of Research

The present study developed within the interpretative qualitative paradigm to obtain relevant information through observation, measurement, and analysis of the variables exposed in the work. According to Arias (2021), this type of paradigm deals with the qualities and descriptions of phenomena that obey a subjective and non-linear analysis. With this approach, a researcher would interact with the studied reality, respecting its characteristics and trying to understand and explain it adequately.

In accordance with Trujillo & et al (2018), qualitative research is conceived as a category of research designs that allows for the collection of descriptions through the use of techniques and tools such as observation and interviews, in order to obtain information in the form of narratives, recordings, field notes, written records, audio and video transcriptions, photographs, among others.

Based on the existing subjective assumption in the research framework, it is unquestionable that the qualitative study is based on this characteristic and allows knowing the research process and interpreting it from the experiences of the subject of study and observation. Therefore, the development of this work contemplates a non-experimental research design of longitudinal type aimed at observing the phenomena that occur within the educational environment to analyze them afterward.

In the opinion of Arias & Covinos (2021), this design maintains that the study variables are not subjected to any particular stimuli or experimental conditions. Instead, study subjects are observed within their natural context without any alterations to the situation. This approach encompasses two primary types: cross-sectional and longitudinal, with the key difference lying in the time period or duration of the study.

The same author points out that a longitudinal study involves more than two measurements over time; there must be more than two because the results can compare throughout the process of change. This type of non-experimental design studies the characteristics of the variables in a process of change; in this case the variables should not manipulated, only the process should observe over periods or time.

2.2. Population

A population is defined as a group or set of elements to be subjected to a statistical study. In this study, the selected population consisted of 30 individuals, composed of 18 women and 12 men. These individuals' range in age from 21 to 26 years old and are sixth semester English students in the English Department at the Technical University of Machala.

2.3 Research Methods

Research methods involving procedures, techniques and systematic processes use for collecting data to give meaning to the phenomena under investigation are necessary to guarantee the validity of this study. The choice of research method significantly impacts the type of data collected and the validity of the research results.

2.3.1 Theoretical methods

According to Guevara et al, these methods give way to the revelation of unobservable characteristics, which makes it possible to interpret empirical data in a conceptual manner. Since

theories are the attempt to reflect the reality of the phenomenon from the smallest detail to the general point of view.

Historical-logical method: This concept pertains to comprehending the different phases of an object or process throughout its history. To grasp its evolution, it is necessary to delve into its historical background, identify the crucial developmental stages, and acknowledge the fundamental historical relationships. The objective is to fathom the historical pattern that enhances its comprehensive development (Lopez & Ramos, 2021).

It is present at the beginning of all research, propitious to detail relative characteristics of evolution and progress, in this way we will show the historical background, the evolution concerning the process of instructing and acquiring the English language as well as to understand the development of the students' writing skills.

Analytical-Synthetic Method: This approach is based on the idea that analysis involves breaking down complex elements into their individual parts and qualities, facilitating the mental dissection of the whole into its various interactions. On the other hand, synthesis brings together dissected parts to identify general relationships and characteristics, based on the results of the analysis. (Delgado & Romero, 2021)

It shows us that each process constituted with differences and identities resulting in a whole. Thus, analysis implies decomposing a whole into qualities, while synthesis establishes the union of the parts already analyzed. Therefore, it functions as a unit to integrate the results of the research through the analysis carried out.

2.3.2 Empirical Methods

According to Lopez and Ramos, this method "puts in contact with real objects and phenomena, provides clues to formulate hypotheses and data for the construction of knowledge

and leads to the verification of previously formulated hypotheses". The research employs empirical methods, specifically observation and survey administration.

Observation plays a fundamental role as the principal guide in the empirical approach of this research. Through direct observation of the students' writing activities, it was possible to identify and document deficiencies in their writing skills in detail. In addition, this information helped to further adapt and improve the exercise system throughout the study, with the goal of maximizing the benefits to the students.

2. 4 Techniques and instruments

Within the framework of the methodological design, it is essential to define the data collection technique and the type of instruments to applied according to the objectives and variables:

Non-participant observation, the objective of observation in the qualitative perspective is to understand the behavior and experiences of people as they occur in their natural environment. Therefore, the aim is to observe and record information from people in their environment with a minimum of structures and without interference from the researcher (Lopez & Ramos, 2021)

Survey: it is a tool carried out through an instrument called questionnaire, directed exclusively at people to gather information about their opinions, behaviors, or perceptions (Arias, 2020, pág. 107). The survey can have quantitative or qualitative results and focuses on pre-established questions with a logical order and a tiered response system.

According to Espinoza (2019) "a questionnaire is an instrument used to measure variables, following a structured process of collecting information through the completion of a predefined series of questions" (p. 179). With this in mind, it is fitting that the questionnaire

covers all the variables of major interest; moreover, it can be easily applied and the results are obtained quickly.

The objective of this tool is to obtain information about the current academic student's level through a set of questions about their previous knowledge of the subject under study. When applying it, a series of steps given so that students are clear about what is required, emphasizing that the grade acquired is only a reference.

Evaluation rubric: These are commonly used instruments to measure the learning achieved by the student in one or multiple disciplines. To do this, the teacher utilizes a set of criteria related to the student's mastery of the content, to which a weight, either numeric or in the form of letters, is assigned. This information is presented in a properly structured table (Arias, 2020)

Content analysis

Content analysis is considered an "indirect" technique that consists of the analysis of social reality through observation and analysis of the documents created or produced in it. It is a technique that combines observation and documentary analysis (Guevara & et, 2020). The primary objective of this approach is to uncover the intention behind a message, regardless of its genre. In particular, it involves categorizing and/or encoding the various components of the message into specific categories, which facilitates the effective presentation of its underlying meaning.

Unit of analysis

The units of analysis correspond to units of observation that the researcher delimits with respect to the research problem, categorizing the observations in the field of study (Espinoza, 2019). The use of the units of analysis is essential for the researcher, since they help to access the

desired information to give continuity to the research process. In this sense, we will proceed to analyze the dependent variable considered in this study as the development of written production.

USE OF LINKING WORDS IN THE CONSTRUCTION OF SIMPLE ENGLISH PARAGRAPHS					
Problem	**Objective**	**Variable**			
How to improve the written production of sixth-semester students of English in the Pedagogy of Foreign and National Languages Degree at the Technical University of Machala?	To improve the written production of paragraphs in English for sixth-semester students of the Pedagogy of Foreign and National Languages Degree at the Technical University of Machala.	**Dependent:** Written production of paragraphs			
		Dimensions	**Indicators**	**Techniques**	**Instruments**
		Content	Possesses a comprehensive vocabulary and can handle relevant information.	- Observation - Data collection - Content analysis	- Survey - Questionnaire - Previous assignments - Rubric
		Grammar	Uses grammatical systems according to their level of English.		
		Organization	Uses appropriate ordering patterns (cohesion/coherence)		
		Communicative achievement	Adequately fulfills the communicative function of written texts.		

CHAPTER III: SYSTEM OF DIDACTIC ACTIVITIES RELATED TO THE USE OF LINKING WORDS FOR IMPROVING ENGLISH WRITTEN PARAGRAPH PRODUCTION

This chapter presents the different aspects conceptualized as fundamental for the development of this research, taking into consideration the benefit that the educational community will obtain through the implementation of a system of didactic activities based on the use of linking words for the improvement of the written production of paragraphs in English of the sixth semester students of the Pedagogy of National and Foreign Languages degree of the Technical University of Machala.

3.1 Theoretical foundation of the system of didactic activities designed to improve written production of English paragraphs based on the use of linking words

According to different authors point out that university students write very elementary texts with the purpose of complying with activities proposed by the professor; they do not make it a daily practice but something obligatory, which could be a product of the loss of creativity or the lack of vocabulary according to the level in which they develop. At the university level, providing follow-up to the writing process and encouraging students to improve their written production is relevant.

Another factor that negatively influences the development of writing skills is the students' dishonest practice of simply copying and pasting the work of other authors. Thus, there is a need to address the problem through innovative proposals to ensure that schools provide spaces that favor students' writing skills in English, with the aim of adapting strategies that promote educational participation in a dynamic way.

As mentioned, English currently assumes a crucial role in society, serving as a global lingua franca for communication, trade, and diplomacy. Therefore, it is imperative that English proficiency becomes an integral and non-negotiable component of individuals' academic training, ensuring that students can adeptly acquire the necessary language skills to participate effectively in international contexts and leverage opportunities on the global stage.

In this regard, the following proposal focuses on enhancing students' written production by implementing transitional words and their correct usage, with the aim of significantly improving the quality of students' written work. The identification of students' pre-existing knowledge is essential for the purpose of selecting suitable exercises, guidelines, and instructions. These elements are fundamental when initiating the design of didactic activities, serving as components of the organization of systematic steps or stages aligned with the diverse capabilities of the learners.

GENERAL OBJECTIVE

➢ To elaborate a didactic guide with activities based on the linking words use to improve written production in sixth semester students.

SPECIFIC OBJECTIVES

➢ To identify the most effective transitional words for student-written texts.

➢ To equip students with a creative educational resource for organizing their learning processes.

The theoretical foundations supporting the implementation of this proposal, which are geared towards conducting field research and surveys, represent critical elements in enhancing the overall efficacy of the proposal. They enable a deeper understanding of the context and

facilitate data collection; both are essential for informed decision-making and successful outcomes.

The proposal aims to promote adaptive development and analytical skills following the constructivist philosophical approach, creating a teaching environment centered on exploration through questions. In this way, the performance of the exercises will have a beneficial impact on the students' subjectivity, as strengthening their cognitive abilities allows a significant assimilation of the exposed contents.

Philosophical aspects: constructivist theory, widely accepted and employed asserts that the student does not acquire knowledge passively but actively, promoting meaningful learning. It uses approaches that recognize the importance of utilizing and questioning the mental models already present in students to improve their understanding and performance (Dragomir & Niculescu, 2020)

Similarly, the proposal emphasizes improvement of formative processes associated with student behavior. It aims to serve as an effective tool for regulating and shaping student behavior, ultimately benefiting the teacher in the pursuit of improved learning outcomes. With this process, knowledge conversion into a use and constructive format is effectively facilitated, thus nurturing an educational environment characterized by positivity and productivity enhancement.

Psychological aspect: in its educational approach, cognitivism places a strong emphasis on learning how to learn and how to foster critical thinking. Its pedagogical perspective extends beyond mere knowledge acquisition, also promoting the development of problem-solving skills by the student. In this approach, the student is considered an active subject and information processor. (Schneider et al., 2022)

By virtue of the fact that the proposal seeks to strengthen English paragraph writing skills, improve students' cognitive abilities and stimulate their development of high-quality texts by encouraging the exploration of diverse forms of writing and the connection of ideas, with the ultimate goal of achieving a constant improvement in their writing competencies through the stimulation of their cognitive structures.

