



UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

SYSTEM OF DIDACTIC PROCEDURES FOR THE DEVELOPMENT
OF WRITING IN ENGLISH IN STUDENTS OF SIXTH GRADE OF
GENERAL BASIC EDUCATION

GUTIERREZ DAMIAN KATHERINE MELISSA
LICENCIADA EN PEDAGOGÍA DEL IDIOMA INGLÉS

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TRABAJO TITULACIÓN

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MACHALA, 22 DE ABRIL DEL 2021

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DEDICATION

We dedicate this work to our parents for their unconditional support during this process. To our teachers and our family in general, also to our Tutor Lcda. Yazmín Pinto Sánchez, MGS., for her valuable help, to Lic. Llerena Companioni Odalia, Ph.D, for her guidance throughout this investigative work, and to all who supported us encouraging for the culmination of this work.

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Abstract

The objective of this work is to implement learning activation techniques for the development of writing ability in the English language, in sixth grade students of basic general education, through the Didactic Procedures Systems that allow the teacher to guide and direct the activity of the group student; Theoretical level methods were used such as: analytical - synthetic and deductive - inductive method that allowed observing the causes, nature and later to be related to the studied phenomenon, empirical level methods were also used such as participatory observation, semi-structured interview and pedagogical test that allowed to have a better vision of what happens with the student, the thesis is structured in three chapters, the first one used to the historical and conceptual theoretical foundations such as strategies and implementation of games in order to develop the ability of writing , the second reveals the implementation of the aforementioned methodology such as the techniques for processing the data obtained, such as the two variables shown, in table one of the variable of the skill domain and in table two Representation of the categories in the questions instruments, while the third chapter shows the proposal this intervention that bases the theory of the system of didactic procedures for learning writing in the English language, techniques, teaching strategies, methods, role of the participants, the structure of the system of didactic procedures, dimensions, results, among others; In order to contribute to the development of the ability to write the English language and that the student learns more quickly through these activation techniques; Finally, an evaluation of the proposal was carried out, designed to achieve the culmination of this work, which I will now make available.

Keywords: Techniques, development, procedures, strategies and methods.

Resumen

Este Trabajo tiene como objetivo Implementar técnicas de activación de aprendizaje para el desarrollo de la habilidad de escritura (*writing*) en el idioma inglés, en estudiantes de sexto año de educación general básica, mediante los Sistemas de Procedimientos Didácticos que permiten al docente orientar y dirigir la actividad del estudiante individualmente y en grupos; se utilizaron métodos de nivel teóricos como: método analítico-sintético y deductivo-inductivo que permitieron observar las causas, naturaleza y efectos para luego ser relacionado con el fenómeno estudiado, también se utilizaron los métodos de nivel empírico como la observación participativa, entrevista semiestructurada y la prueba pedagógica que permitieron tener una mejor visión de lo que acontece con el estudiante, la tesis está estructurada en tres capítulos, el primero empleado a los fundamentos teóricos históricos y conceptuales como estrategias e implementación de juegos con la finalidad de desarrollar la habilidad de la escritura, el segundo revela la implementación de la metodología arriba mencionada como las técnicas para el procesamiento de los datos obtenidos como son las dos variables mostradas, en la tabla uno de variable del dominio de habilidad y en la tabla dos Representación de las categorías en las preguntas de los instrumentos, mientras que el tercer capítulo muestra la propuesta de intervención que fundamenta la teoría del sistema de procedimientos didácticos para el aprendizaje de la escritura en el idioma inglés, técnicas, estrategias de enseñanza, métodos, rol de los participantes, la estructura del sistema de procedimientos didácticos, dimensiones, resultados entre otros; con la finalidad de contribuir al desarrollo de la habilidad de la escritura del idioma inglés y que el estudiante aprenda con mayor facilidad a través de estas técnicas de activación; finalmente se llevó a cabo una evaluación de la propuesta diseñada para así lograr culminar con este trabajo que a continuación se pone a disposición.

Palabras clave: Técnicas, desarrollo, procedimientos, estrategias y métodos

INTRODUCTION

Quality education is one of the requirements that refers to the need to create optimal conditions school's environment in order to achieve a society capable of facing the current and globalized world needs. Having the ability to communicate, express, understand and value the culture of other individuals far apart from their own, that is, to achieve different ethnic groups inclusion that exist in the country, because it is an essential aptitude of competent beings in the actuality.

“En el proceso comunicativo, la noción y manejo adecuado de estructuras lingüísticas es fundamental; mayor aún, en el aprendizaje de una lengua extranjera que, además de haberse convertido en una exigencia social, es ya considerado por organismos internacionales un derecho lingüístico del ser humano”. (UNESCO, 2003)

The acquisition of a language different the mother tongue, specifically the English language, is to speak of a vital importance tool since it allows insertion in a more dynamic and productive society. In the same way, it allows those who acquire the language to get new knowledge and more possibilities of access to better opportunities.

Teaching a second language different from the native language is a challenge. Since there are several drawbacks, on many occasions it is rejected by the students, and on others, didactic and methodological material is not available for the correct teaching-learning of this second language.

In the proper handling of linguistic elements, the knowledge and use of grammar rules, identification of symbols, and the use of vocabulary are involved for effective communication. Therefore, the teacher's role plays a fundamental role when it comes to a foreign language teaching - learning.

“Un elemento fundamental para el desarrollo de la práctica docente es el profesor y sus saberes, su formación y preparación académica permanente como soporte esencial para llevar a cabo su encomienda. Es un hecho que el conocimiento del profesor toma diversos ángulos para concentrarse en un conjunto de acciones al interior del aula con el propósito de alcanzar el objetivo de su labor: el aprendizaje”. (Padilla & Espinoza, 2015)

When it comes to teaching, it is important to focus on the techniques that will be used during the process. The teacher must be aware that each student learns differently, so the strategies, materials, and teaching resources must be adapted according to their needs, weaknesses or strengths, which when they are implemented in the classroom increase the effectiveness of the process and in this way it will be possible to meet the objectives set.