Therefore, the creation of this system of activities simplified into a guide for students on the correct use of linking words will be a pedagogical tool that will allow the dynamization of the didactic environment by constituting an element that is within the reach of all participants within the teaching-learning process, attending to its cognitivist-constructivist origin.

Pedagogical aspect: in the process of teaching the English language, meaningful learning stands as a top priority. It is essential to learn about your students thoroughly to create an atmosphere of trust where the student feels like an important part of the teaching and learning process. The teacher should foster an environment of high quality and constant mutual motivation (Valverde et al., 2022).

Therefore, the creation of this system of activities simplified into a guide for students on the correct use of linking words will be a pedagogical tool that will allow the dynamization of the didactic environment by constituting an element that is within the reach of all participants within the teaching-learning process, attending to its cognitivist-constructivist origin. Various stimuli, including exposure to diverse texts, continuous feedback from educators, and active engagement in challenging writing exercises, drive the development of students' writing skills. This comprehensive approach remains essential for their growth and development.

3.1.1 Characteristics of the system of activities developed for the improvement of the written production of English paragraphs through the use of linking words.
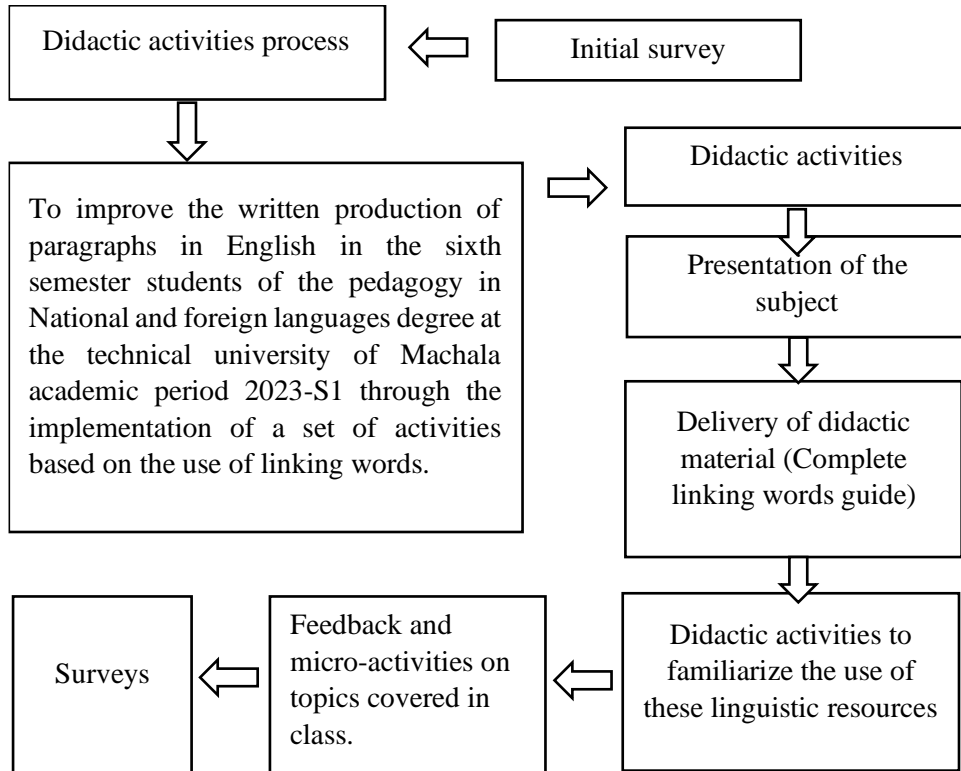
The current proposal involves designing dynamic activities focused on the linking words use by creating a comprehensive guide covering essential grammar topics, writing techniques, and various types of texts. The aim of this tool is to assist students in writing coherently in their academic assignments throughout their educational background. While also providing educators with an effective means to encourage students' creativity.

In this guide, the groups of linking words divided into four types: additive, adversative, causal, and sequential. Within each category, the linking word are further subdivided according to their functions and accompanied by corresponding explanations and examples. The advantage of using this resource is that it is adaptable to any activity that the teacher may propose, as it contains many practical tips and real examples to help students complete their written work.

Undoubtedly, constructing a solid didactic methodology: rooted in rigorous criteria to create an effective pedagogical links between teacher and student constitutes a significant challenge. However, it is essential to empower the learner as the principal agent involved in the learning process, offering opportunity to discern and consciously choose the appropriate educational resources to improve their communicative competencies.

Therefore, this system of activities focused on solving the existing difficulties in the learning process by implementing a structural and functional methodology for the organization of skills and their implementation for the development of written communication, providing a direct method that allows students to acquire use knowledge that will be feasible in their academic, working or social life.

On the other hand, Escamilla et al. (2020) state that to start an activity established on a system. Tt is intended from the first moment to offer students general information based on the topic and general objective and the reason why they have to learn it, and what is the structure. In this way, the student's attention will be increased, in order to motivate them to develop the activities raised in the class system.


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┌──────────────────────────┐      ⇐      ┌──────────────────────────┐
│ Didactic activities      │             │      Initial survey      │
│ process                  │             │                          │
└──────────────────────────┘             └──────────────────────────┘
          ⇓                                  ┌──────────────────────────┐
┌──────────────────────────┐    ⇒           │   Didactic activities    │
│ To improve the written   │                └──────────────────────────┘
│ production of paragraphs │                          ⇓
│ in English in the sixth  │                ┌──────────────────────────┐
│ semester students of the │                │ Presentation of the      │
│ pedagogy in National and │                │ subject                  │
│ foreign languages degree │                └──────────────────────────┘
│ at the technical         │                          ⇓
│ university of Machala     │               ┌──────────────────────────┐
│ academic period 2023-S1  │                │ Delivery of didactic     │
│ through the              │                │ material (Complete        │
│ implementation of a set  │                │ linking words guide)     │
│ of activities based on   │                └──────────────────────────┘
│ the use of linking words.│                          ⇓
└──────────────────────────┘                ┌──────────────────────────┐
┌────────┐ ⇐ ┌──────────────┐  ⇐           │ Didactic activities to   │
│ Surveys│   │ Feedback and │                │ familiarize the use of   │
│        │   │ micro-       │                │ these linguistic         │
│        │   │ activities on│                │ resources                │
│        │   │ topics       │                └──────────────────────────┘
│        │   │ covered in   │
│        │   │ class.       │
└────────┘   └──────────────┘
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3.2 General description of the system of activities.

In this section, a detailed description of the activity system planning is provided, including the activities carried out through the use of visual resources. To effectively achieve this, it is essential to create didactic materials related to linking words and their subsequent application in the teaching-learning process.

General system objective: To plan a didactic activities system with the implementation of didactic and visual resources based on linking words for the development of the written production of paragraphs in English in sixth semester students.

Week 1. During this period, it is essential to introduce the topic of linking words, their functions, and classification using the necessary resources to enhance this process, such as educational material (a linking words guide), a laptop computer, and slide presentations.

In this time, it was essential to survey the students to assess their understanding of the subject matter and to obtain information on their knowledge level. In the same way, a detailed rubric used to assess and establish their level of proficiency in written expression, which provided a more accurate and objective assessment of their abilities in this fundamental aspect.

CLASS 1: LINKING WORDS

Aim: To introduce to students what linking words are, their functions, classification and importance.

Duration: 40 minutes

Introduction: The greeting and orientation of the activity to carried out (5 minutes).

Development: 30 minutes

- Application of the survey test (20 minutes)

- Explanation of the class subject: During the class explanation, students are theoretically introduced to what linking words are and main reasons why they should learn them (10 minutes).

Conclusion: 5 minutes

Activity 1. Ask questions about what they have learned in class.

- Students understand the functions, importance and classification of linking words.

Week 2: During this period, it is essential to deepen the topic (linking words), to deepen the topic (linking words), their functions and classification using the necessary resources to make this process more dynamic: didactic material (linking words guide), laptop, slides, worksheets.

Class 2: LINKING WORDS (ADDITIVE AND ADVERSATIVE)

Aim: To explain to students what linking words are, their functions, their classification (additive and adversative) and their importance.

Duration: 40 minutes

Introduction: To give feedback on the topic linking words (5 minutes).

Development: 30 minutes

- Explanation of the class subject: During the class explanation, we will deepen with what are linking words and their classifications (additive and adversative), functions and the main reasons why they should be applied. (25 minutes).

Activity 1. Provide students basic exercises where you will give them multiple options to complete the activity; during this exercise they will work collectively (5 minutes).

Conclusion: Closing questions (5 minutes).

Class 3. LINKING WORDS (CAUSAL AND SEQUENTIAL)

Aim: To explain to students what linking words are, their functions, their classification (causal and sequential) and their importance.

Duration: 40 minutes

Introduction: Greeting and orientation of the activity and give feedback on the topic linking words (5 minutes).

Development: 30 minutes

- Explanation of the class subject: During the class explanation, students introduced to the class classifications of linking words (Causal and sequential), their functions and the main reasons why they should be applied (15 minutes).

Activity 1. Within two previously selected readings, students should compare both texts, identify the linking words and classify them according to their type (10 minutes).

Activity 2. Students should select which paragraph shows better cohesion between ideas and coherence (5 minutes).

Conclusion: Closing questions (5 minutes).

In Classes 2 and 3 seek to provide students with a solid understanding of these linguistic elements and their application in coherent and cohesive texts. Through feedback and interactive activities, students intended to acquire practical skills in identifying, applying and classifying these linking words, which will significantly contribute to improving their written expression skills and better understanding of written texts.

Week 3: From this week on, the application of multiple didactic activities online was considered pertinent to dynamize the teaching-learning process concerning improvement of paragraph written production.

TOPIC: USING INKING WORDS

Aim: To carry out activities based on the use of linking words (ANNEX 9).

Introduction: Greeting and orientation of the activities.

Development: Description of the activities involved and the benefits of fulfillment.

Activity 1. Categorize linking words according to their general classification.

Activity 2. Complete the paragraph with the linking word you consider relevant.

Activity 3. Locate the linking word according to its synonym.

Activity 4. Organize the ideas to complete the paragraph (Education, E- mail, Christmas).

Activity 5. Look at the following image and write five ideas about what you observe, then organized the ideas into a simple paragraph.

Conclusion: Closing questions (5 minutes).

The significance of this approach in Week 3 lies in its ability to employ a variety of interactive online activities to promote understanding and application of linking words, thus contributing to improved paragraphing skills among learners.

Week 4: At this stage, give feedback on the linking words topic and created a guide to direct the writing process. In addition, collaborative work was encouraged, and finally a survey was applied.

TOPIC: LINKING WORDS IN WRITING PROCESSES

Aim: To carry out writing activities with linking words using support materials.

Introduction: Greeting and orientation of the activities

Development: Description of the activities involved and the benefits of fulfillment.

Activity. Write in pairs a text of about 200 words describing Computing Proccesses according to the established topics (Create a folder, cut and paste, and change the Font).

Conclusion: Closing with questions and answers.

- Application of a survey (ANNEX 10).

The week concluded with a question-and-answer session and the administration of a survey, ensuring that students not only acquired knowledge but also had an opportunity to provide valuable feedback on their learning experiences.

CHAPTER IV: RESULTS OF THE APPLICATION OF THE SYSTEM OF DIDACTIC ACTIVITIES TO IMPROVE THE WRITTEN PRODUCTION OF ENGLISH PARAGRAPHS THROUGH THE USE OF LINKING WORDS.

This section presents the results obtained through the system of activities applied to improve the written production of sixth semester students of English in the English Department at the Technical University of Machala academic period 2023-1. These activities took place over a period of four weeks, starting from August 15th and ending on September 6th.

4.1 Description of the implementation of the system of didactic activities centered on the utilization linking words for improving of the written production of paragraphs in English.

During the first week of implementing the activity system, students showed reluctance to engage in writing-related tasks, the survey presented students with a short activity that required them to write a simple paragraph. In general, the students were not willing to do an activity that would not give them any additional academic benefits, which is why the teacher decided to give two extra points to the students, so the students proceeded to complete the activity.

In writing practices, most students abuse their cell phones to make literal translations from Spanish in their writing. Students given the freedom to carry out this activity without complications, but it was evident that most of them still make grammatical errors due to the dishonest use of online translators. In addition, some groups did not complete the activities according to the teacher's specifications. On the other hand, the students widely accepted a brief explanation of the topic to be presented.

During the second week of class, the instructor provided an exhaustive explanation of the subject matter. Due to the extensive content, the class divided into two sessions. The first session

focused on concepts, importance, uses, classifications and functions. Among those classifications analyzed, additive and adversative linking words included. Afterwards, a short multiple-choice recognition activity carried out, which was very useful for most of the students.

For the next class, the remaining categories of causal and sequential linking words explained, and the didactic material consolidated in a guide and list of linking words that offers students a summary of the content and becomes a support tool for future writing activities, including speaking activities.

Then, two readings carried out in one paragraph for the purpose of students identifying the sequentially between ideas. Next, presented an alternative presentation of the text, allowing students to identify the linking words used to make the paragraph cohesive. This activity intended to familiarize students with the linking words use and recognize their importance. As a result, students recognized the type of word used and its function in the paragraph, which allowed them to complete the activity by identifying where a linking word needed to introduced to improve the cohesion and paragraph coherence.

During the third week, reinforcement activities in the form of online exercises conducted to help students improve their writing. These activities were designed in a flexible manner to accommodate each individual's academic and work schedules, and students were free to complete them at a time that was convenient for them.

During this time, about seven sequential activities (ANNEX 9) selected significantly to improve students' written production. It is important to note that these activities are not complex. First, activity 1 involves categorizing the linking word type according to its general classification. The choice of this activity helps students become familiar with the topic and facilitates the identification of the most appropriate linking word when doing their written work.

The second activity consisted of completing a paragraph according to the missing word, which found in a box. Then, student must locate the missing word to complete the idea of the text. The activity objective is to help students apply the relevant linking words to give coherence to the overall text by correctly cohesing the author's ideas.

The third activity consisted of placing the linking words according to their synonyms, recognizing that certain words perform a similar function so that their meaning coincides, thus avoiding the same nexus use. The principal purpose of this activity is to help students avoid excessive repetition of the same term when writing their papers.

The fourth activity consists of constructing a paragraph organizing the ideas of a text. If the choice is correct, the ideas automatically connected, and the student will observe how the text structured until the general idea completed. It considered pertinent to place two activities of this nature so that students could practice structuring paragraphs and improve their level of analysis by connecting ideas according to events.

In the fifth activity selected, students presented with a picture representing different situations. Initially, they wrote down the main ideas they observed in the photo and then grouped into a paragraph using key linking words to give coherence to the text. This activity was helpful for students to improve their paragraphing skills and the organization of ideas, which allowed them to create correctly cohesive and coherent texts.

Finally, during week 4, the students had to perform in pairs a writing activity that consisted of writing a text of about 200 words concerning the topic Computing Proccesses, giving freedom to the topic they wished to study in depth (create a folder, change the Font, cut and paste, rename a file). The function of this guide is to explain and support future writing activities by organizing the process in stages.

4.2 Discussion of the results obtained after the implementation of the system of didactic activities for improving English paragraph writing through the use of linking words.

Based on the results obtained in the first survey, the proposal designed for the application of a system of didactic activities based on the use of linking words whose main objective is to improve the written production of students, for which it was essential to create a guide detailing the use of linking words and their functions, and consequently the activities are presented sequentially.

Note that this activities system, along with the corresponding support material, has been designed to strengthen writing skills and serve as a support resource for future writing activities. In this regard, a second survey (see appendix) considered appropriate in order to obtain a general evaluation of the system implemented. This survey consists of six questions, analyzed below:

The first question probed whether students value the linking words importance to improve their written production. The results revealed 70% strongly agreeing and 30% agreeing with this statement. No student expressed total disagreement, disagreement or indifference.

The following question addresses the students' perception by analyzing whether the material provided presents relevant and useful information to improve their written production. The results indicate that 93.3% of the students strongly agree, and 6.7% agree with this statement. Similarly, 0% represents that none of the students totally disagreed, disagreed or were indifferent. In short, the material provided widely accepted by students and is considered a valuable tool for improving their writing skills.

Subsequently, the third question asks whether the material provided would be beneficial for their future writing activities. The responses obtained show that 66.7% totally agree, and the

other 33.3% agree with the statement. Likewise, none of the students expressed total disagreement, disagreement or indifference to this statement. Based on the results, this resource represents a benefit for the educational community regarding the written production improvement.

The fourth question allows to evidence the students' perspective on whether the proposed activities can help strengthen their writing skills. Results reveal that 70% totally agree and 40% agree with this statement. In addition, none of the students expressed total disagreement, disagreement or indifference. As a result, it is possible to highlight that students consider that creating activities of this style can contribute to improve writing skills.

It was crucial to ask the students whether it should continue developing didactic materials and activities that use linking words to enhance various writing skills. In response, 76.7% expressed agreement, and 23.3% in total agreement. Consistent with the above results, no student showed disagreement, disagreement or indifference regarding this issue. The results show how creating these types of materials and activities can help to increase writing proficiency, but it is also essential to avoid saturating students with the same content.

Finally, participants asked to evaluate the content of the materials and activities presented, resulting in 60% finding them useful and 40% considering extremely useful. However, none of the students believe the content is slightly use or useless. Accordingly, the content perceived as useful so that the students can improve writing skills.

Overall, the results demonstrated that the activity system based on the use of linking words could help improve students' writing skills. Consequently, this resource has the potential to become a valuable tool, not only for student support but also for teachers, as it provides relevant content and offers simple activities with a specific purpose that are not highly complex.

4.3 CONCLUSIONS

Based on the literature review and the theoretical foundation, the use of linking words for writing activities can contribute to developing quality texts. Owing to functions to demonstrate the relationship between ideas and provide reader with an understanding of the content in general.

The results obtained during the development of the activity proposed in the first questionnaire were decisive for the initial analysis of the students' writing skills. In general, the population studied maintains a basic level of writing proficiency.

Consequently, a system of didactic activities focused on the use of linking words designed to improve writing competence, characterized by being structural and functional, since the activities that integrate it have a progressive degree of difficulty with activities, guides and orientations appropriate to the needs of the students to enhance writing skills.

This activity system application based on the use of linking words became an academic support tool for developing various writing activities, capable of continuously strengthening writing skills by providing a guide with practical tips, essential examples in a synthesized manner.

4.4 RECOMMENDATIONS

➢ Conduct further literature research to create engaging activities that enhance students' writing skills, avoiding a narrow focus on a single topic and instead integrating diverse themes to enrich the teaching and learning process.

➢ Incorporate more exercises and activities that challenge students to create coherent sentences and paragraphs by using linking words, appropriately given their role in improving the coherence and cohesion of a text, which facilitates reader comprehension.

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ANNEXES

OBSERVATION FORMS

Subject:

Teacher:

Course:

Date:

Objective: To observe and evaluate the student's performance during the activities related to written production in the language.

Evaluative criteria:

- Effectiveness in guiding and controlling English writing tasks.

- Introduction of strategies to improve written production.

- Mastery of the distinctive features of writing skills in the English language teaching-learning process.

N	Performance characteristics to be evaluated	Always	Sometimes	Never	Observations
1	The written production quality presented by the students is within the required academic level.				
2	The activities applied by the teacher are adequate for the process of elaboration of coherent texts.				
3	Students frequently apply the basic connecting words when writing some text				
4	Students frequently apply the basics linking words when writing some text.				
5	Teachers frequently use the basics linking words during instruction.				
6	The teacher uses a methodological tool to encourage written production.				

ANNEX 1: OBSERVATION FORMS

ANNEX 2: SURVEY

NAMES: **AGE:**

GENDER:

INSTRUCTIONS: Read the questions carefully and select the answer you feel is correct. This survey does not establish a score and the data provided will be used for research purposes.

1. Do you know what linking words are?

○ Yes
○ No
○ Nearly

2. Select linking words classification you are familiar with.

○ Additive	○ Emphasis	○ Place
○ Addition	○ Constrast	○ Condition
○ Sequencial	○ Adversative	○ Summary
○ Order	○ Reason	○ Causal

3. Write down the linking words you use most frequently during the writing process.

_____
_____
_____
_____
_____

Rate on a scale of 1 to 5 your knowledge of linking words.

○   5: EXCELLENT
○   4: VERY GOOD
○   3: GOOD
○   2: BASIC
○   1: DEFICIENT

5. Imagine that you are doing an exchange program in an English-speaking country. Please write a 150-200 word paragraph describing your experiences.

_____
_____
_____
_____
_____
_____
_____
_____

ANNEX 3: EVALUATION RUBRIC

Activity: Imagine that you are doing an exchange program in an English-speaking country. Please write a 150-200 word paragraph describing your experiences.

Overall, the text is well organized and coherent, using linking words and cohesive mechanisms.

Criteria	Basic	Good	Excellent
Content	There may be irrelevancies and misinterpretations of the task.	There may be minor irrelevancies and/or omissions. In general, the reader informed.	All content is relevant to the task. Keeps the reader well informed.
Grammar	Uses everyday vocabulary generally appropriately, Uses simple grammatical forms with a good degree of control.	Uses a range of everyday vocabulary appropriately. Uses a range of simple and some complex grammatical forms with a good degree of control.	Uses a range of vocabulary appropriately, including less common lexis. Uses a range of simple and complex grammatical forms with control and flexibility.
Organization	The text is connected and coherent, using basic linking words and a limited number of cohesive mechanisms.	The text, in general, is well organized and coherent, using various links and cohesive mechanisms.	The text is well organized and coherent, using various cohesion mechanisms and organizational models with good results in general.
communicative achievement	Not fully fulfilling the communicative function of communicating simple ideas.	It moderately fulfills the communicative function of maintaining the attention of the target reader and communicating direct ideas.	Adequately fulfills the communicative function of holding the reader's attention and communicating simple and complex ideas.