El aprendizaje del idioma Inglés requiere docentes totalmente capacitados en cuanto a la metodología apropiada para desarrollar un correcto proceso de enseñanza aprendizaje del idioma, que tenga la capacidad de reconocer los diferentes tipos de estudiantes, sus formas de aprendizaje, sus problemas en el aprendizaje, etc. (Beltran, 2017, pág. 92)

A second language learning is a complex activity. This task requires the student to develop four basic skills: read, listen, write and speak. Therefore, the teacher must dedicate enough time to each skill practice to provide the student a comprehensive training.

Writing is a formal process where the writer expresses his ideas considering the possible interpretations of his readers, it is considered as a permanent process, since the ideas will be captured forever. In addition, writing implies the use of a wide vocabulary and grammar, as well as other elements used appropriately, the same that are obtained through the constant practice of the skill.

Writing teaching must begin by creating in students the need or motivation to communicate something to someone, with a purpose and a defined audience or destination. Writing is one of the four fundamental language skills in language learning.

The written text has some differences that separate it from speech; there are differences in grammar and vocabulary, and in issues such as letters, words, and text formation, which is manifested in writing, spelling, design and the score. However, writing errors are one of the most frequent causes that affect communication; writing well is a complex and difficult process, and it takes a long time.

Representa el componente más importante dentro del proceso de enseñanza y aprendizaje del idioma inglés dado que una vez finaliza el mismo, serán ellos en quienes se podrá verificar los resultados del aprendizaje; es decir, el grado de competencia comunicativa que ha logrado alcanzar el estudiante al final del curso. (Beltran, 2017)

For some students will be difficult to express themselves by writing in English, despite the fact that it has been put into practice and dedicated a lot of time in its teaching. The teacher must motivate continuous practice, taking into account the factors that constitute it, so that, students develop this skill successfully.

Nowadays, there are different techniques for writing practice, both inside and outside the classroom. When dealing with children, there are many activities that will motivate them to write, one of them is creative writing that can be carried out through creative tasks such as writing stories,

poetry and games. These activities have a serie of features, the main is that the last result often feels like some kind of achievement and most people they feel proud of their work and they want it to be read.

The present work was carried out with the purpose to contribute with the English training process, focusing mainly on the development of writing skill, having as a background the use of traditional strategies that the only thing it causes in students is boredom, non-participation, and a total lack of interest in learning a new language, which means that the student cannot manage this skill correctly.

Esta situación es la que motiva al investigador a buscar información acerca de técnicas de activación que contribuyan al desarrollo de la habilidad. El inglés está considerado como la segunda lengua en el mundo por el elevado número de individuos que la utiliza como lengua materna, como segunda lengua y como lengua extranjera. (Crespo & Pinto, 2016, pág. 31)

Those who will benefit from this work will be students in the sixth year of basic general education, as they will strengthen their writing skills and their ability to communicate through it with the foreign language and the implementation of system of didactic procedures. That will contribute to the improvement of academic performance, enhancing their level of writing in the English language.

All the aforementioned led to formulate the following **scientific problem**: How to improve the development of writing skills in the English language in sixth year students of basic general education of the “Unidad Educativa Particular Padre Carlos Mantilla” in the period 2021-2022?

Therefore, after making a deep inquiry about the research topic, we want to optimize the variety of strategies, implementing various learning activation techniques in order to improve the development of this skill and have an excellent writing production in English in which it is necessary to involve students in this process with suitable activities.

The **object** of this research is the teaching-learning process of English as a foreign language in Basic General Education.

The **study object** is to implement a System of Didactic Procedures for teaching the development of writing skills in English, in basic general education students from 10 to 11 years old.

The **field of research** is the System of Didactic Procedures in English teaching.

The **general objective** of the research is to implement a System of Didactic Procedures for the development of writing skills in the English language with sixth grade students of basic general

education in the “Unidad Educativa Particular Padre Carlos Mantilla”, Tenguel - Guayas in 2020-2021 school year.

The **specific objectives** are:

- ❖ Evolve the System of Didactic Procedures in the teaching-learning process of English as a foreign language in Basic General Education.
- ❖ Diagnose the current state of writing skill in the students.
- ❖ Identify the difficulties that arise when writing in English.
- ❖ Adapt System of Didactic Procedures focused on the main needs of students.
- ❖ Apply System of Didactic Procedures that contribute to the development of writing in English.
- ❖ Evaluate the changes in the learning process after the application System of Didactic Procedures.

Based on the needs presented by the study and the above, the researchers propose to carry out a descriptive research with a qualitative paradigm. In the research, methods of the theoretical and empirical level are used, with the use of techniques such as: participant observation, the semi-structured interview and pedagogical tests that allow measuring the scope of the process.

The **importance** of this participatory action research is to show and describe the various experiences obtained in the classes and how students improve through the different System Of Didactic Procedures to be able to develop the writing skill in English satisfactorily, taking into account that to write is not only a matter of developing a series of spelling strategies, it also implies using new cognitive and social relationships that leads us to understand the causes of a certain phenomenon in the writing teaching in English.

Its **novelty** consists of discovering the causes of their deficient writing and renewing the given learning strategies, implementing system of didactic procedures to encourage the English writing process in students of the sixth grade; so they learn in a dynamic and simple way, thus contributing to research, since it is an attractive strategy that generates interest in learning.

The research consists of an introduction where the categories of theoretical design are presented. Chapter one with the theoretical framework and chapter two with the methodological framework. In chapter three, the intervention proposal is presented and the results of its application are analyzed. Then conclusions and recommendations, and finally the bibliography and the annexes are presented.

CHAPTER I: THE SYSTEM OF DIDACTIC PROCEDURES FOR THE DEVELOPMENT OF WRITING IN ENGLISH IN GENERAL BASIC EDUCATION.