SURVEY   **APPLICATION**

ANSWERS

ANNEX 4: CLASS 1

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PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA CIENCIAS SOCIALES

LESSON PLAN

Degree: Pedagogía de los idiomas nacionales y extranjeros	Subject: English B2.1	Date: 24/08/2023	Academic period: 2023-I
Course: Sixth semester	Time: 40 minutes		Teaching method: Theoretical practical class.

Theme: Linking Words (Additive and Adversative)

Objetive: To explain to students what linking words are, their functions, their classification (additive and adversative) and their importance.

Contents	Phases/Time	Activities	Techniques and strategies	Resources	Indicators
Linking words	Introduction	- Greeting and class organization - Attendance register - Feedback	- Questions and answers - Sharing experiences	- Laptop	Students recognize when to use a linking Word.
	Development	- Diagnostic test application - Orientation of new content: Presents the content of Linking words with the help of the slides, guiding how to connect sentences following the required grammatical rule - Give students ten minutes to complete the activity of completing short sentences.	- Frame: Expository and Collaborative	- Projector - Slides - Notebook - Didactic material	About 80% of students describe how and when linking words are used within statements.
	Conclusion	- Provide quick feedback on the section through questions and answers on learned during the classes.	- Questions and answers	- Notebook - Didactic material	About 80% of the students can write and correctly perform cohesive sentences using linking words.

LINKING WORDS

"help you improve your writing"

Objective: Students will be able to understand what linking words are, their functions, classification, and importance.

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UNIDAD ACADÉMICA CIENCIAS SOCIALES

STUDENT NAME:_____

COURSE:_____ DATE:_____

ACTIVITY

CONNECT THE SENTENCES WITH THE CORRECT LINKING WORD.

| so | so | but | but | and | but | because |

1. It was very hot _____ I opened the window.

2. I opened the window _____ it was hot.

3. I wanted to phone you _____ I didn't have your number.

4. I've been studying English _____ I'm not getting better.

5. Shall we meet at home _____ in town?

6. We met at home _____ (we) learned for the test.

7. They like films _____ Mr Scharwies shows them more often.

8. I usually don't study much _____ now I want to do more.

SELECT THE CORRECT LINKING WORD TO COMPLETE EACH SENTENCE

Thomas enjoys outdoor activities _____ hiking, kayaking, and bird-watching.

   a) Unless   b) While   c) Like

Rebecca invited me to her party tonight. _____ I already made other plans.

   a) However,   b) Too   c) Besides

_____ I had a million dollars, I would buy a large vacation home.

   a) Also   b) If   c) But

I want to go to the party, but _____ I ought to be studying

   a) On the other hand   b) As   c) For

I couldn't afford a new car. Instead, I bought a used one.

   a) Namely   b) Although   c) Instead

ANNEX 5: CLASS 2

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PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
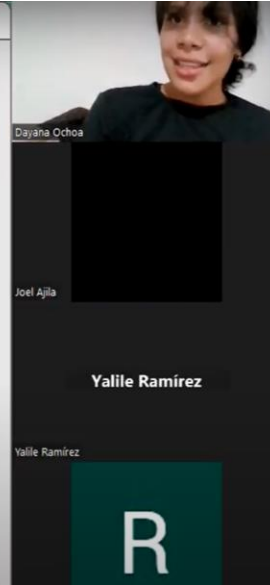UNIDAD ACADÉMICA CIENCIAS SOCIALES

LESSON PLAN

Degree: Pedagogía de los idiomas nacionales y extranjeros	Subject: English B2.1	Date: 25/08/2023	Academic period: 2023-I
Course: Sixth semester	Time: 40 minutes		
Theme: Linking Words (Additive and Adversative)			

Objetive: To explain to students what linking words are, their functions, their classification (causal and sequential) and their importance.

Contents	Phases/Time	Activities	Techniques and strategies	Resources	Indicators
Linking words	Introduction	- Greeting and class organization - Attendance register - Feedback	- Questions and answers - Sharing experiences	- Laptop	Students recognize when to use a linking Word.
	Development	- Diagnostic test application - Orientation of new content: Presents the content of Linking words with the help of the slides, guiding how to connect sentences following the required grammatical rule - Give students ten minutes to complete the activity of completing short sentences.	- Frame: Expository and Collaborative	- Projector - Slides - Notebook - Didactic material	About 80% of students describe how and when linking words are used within statements.
	Conclution	Application of interactive activities to identify, apply and classify these linking words and	- Questions and answers	- Notebook - Didactic material	About 80% of the students can write and correctly perform cohesive sentences using linking words.

CAUSAL TRANSITION WORDS

These transition words point out cause/effect and reason/result, etc. They are intended to connect the action with its result.

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PROVINCIA DE EL ORO – REPÚBLICA DEL ECUADOR
UNIDAD ACADÉMICA CIENCIAS SOCIALES

STUDENT NAME:- _____

COURSE:- _____ DATE:_____

ACTIVITY

WHICH PARAGRAPH DEMONSTRATES A FLOW OF IDEAS? CAN YOU IDENTIFY THE LINKING WORDS/PHRASES

Paragraph A

Studying at university has a number of benefits. Students can build on their social networks. They can meet a range of people from diverse backgrounds. They can develop long-lasting friendships and enrich their social lives. During tutorial sessions, students can develop effective communication skills. They can learn to negotiate, collaborate and compromise. This is important for future professional contexts. Students can become critical thinkers and more open-minded about the world as they see it. They can learn how to develop arguments and support them with evidence from reliable sources. Students can become independent learners and learn to manage their time and workload effectively. When they graduate they will benefit from university.

Paragraph B

Studying at university has a number of benefits. To begin with, students can build on their social networks. By meeting a range of people from diverse backgrounds, they can develop long-lasting friendships, and enrich their social lives. Furthermore, during tutorial sessions, students can develop effective communication skills. Through this experience, they can learn to negotiate, collaborate and compromise. Students can also become critical thinkers and become more open-minded about the world as they see it. In addition, they can learn how to develop arguments and support them with evidence from reliable sources. Other skills include independent learning, as well as time and workload management. With the ideas presented above, it can therefore be suggested that university attendance can play a vital role in both social and professional skill development.

_____
_____
_____
_____
_____
_____

ANNEX 6: MATERIALS

CLASSROOM SLIDES

LINKING WORDS

"help you improve your writing"

Objective: Students will be able to understand what linking words are, their functions, classification and importance.

DEFINITION

Transition words and phrases (also called linking words, connecting words or transition words) are used to link different ideas in the text. Transitions link one main idea to another, separated by semicolons or colons. They help the reader follow your arguments by expressing relationships between different sentences or parts of a sentence.

Linking words are phrases or words used to connect one idea to another in a sentence or paragraph.

The author uses them to help the reader move from one significant idea to the next. Transitions also show the relationship within a paragraph (or within a sentence) between the main idea and the author's support for those ideas. They help the reader follow your arguments by expressing the relationships between different sentences or parts of a sentence.

EXAMPLE:

The proposed solution to the problem did not work. **Therefore**, we attempted a second solution. **However**, this solution was **also** unsuccessful.

"Therefore" expresses a cause or reason: *Because* the proposed solution did not work, we tried something else.

"However" expresses conflict: It was hoped that the solution would work, *but* it did not.

"Also" expresses addition: Both the first *and* the second solution were unsuccessful.

WHEN AND HOW TO USE:

Linking words commonly appear at the start of a new **sentence or clause** (followed by a **comma**), serving to express how this clause relates to the previous one.

EXAMPLE:
There is a lack of reliable data to establish a clear correlation between these variables. **Nevertheless,** it has been argued that a relationship does exist.

Germany invaded Poland on September 1, 1939. France and the United Kingdom declared war on Germany. The Soviet Union worked with Germany. They partitioned Poland. In 1941, Germany invaded the Soviet Union.

The text describes all the events it needs to, but it does not use any transition words to connect them. Because of this, it's not clear exactly how these different events are related or what point the author is making by telling us about them.

If we add some **Linking words** at appropriate moments, the text reads more smoothly and the relationship among the events described becomes clearer.

"Consequently" expresses a consequence: *Because* Germany invaded Poland, France and the UK declared war on Germany.

"Initially" expresses a time limit: *At first*, the Soviet Union worked with Germany, but we will see in the next sentence that this did not continue.

Germany invaded Poland on September 1, 1939. **Consequently**, France and the United Kingdom declared war on Germany. The Soviet Union **initially** worked with Germany **in order to** partition Poland. **However,** Germany invaded the Soviet Union in 1941.

"However" expresses conflict: *Although* they initially worked together, Germany eventually betrayed the Soviet Union.

"In order to" links an action with a goal: The two countries worked together *to partition Poland*.

CLASIFICATION

ADDITIVE	ADVERSATIVE	CAUSAL	SEQUENTIAL
Addition	Conflict	Cause or Reason	Numerical
Introduction	Emphasis	Condition	Continuation
Reference	Concession	Effect/Result	Conclusion
Similarity	Dismissal	Purpose	Digression
Identification	Replacement	Consequence	Resumption
Clarification			Summation

ADDITIVE LINKING WORDS

These types of transitions are used to introduce new information or examples. They can be used to expand, compare or clarify the previous text or idea.

ADVERSATIVE LINKING WORDS

these types of words always indicate some kind of contrast. They can be used to introduce information that disagrees or contrasts with the previous text or idea.

CAUSAL TRANSITION WORDS

These transition words point out cause/effect and reason/result, etc. They are intended to connect the action with its result.

SEQUENTIAL LINKING WORDS

Indicate a sequence, either the order in which events occurred chronologically or the order in which you present them in your text or sentences.

DON'T OVERUSE LINKING WORDS

While transition words are essential to clear writing, it's possible to use too many of them. Consider the following example, in which the overuse of linking words slows down the text and makes it feel repetitive.

EXAMPLE:

The first experiment yielded a positive result. However, the second experiment yielded a negative result. Nonetheless, the third experiment yielded a positive result, whereas the fourth experiment yielded another negative result.

In this case the best way to fix the problem is to simplify the text so that fewer linking words are needed.

The first and third experiments yielded positive results, while the outcomes of the second and fourth experiments were negative.

The key to using transition words effectively is striking the right balance. It is difficult to follow the logic of a text with no transition words, but a text where every sentence begins with a transition word can feel over-explained.

CONCLUSION

- In summary, linking words are so diverse and important. Their proper use enriches the communicative skills of English (written and spoken) since they allow the construction of compound and complex sentences, providing continuity to the language. Regardless of the writing style, each piece of writing contains linking words to show fluent transitions.

https://drive.google.com/drive/u/0/folders/14b2DnfYR2JwWVAizOskgTZ7OJYFqBcbU

LINKING WORDS

Linking words and phrases (also called linking words, connecting words, or transition words) are used to link different ideas in the text. They help the reader follow your arguments by expressing relationships between different sentences or parts of a sentence.