This chapter describes the historical background of writing (writing) of the English language through System of Didactic Procedures. Previous research is taken as a reference that will facilitate a greater understanding of the subject of study. Of course, it will allow supporting the scientific problem. How to improve the development of writing skills in sixth-year students of basic general education in “Unidad Educativa Padre Carlos Mantilla”? In order to provide an answer to the problem raised.

1.1 Historical Background of the evolution of the system of didactic procedures as a didactic strategy in the teaching-learning process of English in General Basic education.

In order to learn about the teaching of writing skills in the English language throughout history and how the system of didactic procedures contributes to it, a deep literature search was carried out in previously conducted research.

The English language has come a long way, it is not the most widely spoken language in the world, but it is the most important. Millions of people speak it as their first language while others speak it as a second language. With the arrival of three Germanic tribes (Anglos, Saxons and Jutes) to the British Isles in the years 500 AC, the history of the English language begins, at first it was a dialect between invading peoples, and later it was enriched with the contribution of diverse cultures until it became an essential language in many respects.

Long before the arrival of the Germanic tribes, the inhabitants of Great Britain spoke a language of Celtic origin. With the arrival of the tribes, it became known that one of the oldest written samples of the English language is an Anglo-Saxon inscription dating between 450 and 480 A.C. Later, Christian missionaries brought the Latin alphabet from Ireland, and it is what continues to be the language's writing system to this day.

The fusion of Anglo-Saxon words with words given from the Scandinavian languages (Danish and Norwegian) and from Latin were the vocabulary of Old English. There has also been an influence of the French language since it also affected the writing of certain words.

Following the history, it was not until the XIV century that the English language became the predominant language in Britain again. The teaching of the English language has not been left out of the various changes that have taken place worldwide in recent years, which is why education systems have undergone transformations, refinements, improvements, changes and innovations, starting from the curricular projects contents and teaching-learning processes.

De acuerdo a lo que plantea El Marco Común Europeo de referencia para la enseñanza del inglés como lengua extranjera es que los estudiantes al terminar su secundaria deben haber alcanzado cierto dominio en relación a la escritura. Se espera que los estudiantes de educación media sean capaces de escribir textos sencillos y bien enlazados sobre temas que son conocidos o de interés personal. (Acevedo, 2013, pág. 5)

En Latinoamérica, los esfuerzos por mejorar esta realidad aparecieron desde la convención de Dakar en 2000, donde se plantearon los retos a cumplir para obtener una educación para todos. El propósito planteado fue incluir al inglés en los currículos de enseñanza como lengua extranjera, pues es un idioma fundamental de interacción social en el mundo globalizado actual. (Ledesma, 2019)

Hace varias décadas, en el Ecuador, la habilidad de manejar varios lenguajes por parte de los estudiantes de todos los niveles educativos era casi nula, debido a la baja atención que se le daba a la enseñanza de idiomas como lengua extranjera. El aprendizaje de otro idioma no se consideraba como un elemento necesario dentro del currículo, y la educación del país ocurría en términos generales respecto a la llamada “educación bancaria”. (Ledesma, 2019, pág. 17)

In 2011, several transformations were carried out in the curricular networks, one of which was the project “It's time to teach English”. The project tried to improve the teaching system of English as a second language in the country; also, several aspects were taken into accounts, such as methodology, way of teaching and teachers’ competences

The English language is a basic tool for all professionals. This language is important for the country’s development. Is for this reason that MINEDUC (Ministerio de Educación) implemented since 2016 a new curriculum where said that all students of initial education, basic education and high school must receive obligatorily classes to develop linguistic competences at early age, but some teachers do not have a B2 level that requires the Ministry of Education of Ecuador. (Carabajo Romero, 2020)

Dentro de las muchas formas con que cuenta el hombre para comunicarse con sus semejantes está la expresión escrita. En este sentido, los docentes a cargo de la enseñanza de las lenguas extranjeras tienen el reto de incentivar nuevas prácticas de la habilidad de escritura donde la redacción y todo el proceso que gira en la producción de textos escritos se conviertan en actividades creativas y que a la vez permitan desarrollar habilidades para que los estudiantes sean comunicadores competentes. (Acevedo, 2013, pág. 2)

For correct communication in the English language, it is not only enough to be able to understand and produce sentences in a specific context, but it is also necessary to be able to develop basic skills such as listening, reading, speaking, and writing. At present, the language has had a great boom, being the most used worldwide. However, the appropriate level has not been achieved. Written expression is the one that presents the greatest difficulty and challenges as it requires more constant practice.

“El aprendizaje es una acción continua a lo largo del ser humano, en la actualidad la labor docente no sólo consiste en la transmisión de conocimientos o saberes, sino que involucra el intercambio bidireccional entre el mediador y el aprendiz; al tomar los conocimientos previos de este último se parte para la elaboración estratégica de la articulación de actividades con el propósito de encausar la enseñanza-aprendizaje”. (González - Ramos, Rentería - Soto, & Uranga - Alvidrez, 2016)

“En cuanto a estrategias ha existido un campo evolutivo amplio desde el inicio de la enseñanza de lenguas hasta la actualidad: Al inicio se contaba con estrategias relacionadas a métodos tradicionalistas, donde la tecnología y la interacción entre estudiantes no jugaba ningún papel medular. En los tiempos en los que se inició con la enseñanza de lenguas, no existía un amplio bagaje de estrategias que permitieran a los educandos promover aprendizajes significativos”. (Ledesma, 2019, pág. 28)

“There are a lot of teaching strategies to be applied in the classroom, resulting in hours of fun for learners such as crosswords, songs, and all types of didactic games. These activities provide students with knowledge in the context in addition to the sense of recreation”. (Irlanda, Miguel, & Brigita, 2017, pág. 82)

1.2 Conceptual foundations of the system of didactic procedures in the development of writing in the English language.

“Etimológicamente y proveniente del griego didaktiké, la palabra Didáctica, en sentido general es asociada al “arte de transmitir saberes y conocimientos”; la Real Academia Española plantea que el término es “pertenciente o relativo a la enseñanza”. (De Jesús, Méndez, Andrade, & Martínez, 2007, pág. 12). Mientras que para (Gómez, González, Trujillo, & Gómez-Calcerrada, 2016) “didáctica vendría a ser una acción que alguien ejerce para sostener algo poniéndolo a la vista de otro alguien con la intención de que ese alguien se apropie de lo que se muestra. Llámese a alguien maestro y a otro alguien estudiante, llámese a algo objeto de enseñanza”.