They usually appear at the beginning of a new sentence or clause (followed by a comma), and serve to express how this clause is related to the previous one. They can also appear in the middle of a clause. It is important to place them correctly to convey the meaning you intend.

WHEN AND HOW TO USE?

Using linking words within and between sentences and paragraphs helps to make your writing flow logically. These words act as signposts, assisting your reader to move easily from one idea to the next, and to see relationships between sentences or paragraphs. Linking words are particularly useful for indicating that you are going to explain something, to give an example or to use a time sequence, or to offer a contrasting view.

A linking word is a term that connects different ideas in your text, whether they contrast, support, or add. They can improve your writing and help it flow better; I promise!

EXAMPLE:

"Therefore" expresses a cause or reason: *Because* the proposed solution did not work, we tried something else.

The proposed solution to the problem did not work. **Therefore**, we attempted a second solution. **However**, this solution was **also** unsuccessful.

"However" expresses conflict: It was hoped that the solution would work, *but* it did not.

"Also" expresses addition: Both the first *and* the second solution were unsuccessful.

TYPES OF LINKING WORDS

There are four main types of transition words: additive, adversative, causative, and sequential. Within each category, the words are divided into several more specific functions

CLASIFICATION			
ADDITIVE	**ADVERSATIVE**	**CAUSAL**	**SEQUENTIAL**
Addition	Conflict	Cause or Reason	Numerical
Introduction	Emphasis	Condition	Continuation
Reference	Concession	Effect/Result	Conclusion
Similarity	Dismissal	Purpose	Digression
Identification	Replacement	Consequence	Resumption
Clarification			Summation

The following is a list of linking words classified according to their function.

ADDITIVE LINKING WORDS

These types of transitions are used to introduce new information or examples. They can be used to expand, compare or clarify the previous text or idea.

ADDITION

Linking words may help the reader understand additional comments or ideas in a statement.

Indeed	Further	As well	either (neither)
Also	Not only (this)	Let alone	And
Moreover	On the other hand,	Not to mention (this)	So
Furthermore	What is more	In all honesty	Or
In fact,	In addition,	As a matter of fact,	Too
Additionally,	Actually	To say nothing of	Nor
Alternatively,	Much less	Besides (this)	But

Profundicemos

• **And** (addition)

• **or** (alternative)

• **but** (contrastive)

• **nor** (negative)

GRAMMAR RULES:

Commas are optional EXCEPT for _and_ and _but_:

- _and:_ if there are more than 2 elements being described, a comma must follow each element being connected. The _**and**_ must come between the second to last and last element it links. For only 2 elements, no comma is necessary
- _but:_ a comma must always precede **but**

• When to use _nor_ vs. _or_:

- _or:_ links nouns, adjectives, adverb phrases, or positive verb phrases.
- _nor:_ links a negative verb phrase.
    - _Nor_ is also often used with "neither.

EXAMPLE SENTENCES

- The graduate student had to teach section *and* take classes.

- The graduate student had to teach section, take classes, *and* conduct research.

- The service animal was not a pony, *but* a miniature horse.

- Mary had not gone to the store *nor* had she visited the gym.

-

o Note: Notice here that "not" could be replaced with "neither" and have the same meaning. This is a good way to check if you've used nor correctly

IDENTIFICATION

To introduce detail

- That is (to say)

- Namely
- specifically,
- thus
- more precisely

SIMILARITY

To show similarly

- by the same token

- in the same way
- Similarly,
- equally
- as
- likewise,
- in a like manner

CLARIFICATION

Makes it possible to clarify a situation that could be confusing.

- That is (to say)
- I mean
- (to) put (it) another way
- in other words,

EXAMPLE SENTENCES

- ➢ It is a little cheaper than other *similarly* sized cars.
- ➢ The money will be distributed *equally* among the winners.
- ➢ *More precisely,* we will prove the following theorem.
- ➢ They brought lunch, *namely* sandwiches and soda.
- ➢ She said the movie was a bit predictable. *In other words*, she didn't like it
- ➢ The economy is slowing down, *to put it in another way*, the rate of economic growth is gradually decreasing

INTRODUCTION

To give an example

- Such as
- as
- like
- notably
- in particular

- for example,
- to illustrate
- by way of example
- especially
- as an illustration

- particularly
- including
- for one thing
- for instance,

EXAMPLE SENTENCES

➢ Thomas enjoys outdoor activities *like* hiking, kayaking, and bird-watching.

➢ Thomas has many hobbies, *such as* painting, writing, and sculpting.

➢ More important problems, *notably* the fate of the children, had to be decided.

➢ The situation in rural areas *in particular* is worrying.

➢ He touted the interest *as an illustration* of his popularity.

➢ My dog, Oso, is learning many new tricks. *For example*, he can sit, stay, and lie down.

REFERENCE

to mention or allude to something.

- Speaking about (this)
- Considering (this)
- Regarding (this)
- Concerning (this)
- The fact that
- On the subject of (this)
- With regards to (this)
- In regard to (this)
- As for (this)

EXAMPLE SENTENCES

➢ This is a matter of political choices, although we are also *speaking about* jurisprudence and rules.

➢ He refused to help me despite *the fact that* I've done many things for him.

➢ The teacher talked to the students *regarding* their homework.

➢ "The teacher wanted to meet with the parent *concerning* her son."

➢ The city has some wonderful museums. *As for* hotels 'Coco Reef' is a great choice.

ADVERSATIVE LINKING WORDS

these types of words always indicate some kind of contrast. They can be used to introduce information that disagrees or contrasts with the previous text or idea.

CONCESSION

show relationships between ideas by accepting an idea with reservation instead of showing complete opposition.

- Even so
- Even though,
- Nevertheless,
- Admittedly,
- Despite (this),
- Notwithstanding (this),
- On the other hand,
- (and) still,
- Regardless (of this),
- (and) yet,
- Though,
- Granted (this),

EXAMPLE SENTENCES:

- An immediate interest cut might give a small boost to the economy. *Even so,* any recovery is likely to be very slow.
- The club welcomes all new members *regardless* of age.
- Rebecca invited me to her party tonight. *However,* I already made other plans.
- *Admittedly,* I could have tried harder but I still don't think all this criticism is fair.
- I told them we weren't doing presents this holiday; *nonetheless,* they bought me a new necklace.

CONFLICT

show an extra idea, these transition phrases and words express contrasting ideas in writing.

- But
- Whereas
- While
- (and) yet
- By way of contrast
- However,
- In contrast,
- Conversely,
- Though,
- Still
- When in fact,
- On the other hand,

EXAMPLE SENTENCES:

- He loves foreign holidays, *whereas* his wife prefers to stay at home.
- The company lost $7 million this quarter *in contrast* to a profit of $6.2 million a year earlier.
- *conversely,* she noted that some African Americans are hostile to Muslims who own liquor stores in their communities.
- I want to go to the party, but *on the other hand* I ought to be studying.

DISMISSAL

to denote a decision that something or someone is unimportant and not worth considering.

- Either way,
- Whichever happens,
- Whatever the case,
- At any rate,
- In either case,
- Whatever happens,
- In either event,
- In any case
- All the same

EXAMPLE SENTENCES:

- *Either way,* they may struggle to be recognized by their families at the finish.
- It's supposed to rain this weekend but we're going to clean the house *in any case,* even if it's the most beautiful day of the summer.
- *At any rate,* I promise to be there even if I'm a little late, or It may not pay well, but at any rate it's a job.
- We can do it either today or tomorrow—it's *all the same* to me.
- I can't decide whether to accept the New York or the Chicago job, but *in either event* I'll have to move.

EMPHASIS

show examples or support of an idea.

- Even more
- Above all
- Indeed
- More importantly
- Besides

REPLACEMENT

to replace someone or something.

- At least
- (or) rather,
- Instead

EXAMPLE SENTENCES:

➢ *Indeed,* she was much displeased because I could not find her name in the book.
➢ Any furniture you buy must be cheap, attractive and, *above all,* practical.
➢ Tyra wasn't free on the night of the party. *Besides,* she wasn't even invited.
➢ *At least* you could have let me know that you'd changed your mind and weren't coming
➢ I couldn't afford a new car. *Instead,* I bought a used one.

CAUSAL TRANSITION WORDS

These transition words point out cause/effect and reason/result, etc. They are intended to connect the action with its result.

CAUSE OR REASON

A 'cause' is a direct relationship between two events, where one event (the cause) leads to another event (the effect). A 'reason', on the other hand, is an explanation for why an event occurred or why someone did something, which may or may not be directly related to the event or action.

- For
- As
- In that
- (and) yet
- Being that,

- In view of (this),
- Since
- Seeing that,
- Inasmuch as,
- Because (of this),

- Owing to (this),
- Due to (the fact that),
- For the (simple) reason that,

EXAMPLE SENTENCES:

➢ *In view of* the weather, let's postpone the picnic.
➢ The game has been cancelled *due to* adverse weather conditions.
➢ Later emperors built other castles and palaces, the latest in date *being that* of the Negus.
➢ *Owing to* a lack of funds, the project will not continue next year.
➢ I don't want to go *for the simple reason that* I'm very tired.
➢ *Seeing that* he's ill, he's unlikely to come.

CONDITION

- If,
- in case,
- unless,
- only if
- even if,
- given that,
- granted (that),
- provided that,
- granting (that),
- providing that,
- as/so long as,
- in the event that,
- in the case that,
- on (the) condition (that),

EXAMPLE SENTENCES:

➢ *If* I had a million dollars, I would buy a large vacation home.
➢ *In case* I forget later, here are the keys to the garage.
➢ I won't pay *unless* you provide the goods immediately.
➢ He can stay on the team *only if* he completes his homework and improves his grades.
➢ *Granted,* he doesn't look too bad for his age, but I don't fancy him.

EFFECT/RESULT

- Hence,
- Thus,
- so that,
- Therefore
- consequently,
- for this reason,
- because (of x),
- in consequence,
- accordingly,
- As a result (of x),
- as a consequence,
- so much (so) that,

EXAMPLE SENTENCES:

➢ A tornado blew the roof off the house, and *as a result*, the family had to find another place to live.
➢ *Because* the alarm was not set, we were late for work.
➢ His mother was Italian, *hence* his name - Luca.
➢ She lost a lot of money *in consequence* of some risky investments.
➢ It is *for this reason* that we feel sleepy after the ingestion of a hearty dinner.

PURPOSE

shows the reason why something is made or created or why something exists.

- Lest,
- so as to,
- in order to,
- in order that,
- For the purpose of,
- in the hope that,
- for fear that,
- so that,
- to the end that,
- with this intention,
- with this in mind,

EXAMPLE SENTENCES:

➢ I will do my best *in order to* teach you English.
➢ We gathered together *for the purpose of* discussing the upcoming project
➢ *With this in mind,* she has created a crowdfunding campaign.

- ➤ They wouldn't let their cat outside *for fear that* it would get run over.
- ➤ She will go to the cinema *so as to* watch the new movie.
- ➤ She stayed *in the hope that* he'd tire of his bit on the side.

CONSEQUENCE

- if so,
- if not,
- then,
- otherwise
- in that case,
- that being the case,
- Under such circumstances,

WORDS USED (LIMITED LIST)
- as, because, since (cause)
- so, so that (purpose)
- although, though (contrastive)
- after, before, until, while (temporal)
- if, unless, provided, whichever, whenever (conditional)

RULE: The conjunction must go before the subordinating clause (the explanation clause)
- Commas must go at the end of the first clause, which can be either the subordinating or main clause

EXAMPLE SENTENCES
- *Before* going to the game (subordinate), we often eat at the pub (main).
- *Although* very cute (sub), pandas are not suitable pets (main).
- Candice was feeling lonely (main), *so* she adopted another cat (sub).
- Peanut butter is delicious (main), *provided* you don't have a nut allergy (sub)

SEQUENTIAL LINKING WORDS

Indicate a sequence, either the order in which events occurred chronologically or the order in which you present them in your text or sentences.

NUMERICAL

- firstly (etc.),
- at first,
- first of all,
- for a start
- to start with,
- to begin with,
- initially,
- In the (first, second, etc.) place,

CONTINUATION

- after x,
- next,
- then
- before x,
- afterwards,
- eventually,
- previously,
- Subsequently

EXAMPLE SENTENCES:

- ➤ *For a start,* there seems to be something very odd about the department's portfolio.
- ➤ I watched the movie on television. *Eventually,* I fell asleep.
- ➤ *First,* fill the pan with water. Then, bring it to a boil.
- ➤ This has historically had several consequences: *First,* the conflict is not given the weight of other conflicts in historical narratives. *Second,* its causes are inadequately understood. *Third, …*
- ➤ *Subsequently,* I discuss the way in which the country's various ethnic minorities were affected by the conflict.

CONCLUSION

show the end of a topic

- at last,
- lastly
- finally,
- eventually,
- as a final point,
- last but not least,
- To conclude (with),

RESUMPTION

allows you to resume or begin again the same topic.

- anyhow,
- anyway,
- at any rate,
- to resume,
- to return to (this)
- To get back to the point,

DIGRESSION

allows you to move on to other topics

- incidentally
- To change the topic,

EXAMPLE SENTENCES:

➢ *As a final point,* parents must be coaxed slowly into the network of those working diligently to help their children.
➢ *to conclude,* the book was flawed but not uninteresting.
➢ *Anyhow* I must insist that you cannot steal.
➢ She hopes *to return to* working at home next week.
➢ He tried *to change the subject,* but she wasn't to be put off.
➢ The tower, *incidentally,* dates from the twelfth century

SUMMATION

- Then
- so,
- in summary,
- consequently,
- all in all,
- thus,
- briefly,

- in all,
- overall,
- to sum up,
- to be brief,
- as I have said,
- on the whole,
- as has been noted

- therefore,
- hence,
- in conclusion,
- in a word,
- in sum
- to put it briefly
- altogether

- in short
- given these points,
- to summarize,
- as previously stated,
- as has been mentioned,
- to make a long story short,

EXAMPLE SENTENCES:

➢ Several important issues are only *briefly* mentioned.
➢ *In summary*, all government departments are administered rather differently.
➢ June has been mentioned as an alternative.
➢ How was your vacation? -*In a word*, it was awesome!
➢ *In short*, it's like this.
➢ *To sum up,* there are three main ways of tackling the problem…

LINKING WORDS AND PHRASES FOR BEGINNING NEW PARAGRAPHS

At the beginning of each paragraph, you should aim to provide a clear topic sentence that tells the reader the subject of the paragraph, and also connects the paragraph with the previous paragraph or the main topic of the assignment. The following words and expressions are frequently used as paragraph openers and linking expressions. Read through the list and see if you can find useful ones for your own writing.

- First(ly), second(ly)....
- Essentially....
- .....has been defined as..... by......( )
- The major concern....
- Another important concern....
- Another aspect of....
- Comparing this with....
- In comparison / contrast...
- Like....
- Unlike.....
- A leading idea / principle / opinion
- It is important to.....
- The main themes (factors/elements/ aspects) are:
- Views on... range from....to....
- The advantages of....
- The disadvantages of....
- The evidence shows / suggests that....
- It is apparent that....

- It is clear that....
- A clear case for....
- In practice....
- Whereas....
- The traditional interpretation ....
- It can be seen that....
- All these factors contribute to....
- Essentially....
- Nevertheless....
- Thus it is....
- Accordingly....
- Another essential point....
- After examining.....
- Basically.....
- Specifically....
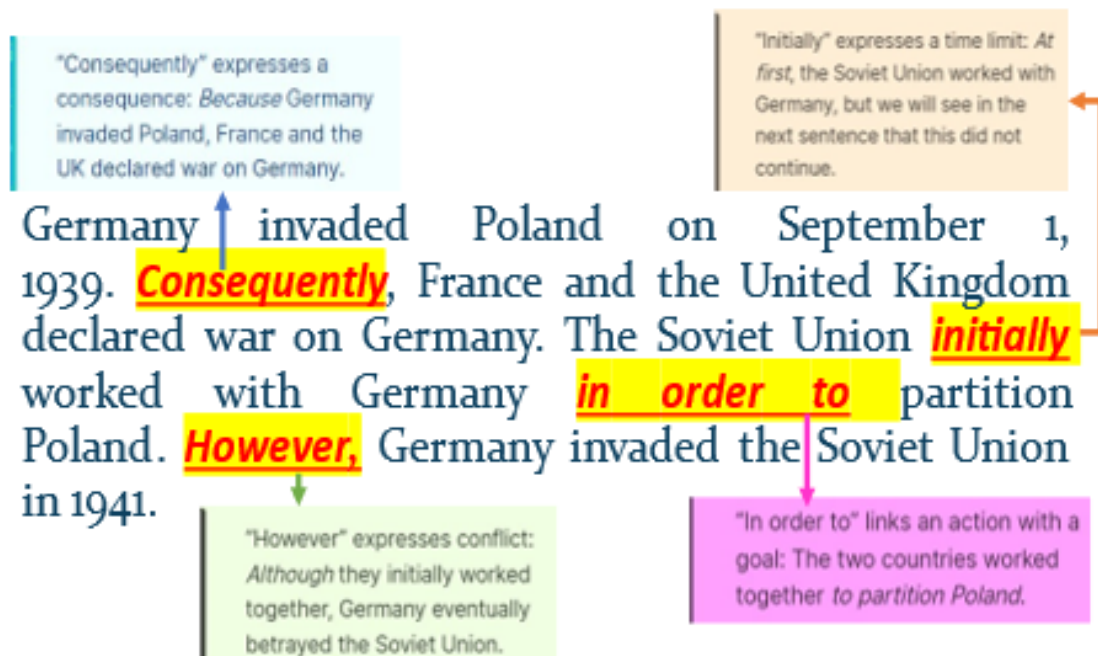- In summary...
- Finally....
- One could conclusion....

LINKING WORDS can be considered magical elements of all use to the writer. These elements are indispensable to make sentences cohesive and link the ideas that are used to express something within the same sentence or paragraph.

Please note the following paragraph:

Germany invaded Poland on September 1, 1939. France and the United Kingdom declared war on Germany. The Soviet Union worked with Germany. They partitioned Poland. In 1941, Germany invaded the Soviet Union.

The text describes all the events it needs to, but it does not use any transition words to connect them. Because of this, it's not clear exactly how these different events are related or what point the author is making by telling us about them.

NOW: If we add some Linking words at appropriate moments, the text reads more smoothly and the relationship among the events described becomes clearer.

"Consequently" expresses a consequence: *Because* Germany invaded Poland, France and the UK declared war on Germany.

"Initially" expresses a time limit: *At first*, the Soviet Union worked with Germany, but we will see in the next sentence that this did not continue.

Germany invaded Poland on September 1, 1939. *Consequently*, France and the United Kingdom declared war on Germany. The Soviet Union *initially* worked with Germany *in order to* partition Poland. *However,* Germany invaded the Soviet Union in 1941.

"However" expresses conflict: *Although* they initially worked together, Germany eventually betrayed the Soviet Union.

"In order to" links an action with a goal: The two countries worked together *to partition Poland*.

DON'T OVERUSE LINKING WORDS!!

While transition words are essential to clear writing, it's possible to use too many of them. Consider the following example, in which the overuse of linking words slows down the text and makes it feel repetitive.

> The first experiment yielded a positive result. However, the second experiment yielded a negative result. Nonetheless, the third experiment yielded a positive result, whereas the fourth experiment yielded another negative result.

In this case the best way to fix the problem is to simplify the text so that fewer linking words are needed.

> The first and third experiments yielded positive results, while the outcomes of the second and fourth experiments were negative.

The key to using transition words effectively is striking the right balance. It is difficult to follow the logic of a text with no transition words, but a text where every sentence begins with a transition word can feel over-explained.

One of the keys to achieve discourse cohesion is to join the different sentences that make up a text, relating their ideas coherently. One of the elements that students are expected to know are the "linking words", "textual organizers" or "connectors", which help to mark the type of relationship between sentences and facilitate comprehension. Given their importance, they usually occupy relevant positions in the sentence and are often located at the beginning of the paragraph.