Por otra parte (Carvajal, 2009) se refiere a didáctica cuando dice:

“La didáctica es parte de la pedagogía que se interesa por el saber, se dedicada a la formación dentro de un contexto determinado por medio de la adquisición de conocimientos teóricos y prácticos, contribuye al proceso de enseñanza aprendizaje, a través del desarrollo de instrumentos teóricos prácticos, que sirvan para la investigación, formación y desarrollo integral del estudiante”. (pág. 9)

“La didáctica tiene como objetivo la instrucción y preparación a través de métodos eficaces y adecuados en la formación integral del educando, para lo cual se preocupa de estudiar el trabajo docente, congruente con el método de aprendizaje; pero la didáctica no es sólo la aplicación de la normativa pedagógica, entendida como el proceso de regulación en la formación intelectual, sino es una metodología de la instrucción, pero en su más estricta aceptación es también una tecnología de la enseñanza”. (Bravo Mancero & Varguillas Carmona, 2015)

The development of productive English language skills, such as writing, which follows grammatical norms established by the language, punctuation, vocabular and spelling are factors that must be taken into consideration when developing the skill. Linking to the acquisition of general knowledge that will then be exposed in writing, the objective is the development of the student's values and the motivation to express himself critically by the reality that surrounds him, taking the informal knowledge acquired to transform it into formal information with the use of a second language such as English.

“Para construir una práctica educativa crítica–liberadora se debe partir de la realidad del educando, de su “saber de experiencia–hecho” y no partir del saber del educador. Con tal fin, se hace necesario procurar la habilitación en el estudiante de su pensamiento crítico para que haga conexiones entre el saber o “conocimiento vulgar” que trae a la escuela y el saber culto, y de este modo se apropie de las herramientas necesarias para reconstruir su “conocimiento vulgar” y encaminar su liberación”. (Crespo & Pinto, 2016, pág. 7)

The use of activities of the didactic procedure systems will motivate the correct use of vocabulary and the development of the ability to write in English, such as wordplay, completing phrases or sentences following a grammatical and semantic pattern, taking advantage of the young age for language acquisition.

“Según, Susan Halliwell (1992), los niños pueden llegar a ser muy creativos con las estructuras gramaticales, incluso pueden crear palabras análogas o también inventar palabras completamente nuevas a partir de su vocabulario básico”. (Rodríguez, 2017)

Teaching strategies.

El concepto estrategia se ha definido de muchas formas de acuerdo con los intereses o usos del concepto mismo. Las definiciones clásicas se ubican en el contexto empresarial e implican una planificación y acción deliberadas. Como no existe consenso sobre una definición aceptada, algunos prefieren reflexionar sobre qué trata la estrategia, en lugar de ofrecer una definición exacta. (Rivera, 2020, pág. 43)

Según (Hinojosa, 2015) las estrategias de enseñanza “se refieren a los procesos de enseñanza que utiliza un diseñador de ambientes o docente para organizar, retener y recuperar el material informativo, así como para regular y evaluar lo asimilado” (pág. 19).

Strategies can also be conceived as a practical discipline that involves a theoretical exercise, which also has a practice as a final test to give itself a respective validity, that is, in action.

You cannot talk about strategy when there are no goals towards which the actions are oriented. For this reason, the choice and design of those procedures and techniques are the responsibility of the teacher.

Types and characteristics of teaching strategies.

There are many teaching strategies, as well as different ways of classifying them. According to (Bravo Mancero & Varguillas Carmona, 2015). Distinctions are presented in three different axes of observation:

- ❖ Participation, which corresponds to the number of people involved in the learning process and that, goes from self-learning to collaborative learning.
- ❖ The scope where the time invested in the didactic process is taken into account. In this classification, the techniques used to review a specific content are defined, or strategies that can be adopted throughout a course or of an entire curricular plan
- ❖ Didactic strategies based on the didactic process's basic: teacher, student, content, and context.

Learning characteristics as claimed (Pineda, 2003) son:

- ❖ Its application is not automatic but controlled.
- ❖ They imply a selective use of one's resources and available capacities.
- ❖ Strategies are made up of other simpler elements, which are learning techniques, skills, or abilities

De acuerdo a (Reynosa Navarro, 2019) “las estrategias didácticas, en su conjunto, demandan establecer una relación dialógica, constante y triangular entre educadores, educandos y metodologías, aunque el educando ignore o no las metodologías que utiliza el docente para tal fin”. Es decir que muchas veces los estudiantes no toman en cuenta la labor del docente, el tiempo que invierte en la planificación y elaboración del mejor material para poder impartir sus conocimientos. For (Pineda, 2003) the strategies are conceptualized in:

- ❖ **Teaching strategies:** They are conceived as the teacher’s procedures to promote meaningful learning, involving conscious and purpose-oriented activities.
- ❖ **Learning strategies:** They constitute conscious and intentional activities that guide the actions to be followed to achieve certain students’ learning goals.

Es así como las estrategias de enseñanza orientadas por el docente configuran en gran medida el aprendizaje y la relación que establece el estudiante con los contenidos y temáticas que le permiten generar conocimientos a lo largo de su vida. (Pamplona, 2019).

Creative writing

Describing the image

This is an ideal tool for students since visual stimulation helps them retain information more effectively and lastingly, rather than reading or listening. It also encourages expressive ability, creativity, and communicative participation, especially in writing since they have to use grammar rules and a wide vocabulary to describe a said image. Besides, to provide opportunities to communicate in a real context.