VOCABULARY LIST

ADDITIVE LINKING WORDS

ADDITION

Indeed	De hecho	**As well**	También/Así como
Also	También	**Let alone**	Así como/ Sin mencionar
Moreover	Además	**Not to mention (this)**	Sin mencionar (x)
Furthermore	Además	**In all honesty**	Sinceramente
In fact,	De hecho/En efecto	**As a matter of fact,**	De hecho/En realidad/
Additionally,	Además/Adicionalmente	**To say nothing of**	Por no hablar de
Alternatively,	Alternativamente	**Besides (this)**	Además (x)
Further	Además	**either (neither)**	Ya sea/Tampoco
Not only (this)	No sólo (x)	**And**	y
On the other hand,	Por otra parte	**So**	Así que/Entonces/Pues
What is more	Lo que es más/es más	**Or**	O
In addition,	Además	**Too**	Tambien/Muy
Actually	En realidad	**Nor**	Ni/Tampoco
Much less	Mucho menos	**But**	Pero

IDENTIFICATION
- **That is (to say)**
Es decir
- **Namely**
Es decir/A saber
- **specifically,**
Específicamente
- **Thus**
Por lo tanto/Por tanto/Así
- **more precisely**
Mas precisamente

SIMILARITY
- **by the same token**
De la misma manera
- **in the same way**
Del mismo modo
- **Similarly,**
Del mismo modo
- **Equally**
Igualmente
- **as**
Como
- **likewise,**
Asi mismo
- **in a like manner**
De la misma manera

CLARIFICATION
- **That is (to say)**
Es decir
- **I mean**
Es decir
- **(to) put (it) another way**
(decirlo) de otra manera
- **in other words,**
En otras palabras,

INTRODUCTION

- **Such as** — como
- **as** — como
- **like** — como
- **notably** — en particular
- **in particular** — en particular/concreto
- **for example,** — por ejemplo
- **to illustrate** — Para representar o demostrar

- **Particularly** — En particular/especialmente
- **including** — Incluyendo/Incluso
- **for one thing** — Por un lado/en primer lugar
- **for instance,** — Por ejemplo
- **by way of example** — A manera de ejemplo
- **especially** — especialmente
- **as an illustration** — Como un ejemplo o ilustración

REFERENCE

- **Speaking about (this)** — Hablar sobre (x)
- **Considering (this)** — Considerando (x)
- **Regarding (this)** — Con respecto a (x)
- **Concerning (this)** — Con respecto a (x)
- **The fact that** — El hecho de que

- **With regards to (this)** — Con respecto a (x)
- **In regard to (this)** — En relación con (x)
- **As for (this)** — En cuanto a (x)/Como para
- **On the subject of (this)** — A propósito de (x) Sobre el tema de (x)

ADVERSATIVE LINKING WORDS

CONCESSION

- **Even so** — aun así
- **Even though,** — Aunque/A pesar
- **Nevertheless,** — Sin embargo/No obstante
- **Admittedly,** — Es cierto
- **However,** — Sin embargo/No obstante
- **Nonetheless,** — Sin embargo/No obstante
- **Despite (this),** — A pesar de (x)
- **Notwithstanding (this),** — No obstante/A pesar
- **On the other hand,** — Por otro lado, o parte

- **Regardless (of this),** — Independientemente (x)
- **(and) yet,** — (y) todavia
- **Though,** — Aunque/Pero
- **Granted (this),** — Condido (x)
- **Be that as it may** — En todo caso/Se como sea
- **(and) still,** — (y) aún/ (y) todavía
- **Although,** — Aunque
- **In spite of (this),** — A pesar de (x)

CONFLICT

- **But** — Pero
- **Whereas** — Mientras que/Considerando que
- **While** — Mientras
- **(and) yet** — (y) sin embargo/aún/todavía
- **When in fact,** — Cuando en realidad/de hecho
- **On the other hand,** — Por otra parte o lado

- **By way of contrast** — A modo de contraste
- **However,** — Sin embargo
- **In contrast,** — En contraste/En cambio
- **Conversely,** — Al contrario/En cambio
- **Though,** — Sin embargo
- **Still** — Sin embargo

DISMISSAL

- **Either way,** · De cualquier manera
- **Whichever happens,** · Pase lo que pase
- **Whatever the case,** · En cualquier caso
- **In either event,** · En cualquier caso
- **In any case** · En cualquier caso

- **At any rate,** · En todo caso
- **In either case,** · En cualquier caso
- **Whatever happens,** · Pase lo que pase
- **All the same** · En todo caso
  ·

EMPHASIS

- **Even more** Aún más/Más aún
- **Above all** Sobre todo/Ante todo
- **Indeed** De hecho/En efecto
- **More importantly** Más importante aún
- **Besides** Ademas/Aparte de

REPLACEMENT

- · **At least** · Al menos/Por lo menos
- · **(or) rather,** · o más bien
- · **Instead** · En cambio/Al contrario/ En vez de

CAUSAL TRANSITION WORDS

CAUSE OR REASON

- **For** · Para / Por / Durante
- **As** · Como / Cuando / Porque
- **In that** · Para que
- **(and) yet** · (y) todavia
- **Being that,** · Siendo así / Siendo que
- **In view of (this),** · En vista de (x)
- **Since** · Ya que

- **Owing to (this),** · Debido a / A causa de
- **Due to (the fact that),** · Debido a (el hecho de que)
- **For the (simple) reason that** · Por la (simple) razón de que
- **Seeing that,** Viendo que
- **Inasmuch as,** Ya que / En la medida en que
- **Because (of this),** Por ello

CONDITION

- **If,** Si
- **in case,** Por si acaso/En el caso de
- **unless,** A menos que
- **only if** Sólo si
- **even if,** Incluso si
- **as/so long as,** Mientras que/Siempre que
- **in the event that,** En el caso de que

- **given that,** Dado que
- **granted (that),** Concedido (que)
- **provided that,** Siempre (que)
- **granting (that),** Concediendo (esto)
- **providing that,** Siempre y cuando (esto)
- **in the case that,** En el caso de que
- **on (the) condition (that),** Con (la) condición (de que),

EFFECT/RESULT

- **Hence,** — Por lo tanto / De ahí
- **Thus,** — Así / Por tanto
- **so that,** — Así que
- **Therefore** — Por lo tanto
- **accordingly,** — Por consiguiente
- **As a result (of x),** — Como resultado (de esto)
- **consequently,** — Consecuentemente/Por consiguiente
- **for this reason,** — Por esta razon
- **because (of x),** — Debido (a esto)/ A causa (de esto)
- **in consequence,** — En consecuencia
- **as a consequence,** — Como consecuencia
- **so much (so) that,** — Tanto (así) que

PURPOSE

- **Lest,** — Para que no
- **so as to,** — Para / Con el fin de
- **in order to,** — Para/ A fin de
- **in order that,** — Para que/ Con el fin de que
- **to the end that,** — A fin de que
- **with this intention,** — Con esta intención
- **For the purpose of,** — Con el propósito de/ A efectos de
- **in the hope that,** — En la espera de que
- **for fear that,** — Por temor a
- **so that,** — Para que / Así que
- **with this in mind,** — Con esto en mente

SEQUENTIAL LINKING WORDS

NUMERICAL

- **firstly (etc.),** — En primer lugar
- **at first,** — En un principio/ Al Principio
- **first of all,** — Ante todo/ Para comenzar
- **for a start** — Para empezar
- **to start with,** — Para empezar
- **to begin with,** — Para empezar
- **initially,** — Inicialmente/ Originalmente
- **In the (first, second, etc.) place,** — En el (primer, segundo, etc.) lugar,

CONTINUATION

- **after (this),** — Después (de esto)
- **next,** — Después, a continuación
- **then** — Después /Luego
- **before (this),** — Antes (de esto)
- **afterwards,** — Después/ Posteriormente
- **eventually,** — Finalmente/ Eventualmente
- **previously,** — Anteriormente/ Previamente
- **Subsequently** — Posteriormente/ Subsecuentemente

CONCLUSION

● at last,	Finalmente/ Al fin
● lastly	Finalmente/ Por último
● finally,	Finalmente
● eventually,	Eventualmente/ Finalmente
● as a final point,	Como última observación
● To conclude (with),	Para concluir (con)
● last but not least,	Por último, pero no menos importante

RESUMPTION

● anyhow,	De todas formas
● anyway,	De todas formas
● at any rate,	En todo caso
● to resume,	Para reanudar
● to return to (this)	Para regresar a (esto)
● To get back to the point,	Volviendo al punto o tema

CONSEQUENCE

if so,	Si es así/ De ser así
if not,	Si no/ Caso contrario
then,	Entonces/ Después
otherwise	De lo contrario/ De otra manera
in that case,	En ese caso
that being the case,	Siendo ese el caso
Under such circumstances,	Bajo tales circunstancias,

DIGRESSION

incidentally	Por cierto/ Incidentalmente
To change the topic,	Para cambiar de tema

SUMMATION

Then	Entonces	therefore,	Por lo tanto
so,	Así que	hence,	Por lo tanto/ Por ende
in summary,	En resumen	in conclusion,	En conclusión
consequently,	Consecuentemente/ A raíz de esto	in a word,	En una palabra
all in all,	En conjunto/ Resumiendo	in sum	En resumen
thus,	Por ende/ Por lo tanto	to put it briefly	Por decirlo brevemente
briefly,	Brevemente	altogether	En conjunto/ En total
in all,	En total	in short	En resumen/ En breve
overall,	En general	given these points,	Dado estos punto
to sum up,	Para resumir/ En resumen	to summarize,	Para resumir
to be brief,	Para ser breve	as previously stated,	Como se ha indicado anteriormente,
as I have said,	Como había mencionado	as has been mentioned,	Como ya se ha mencionado,
on the whole,	En general	to make a long story short,	Para abreviar una larga Historia
as has been noted	Como ya se ha señalado		

A GOOD PARAGRAPH

Definition

A paragraph is a unified collection of sentences relating to a single topic. Paragraphs help the reader by breaking up the page, making it easier to follow the structure and development of our ideas.

PARAGRAPH DEVELOPMENT

The paragraph's central idea is expressed in a topic sentence (usually the first sentence of the paragraph) which introduces the reader to the topic (what it is about) and the controlling idea (how the topic will be developed). . Each additional sentence develops this idea through elaboration, evidence, and examples.

★ TOPIC SENTENCE

Expresses the main idea of the paragraph and shows its relevance to either the overall argument or the previous paragraph. A good topic sentence acts as a signpost that shows the reader what to expect and ensures coherence, unity, and logic in your writing

DEVELOPING

- elaborate on the new idea or point that you have introduced.
- introduce the necessary evidence to support the main idea.
- offer any necessary evaluation or analysis of the evidence
- introduce any conflicting evidence in order to establish its deficiencies or limitations (if relevant)
- link the evidence to your argument and discuss the implications

CONCLUGING SENTENCE

End your paragraph with a linking or concluding sentence. This should summarise the main idea of the paragraph and link it back to the topic. It may also give the reader an indication of the topic of the following paragraph.