Invent the ending

This is an ideal activity for students to develop their imagination and use the grammar rules learned, this consists of showing different stories of which the student will have to write the ending that he likes the most for the story and when he has finished, he will be able to do it. Illustrate with your images.

Write a story

It is an activity in which students develop their creativity and foster their expressive capacity and imagination; it consists of writing according to the sequences and images are given, where each student puts their imagination to work.

Make up a tale or story

This activity is great for students to develop their creativity and imagination and put their learned vocabulary and grammar rules into practice. It consists of students writing a short story letting their imagination fly.

Learn to write a postcard

It is an activity in which students use their creativity; it consists of writing a postcard to a friend. Once finished, you can print it to give it to you or send it to you.

1.2.2. Implementation of the game in the development of writing skills in the english language.

La motivación que recibe el estudiante en el proceso de enseñanza aprendizaje es muy importante, por el hecho que logra avances significativos, pero una de los puntos y parámetros a centrarnos es el vocabulario, la adquisición de palabras nuevas que faciliten la escritura y la estructuración de oraciones, la manera más acertada es la adecuación de juegos que permitan al niño interactuar e intentar escribir de forma correcta, la obtención de palabras para vocabulario se puede adquirir por la extracción de palabras claves al momento de leer pudiendo memorizarlas a un corto o mediano plazo (Victoria, 2009).

The various recreational activities, such as the execution between student and teacher of a fable, poem, etc., using strategies for expressing the student's critical thinking will successfully motivate writing.

History dice

It is an online dice story generator. We have to choose the amount of data we want and launch it. Dice with images will appear randomly, with which we will have to build a story. This game helps students strengthen their learning in a fun way.

Storynator

This tool is a generator of random arguments since it allows students to obtain a short argument from which to create, for example, a short story; the same one that provides them:

- ❖ Two characters (main and secondary) with their respective personality characteristics and tells how the story involves them.
- ❖ A third character that can be used as an antagonist.
- ❖ The style or structure that the narration should have.
- ❖ Two themes must be treated in the story.

The arguments provided by this tool repeatedly are foolish, crazy, paradoxical, and therefore perfect for challenging students and boosting their creativity.

Crossword

The crossword is a game that helps students to reinforce and practice writing the vocabulary of a specific topic; it consists of completing the boxes with letters depending on the image that indicates the meaning of the words to be read vertically and horizontally. In addition, it is ideal for developing students' creativity.

Hangman

It is a very dynamic and interactive game that helps students reinforce their vocabulary. It consists of the teacher thinking of a word referring to the topic seen or the vocabulary learned and the students guessing which letters are in each line until they guess the word, and in each mistake, little by little, they put the rope around their necks.

Según (TOCA & LÓPEZ, 2015) “el juego aparece en el discurso docente, como un método en la educación infantil promoviendo el estado de ensueño que se necesita para el desarrollo de la creatividad. Enseñar jugando es una estrategia que motiva no solo el aprendizaje creativo sino también el aprendizaje significativo”.

1.3 The process of teaching English learning in Basic General Education, Contextual characteristics.

“En 1992, por medio de un convenio entre el MinEduc y el British Council una importante reforma curricular para la asignatura de inglés fue llevada a cabo para las instituciones educativas públicas y fiscomisionales. Esta acción realizada por el gobierno ecuatoriano a través del MinEduc, con apoyo foráneo, puede ser entendida como una de las iniciativas gubernamentales más importantes para mejorar el proceso de enseñanza -aprendizaje del idioma inglés en el sistema educativo del país”. (Ortega Auquilla D. P., 2017).

Por esta razón (Ponce-Merino, Parrales-Poveda, Baque-Arteaga, & Parrales Poveda, 2019) en su investigación sobre la realidad actual de la enseñanza del inglés en la educación superior de Ecuador afirman que:

“El aprendizaje del idioma inglés cobra cada vez mayor fuerza en el mundo. El inglés es el idioma de la tecnología, del comercio y de las ciencias por lo que ciudadanos más capacitados en otras lenguas optarán por mejores empleos y remuneraciones”.

En Ecuador, el inglés era considerado como una materia optativa; es decir, cada institución tenía la potestad de incluirla o no en su currículo de enseñanza. Existía la posibilidad de discernir el número de horas clase que ofertaría dentro de la malla. (Ledesma, 2019, pág. 17)

In recent decades, the English language in Ecuador has been more widely accepted as it is very important since it is essential to teach it from childhood to later obtain better life opportunities; In addition, the authorities noted that the people who have a better level are those from private institutions where the language is essential.

“En Ecuador, el sistema de educación pública introdujo una carga horaria específica para la lengua extranjera desde segundo a séptimo grado de educación general básica, en los sub niveles elementales y media establecido por el Ministerio de Educación en la Reforma Curricular de fecha 17 de febrero de 2016. Antes de esta fecha los estudiantes no recibían clases de inglés de manera obligatoria en su carga académica”. (Ponce-Merino, Parrales-Poveda, Baque-Arteaga, & Parrales Poveda, 2019, pág. 528)

El inglés como lengua extranjera, se ha convertido en uno de los aspectos más notables de la educación en el Ecuador, reconociendo la importancia de desarrollar competencias comunicativas para interactuar y abrir nuevas oportunidades alrededor del mundo. (Fabre Merchan, 2016).

Según (Fabre Merchan, 2016) “estos dos aspectos han creado la necesidad en los docentes de innovar su instrucción, modificando sus planes de estudios, estrategias de enseñanza, y la dinámica de evaluación con el fin de darles apoyo y las mismas oportunidades a todos los estudiantes, para alcanzar los estándares del lenguaje, que actualmente son los que rigen los programas de inglés en el Ecuador”.

In recent decades, the English language in Ecuador has been more widely accepted as it is very important, since it is essential to teach it from childhood to later obtain better life opportunities; In addition, the authorities noted that the people who have a better level are those from private institutions where the language is essential.