TRANSITIONS AND LOGIC

In addition to telling the reader the topic and controlling idea of the paragraph, topic sentences also play an important role in the logical structure of your writing, telling your reader how ideas are connected to one another. Linking words help you build these connections

Some common transition words include:

Extension or reinforcement:
'Moreover',
'Therefore', '
In addition',
'Similarly',
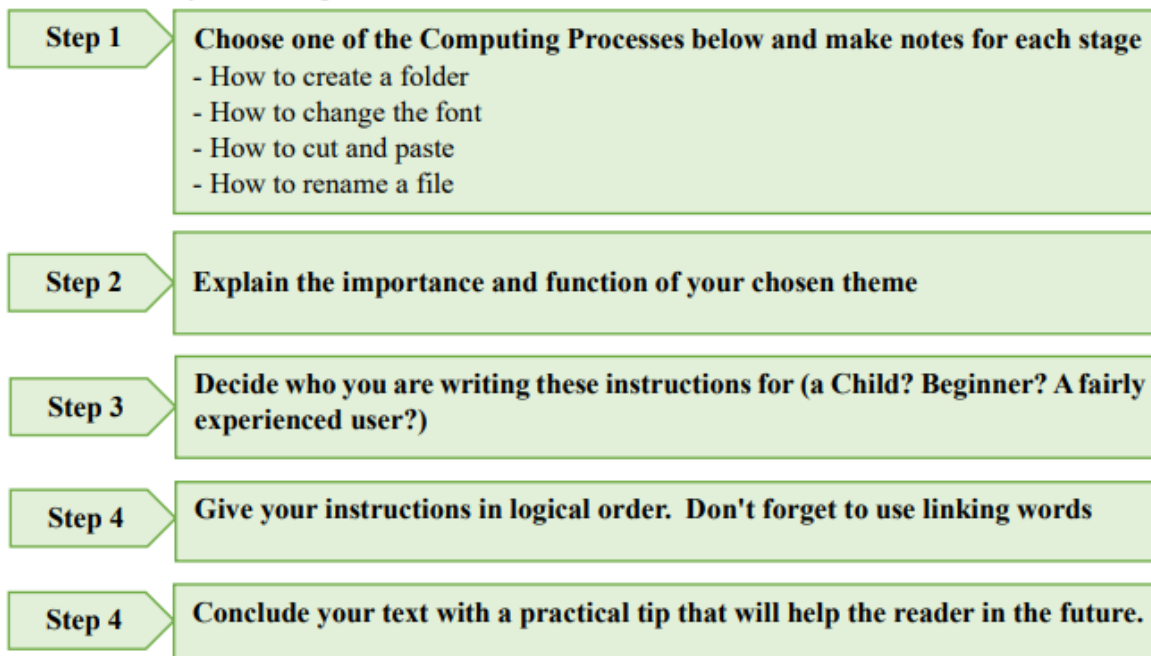'Likewise', '
As a result'

Contrast:
"However',
'In contrast',
'Although',
'Conversely',
'While',
'Nevertheless'

GUIDED WRITING

Use the following plan to write a composition linked to the topic "Computing Processes". Your composition should have 200 words. The suggestions in each section are not mean to be exhaustive, but you should try not to introduce irrelevant material. Don't forget to use linking words to make your writing cohesive.

Step 1	**Choose one of the Computing Processes below and make notes for each stage** - How to create a folder - How to change the font - How to cut and paste - How to rename a file
Step 2	**Explain the importance and function of your chosen theme**
Step 3	**Decide who you are writing these instructions for (a Child? Beginner? A fairly experienced user?)**
Step 4	**Give your instructions in logical order. Don't forget to use linking words**
Step 4	**Conclude your text with a practical tip that will help the reader in the future.**

Activity 2. Description of the Computing processes

WRITING PROCESS

• **Pre writing:** in this part students have to write as many words as they can which are related with the topic.

• **Drafting:** individually students in this section try to complete the ideas with the key words and their creativity. Students need to use the words that wrote in Brainstorming section.

Revising: in each group, at the end of the time, the students have to revise their writing activity in detail. In this part, if students have doubts about grammatical structure, lexis or spelling, they can use their dictionaries, cell phone or ask their teacher about it.

• **Editing:** individually, when the groups receive their writing assignment, they have to see all their mistakes and take note of them for future writing assignments. However, if there is any problem with the peer correction, the students have to talk directly to their teacher. As teacher has monitored the activity presents general feedback about the activity.

• **Publishing:** when the students have finished correctly rewriting the writing assignment, it is time to turn it in to their teacher for grading. It is important that they use ink to avoid misinterpretation by the teacher. The teacher uses a rubric previously socialized with them prior to the writing assignment.

ACTIVITY 1

LINKING WORD CATEGORIES

This activity will help you become familiar with the topic and make it easier to identify what linking word you need when writing.

To change the topic	In the same way	Afterwards
In a word	Since	While
And	In any case	So as to
In addition	Above all	Even so
However	Firstly	Accordingly
For this reason	Moreover	For fear that
Specifically	Eventually	

ADDITIVE		ADVERSATIVE	
CAUSAL		SEQUENTIAL	

https://wordwall.net/resource/60131392/linking -word-categories

ACTIVITY 2

MISSING WORD

| Any | however | Eventually | but | Initially | and | While | After |

_____ the English had settled in North America, John Smith began exploring the new country. _____ he was walking through the forest he encountered a beautiful girl, Pocahontas. _____ she was distrustful of him, _____ her grandmother liked him. _____ she teaches him to hunt. She is set to be married to Tsu'Tey, a great warrior, _____ a serious man who Neytiri doesn't like at all.

This activity will help you to apply the appropriate linking words to give coherence to a text by correctly linking ideas.

https://wordwall.net/resource/60130508/uniendo -palabras

MATCH THE SYNONYMS.

SECONDLY	[ ] BECAUSE OF THAT
EVENTUALLY	[ ] ANYHOW
ANYWAY	[ ] MOREOVER
FOR THIS REASON	[ ] HOWEVER
IN CONTRAST	[ ] THEN
ADDITIONALLY	[ ] FINALLY
CONSEQUENTIALLY	[ ] AFTER THAT

These activities will help you avoid repeating the same linking word in your written work. By recognizing that certain words serve the same function and tend to mean the same thing, you can avoid repeating the same linking word in your writing..

https://wordwall.net/resource/60130706/linking-words-match-the-synonyms

These activities will help you perfect the organization of your ideas when writing a paragraph. Here, you can practice structuring paragraphs and also connecting sentences according to events.

Build the paragraph by choosing one of three sentences of text. If your choice is correct, the sentence will be added to the text.

Education : http://www.uefap.com/writing/exercise/parag/educ.htm

E-mail: http://www.uefap.com/writing/exercise/parag/e_mail.htm

Christmas : http://www.uefap.com/writing/exercise/sequitur/xmas.htm

If your goal is to improve exponentially your writing skills, this tool will help you. Here, you will find a series of activities that will help you reinforce this skill.
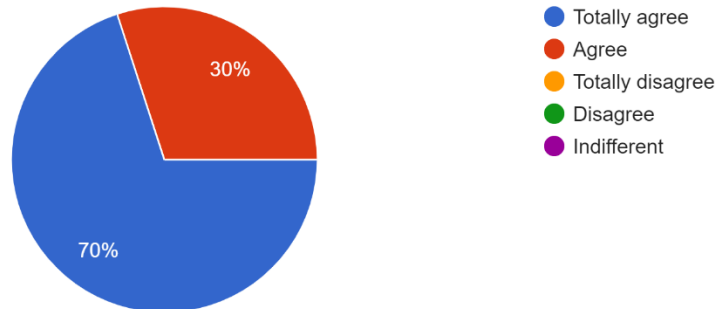
http://www.uefap.com/writing/exercise/exwripar.htm

ANNEX 10: FINAL SURVEY

RESULTADOS ENCUESTA: https://forms.gle/FHoDeoricLvoNfcr6

1. Considers using of linking words is significant to improve written production.
30 respuestas

- Totally agree
- Agree
- Totally disagree
- Disagree
- Indifferent
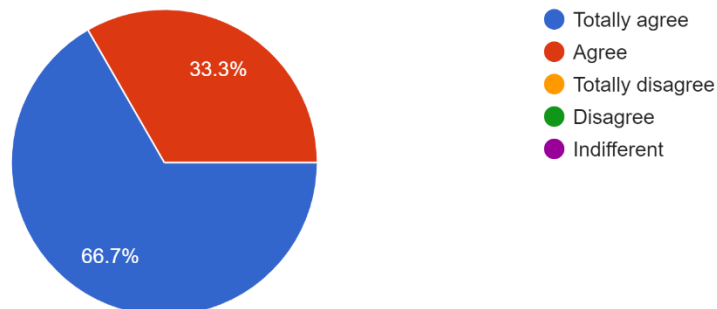
2. The provided material presents relevant and helpful information to enhance one's written production.
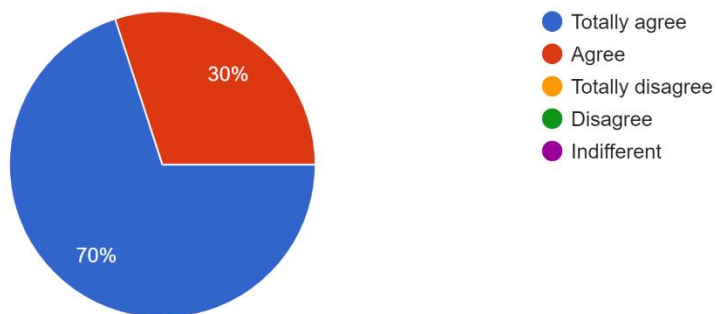30 respuestas

- Totally agree
- Agree
- Totally disagree
- Disagree
- Indifferent
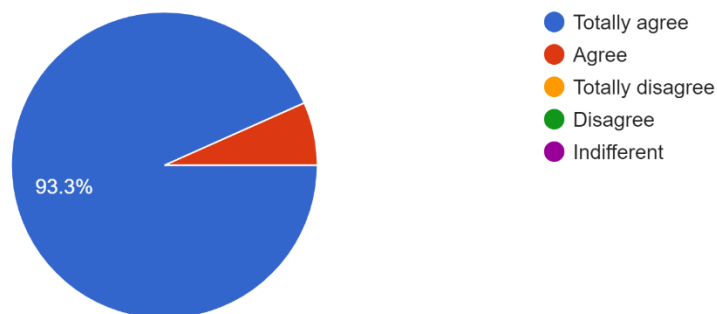
3. The provided material will be beneficial for your future writing activities.
30 respuestas

- Totally agree
- Agree
- Totally disagree
- Disagree
- Indifferent

4. The proposed activities can help you to strengthen your writing skills.

30 respuestas

- ● Totally agree
- ● Agree
- ● Totally disagree
- ● Disagree
- ● Indifferent

30%

70%

5. Is it necessary to follow up on creating didactic material and activities that use linking words to improve various writing skills?

30 respuestas

- ● Totally agree
- ● Agree
- ● Totally disagree
- ● Disagree
- ● Indifferent

76.7%

23.3%
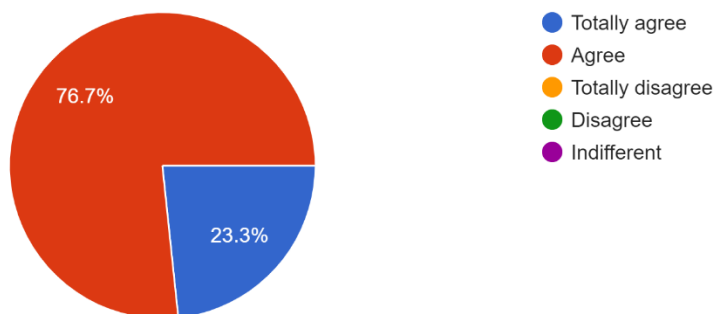
6. According to your criteria, evaluate the content of the materials and activities presented.

30 respuestas

- ● Extremely useful
- ● Useful
- ● Slightly useful
- ● Not useful

60%

40%