Although attempts have been made to improve the system, there are several reasons why excellence is not achieved, the lack of preparation on the part of teachers, as well as the little initiative, to teach the language in various educational institutions due to the lack of They offer it in the curriculum in an assertive way, they greatly harm the teaching-learning of the second language.

The English language should be considered as a very useful instrument both for students who will be offered better job opportunities and future remuneration and for teachers who will have to implement better teaching strategies by having students with different ways of learning; In addition, some have difficulties and are in unequal conditions to the rest.

In this way, the present study takes place in the "Unidad Educativa Padre Carlos Mantilla" of the Tenguel Parish belonging to the Guayaquil Canton of the Guayas Province, an institution created on October 10, 1999, by the local priest Carlos Mantilla Rojas, which refers to the name of the institution that the fund itself.

Since its creation, it has been a private educational institution with religious beliefs, specifically a Catholic institution, and from its beginnings, it had levels such as initial education, basic general education, and high school; In addition, the English language has also been taught from the first levels to the superiors and there was even a period where the French language was taught.

Currently, the institution is made up of 150 students, 29 teachers, of which there is only one foreign language teacher. Given that the study is carried out in students in the sixth year of basic general education, we detail their situation.

The sixth year of basic general education comprises 24 students, of whom 12 are women, and 12 are men, and they are in an age range that goes from 10 to 11 years. First, and carefully, the issue related to the teaching of the English language as a second language is approached, where it is accurate to note that students where behaviorist classes are carried out as normal, which is very similar to the classes given in the past. In short, there is a lack of variety in the way in which the contents are taught, which produces a series of obstacles in students such as demotivation, disinterest and even learning difficulties.

The fundamental pillars within the English language's teaching-learning process are the teacher and their students: since it is on them who the success of the same depends, it would not be possible to achieve the expected results in learning if, in a supposed case, any of them will fail.

At present, the teacher's role is no longer leading, education has evolved, and his role has taken a turn that even comes to be considered as a guide in teaching. Obviously, he must be highly trained, handle appropriate methodology, and design appropriate strategies for your students; In addition, you must be able to develop material based primarily on their interests, tastes, difficulties, or strengths.

A key element to be considered by teachers and other authorities is selecting material that will be used in English classes. It must be appropriate and adapted to the different ways that students have to learn. It is intended to promote the practice of the language from childhood, which is where the human being is like a sponge that is absorbing and acquiring knowledge.

Writing is a complex process that does not come easily and requires constant practice. Writing is not only about using vocabulary correctly and knowing grammar, but it must be taught in a specific way. In other words, it is not enough to develop several mechanical orthographic strategies, but it is also necessary to learn a series of new cognitive and social relationships.

The aforementioned is added the number of class hours that students receive in this subject, reaching a total of two hours of forty minutes each at most in this new modality of virtual education, due to the universal problem that exists. It is the covid-19 pandemic. Before this problem existed, classes were divided into the week in three hours of forty-five minutes.

This new modality also has several difficulties since there are more problems to be able to teach a second language, as children are not personally in the classroom with the teacher and their peers. Children do not interact properly, there are technical problems such as: losing connection internet, electricity, etc. In addition, the teacher cannot use materials, adequate methodology, and the system of didactic procedures because it should only govern what a computer allows him to do.

In the first place, through participatory observation (ANNEX A) the issue related to the development of the English language as a second language is approached, where it is perceptible to note that individuals are accustomed to traditional and monotonous classes, which is similar to the behavioral classes taught since ancient times. This causes the students do not feel interested in learning; in addition, there is a lot of demotivation to know that they will have English classes.

Entre la lista de posibilidades que son utilizadas para favorecer el aprendizaje del inglés, está el juego, que forma parte del eje central de esta investigación y que es contemplado dentro de la gama de estrategias académicas a la hora de ejecutar los procesos de enseñanza de segundas lenguas, sobre todo en niños y jóvenes. (MACEDO & ANGULO, 2018).

However, although these types of strategies exist. Teachers do not implement them in the environment described above, since they use the traditional methodology and the behavioral system in which the teacher is the only one who speaks and knows about a certain topic, and not like today where the teacher is only a guide in teaching-learning.

Those mentioned above could be evidenced in the results obtained in the pedagogical test (ANNEX B) applied to the students, where the difficulty they had at the time of writing was notorious, they made many mistakes, did not follow a grammatical structure, did not know the vocabulary, among others., which were constantly committed, these results were qualified based on the table, where values are assigned:

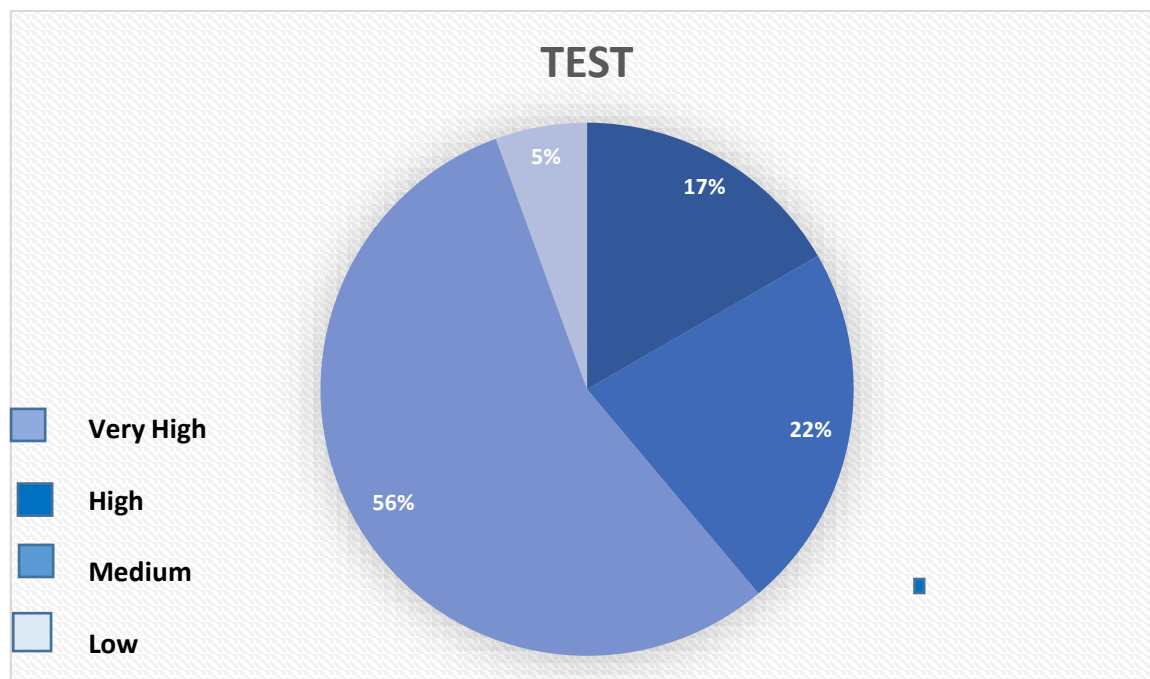
Table 1. Assigned values of the pedagogical test.

Levels / Ratings	Values
Very high (4)	10-9
High (3)	8-7
Medium (2)	6-5
Low (1)	Less than 5

Source: Self-made

Figure 1

Assigned the values, we proceed to make the graphical representation of the results:



To conclude, a semi-structured interview was applied to the students (ANNEX C) where they stated the following:

- ❖ Students do not know vocabulary and for that reason, they do not apply it properly. Generally, the student makes mistakes by feeling insecure at the time of writing.

- ❖ Students show interest in writing compositions.
- ❖ Students tend to have difficulty writing because they do not know all the verbs and grammatical structures.
- ❖ Students do not have clear ideas before starting to write a text, nor do they plan what they are going to write and for that reason, they waste valuable time.
- ❖ Students do not create drafts of what they are going to write, since they only write what they have in mind.
- ❖ Students do not review their writing before submitting it.

In summary, the lack of writing practice is perceived, which is very noticeable when highlighting the mistakes that are made in written works, thinking too much about the product and not focusing on the process; In addition, the fear they feel when knowing that the work will have a very important grade in the subject, etc., are factors that trigger many more problems that must be solved through correct teaching-learning and effective implementation of strategies.

The results of the diagnosis made allowed to verify that in the studied group, there are difficulties in the ability to write in English, which is one of the most complex as it requires constant practice because through it, the author can express his ideas, opinions, feelings, etc., shortcomings in the use of novel didactic methods and resources and a predominance of traditional methods was also identified, which all they cause is to demotivate students, thus complicating the teaching-learning process.

These difficulties serve as the basis for the proposal of a system of didactic procedures that strengthens the learning of a second language, making the teacher a guide in learning and that. Both, the teacher and the students are highly involved when teaching and learning. Learn. The system of didactic procedures facilitates the work of the teacher and increases the learning of students. In the next sections, we will refer to a system of didactic procedures for the improvement of teaching in English.

CHAPTER II: METHODOLOGICAL FRAMEWORK

This chapter presents the methodological support of an investigation focused on improving students' written skills (Writing) in the sixth year of basic education. It supports the foundation of the paradigm, the type of research assumed; as well as the selection of the population, the reasons why a sample has been selected, the description of the methods used in the research process such as the theoretical and empirical components, as well as the instruments used in the research; whose purpose is to generate the solution to the established problem, through the decisions made by the researcher.

2.1 Research Perspective

The present research is qualitative that follows a descriptive research design since the study is directed directly to working on the weaknesses and interpreting the teaching-learning phenomena of writing skills in English, where the main point of the research is to seek information about activation techniques and observe how it contributes to the development of this ability in the three children of the sixth year of basic education.

The objective of this research is to describe the changes, phenomena and provide theoretical knowledge about how the case of the three students in the sixth year of basic education evolves in the teaching-learning process in writing skills in English through the classes, for this a methodology based on the use of activation techniques is proposed.

Según (Relinque & Fernández, 2013) “la investigación con técnicas cualitativas está sometida a un proceso de desarrollo que en sus aspectos básicos no es diferente al de cualquier otro tipo de investigación de naturaleza cuantitativa”. La metodología cualitativa, como indica su propia denominación, tiene como objetivo la descripción de las cualidades de un fenómeno, busca un concepto que pueda abarcar una parte de la realidad. Por todo lo expuesto, la presente investigación se enmarca bajo un enfoque cualitativo, descriptivo.

La investigación cualitativa permite hacer variadas interpretaciones de la realidad y de los datos. Esto se logra debido a que en este tipo de investigación el analista o investigador va al “campo de acción” con la mente abierta, aunque esto no significa que no lleve consigo un basamento conceptual, como muchos piensan. (Sarduy Domínguez, 2007)

(Rojas Cairampoma, 2015) afirma “la investigación descriptiva o estadística es un tipo de investigación en la cual se describe, registra, analiza e interpreta. Se analizan las características para que con el criterio se puedan agrupar o sintetizar, para luego profundizar en el tema. Además, se trabaja sobre la realidad de los hechos y la correcta interpretación”.

In the chapter, everything related to the methodological aspects that support the research's conduct with the type of research proposed, paradigm, and the population is presented.

2.1.1 Paradigm selection

The present work is framed in a qualitative paradigm since it deals with small-scale studies that only represent themselves and because there is a more horizontal communication between the researcher and those investigated greater naturalness and ability to study social factors in a natural scenery.

2.1.2. Population and Sample

Según Paneque (2011) la población es el conjunto de personas en el cual deben ser válidas las conclusiones, o sea, las respuestas al problema científico delimitado para esta investigación. (Paneque, 2011). Mientras López (2004) afirma que la muestra es un subconjunto o parte del universo o población en que se llevará a cabo la investigación.

The population with which the research was carried out were students from a private institution in the Tenguel parish. The institution was considered one of the most important in the area. In addition, accessibility was taken as a criterion. They met the study's inclusion criteria: children in the sixth year of basic education, both sexes, taking as mentioned before as a reference to the most relevant institution of said parish. The subjects are 24 students from this; the non-probabilistic sample was selected, which is made up of three students, whose ages range between 10 and 11 years old. Of them, there are two boys and a girl.

2.1.3. Research methods

In the investigation, methods of the theoretical level and the practical level were used.

Theoretical level method

Theoretical methods are those that allow building the theoretical framework that supports the research process.

El conocimiento teórico constituye el segundo nivel, donde, mediante los procesos lógicos del pensamiento, el hombre analiza, sintetiza, generaliza y extrae conclusiones sobre la esencia y los vínculos internos de los procesos, hechos y fenómenos, para explicarlos y descubrir las leyes que los rigen y poder agruparlos en un sistema único que son las teorías. (Rodríguez Jiménez & Pérez Jacinto, 2017)

Analytical method - synthetic

The analytical-synthetic method is essential in this research work since it allows us to observe the causes, nature, and effects and then relate each reaction by elaborating a general synthesis of the studied phenomenon.

“Este método se refiere a dos procesos intelectuales inversos que operan en unidad: el análisis y la síntesis. El análisis es un procedimiento lógico que posibilita descomponer mentalmente un todo en sus partes y cualidades, en sus múltiples relaciones, propiedades y componentes”. (Rodríguez Jiménez & Pérez Jacinto, 2017),

Inductive - deductive method.

The inductive deductive method is used in research when it seeks to constitute from a previous or empirical study and then seek a theory that provides possible solutions to a problem.

“La inducción y la deducción se complementan mutuamente: mediante la inducción se establecen generalizaciones a partir de lo común en varios casos, luego a partir de esa generalización se deducen varias conclusiones lógicas, que mediante la inducción se traducen en generalizaciones enriquecidas, por lo que forman una unidad dialéctica”. (Rodríguez Jiménez & Pérez Jacinto, 2017)

Empirical level methods

They are the ones that facilitate the non-experimental contact of the investigation. In this case, we attack those that have allowed us to acquire the data that are part of the foundation of this degree work.

“Empírico significa referente a la experiencia. Se refiere al uso de los sentidos, tanto en la observación de los objetos y fenómenos como en la experimentación o manipulación física de ellos. Los sentidos y el aspecto físico de las cosas están en el primer plano de la atención”. (Rodríguez Jiménez & Pérez Jacinto, 2017)

Among the empirical methods are: Participant observation - Semi-structured interviews, and Pedagogical test.

Next, it is based on what each one consists of and how they contributed to the investigation.

Data collection techniques and instruments

Participatory observation

Participant observation is a method that allows us to understand better what is happening with students, characterized by the fact that the person who observes collects the data in the natural

environment and is in contact with the observed subjects themselves. It is a method that requires for the collection of information an involvement of the observer in the events or phenomena that are being observed, where the researcher interacts with those who are being investigated, sharing opinions, experiences, which enrich the collection of data that is later will process based on an analysis.

(Rekalde, Vizcarra, & Macazaga, 2014) afirman que “la observación participante ha dado inicio a la construcción de instrumentos que han facilitado la interpretación y comprensión de las situaciones analizadas”. La observación es una de las técnicas más importantes dentro de la investigación cualitativa, por ello juega un papel esencial al ser eje principal, además siempre está presente en este tipo de investigación.

“El objetivo fundamental de la observación participante es mucho más que describir los elementos de una situación, sino consiste en identificar el sentido, la orientación y la dinámica de cada momento, durante este proceso el observador debe tomar apuntes sobre todos los elementos además de las impresiones y consideraciones que surjan a lo largo del proceso”. (Borbor & Morrillo, 2019).

Semi-structured interview

The interview is a very effective technique within qualitative research. It could be said that. It is better than the questionnaire since it can obtain more in-depth and complete information, and it is very advantageous, mainly in descriptive research.

“Presentan un grado mayor de flexibilidad que las estructuradas, debido a que parten de preguntas planeadas, que pueden ajustarse a los entrevistados. Su ventaja es la posibilidad de adaptarse a los sujetos con enormes posibilidades para motivar al interlocutor, aclarar términos, identificar ambigüedades y reducir formalismos”. (Díaz-Bravo, Torruco-García, Martínez-Hernández, & Varela-Ruiz, 2013)

The semi-structured interview is a necessary method to obtain information of a practical nature and to be able to collect the beliefs and opinions of the interviewee; this method is related to the research object.

Pedagogical test

“Se trata, pues, de un proceso temporal de acciones sucesivas, estructuradas e interrelacionadas, que, mediante la aplicación de técnicas relevantes, permite el conocimiento, desde una consideración global y contextualizada, de un sujeto que aprende, y cuyo objetivo final es

sugerir pautas perfectivas que impliquen la adecuación del proceso de enseñanza-aprendizaje”. (Arriaga Hernández, 2015, pág. 68)

The pedagogical tests are used to diagnose the state of knowledge, habits, and abilities of the students, it is essential within the investigation.

2.5 Techniques for processing the data obtained

In the present study, the information collected comes from the empirical methods used. Based on this, we proceeded to conclude the dimensions of the study object, which allowed ratifying the system of actions established in this chapter.

Work with the study variables

In order to continue with the research, it is necessary to be able to identify and establish the study variables:

As variable 1:

The system of didactic procedures.

“Los procedimientos didácticos deben constituir un sistema, junto a los métodos de enseñanza, en correspondencia con los objetivos que el educador se proponga. Su aplicación debe ser creadora, nunca "esquemática" o aislada del contexto en el cual se desarrolla, deben atender al contenido de enseñanza; es decir, no utilizar los "procedimientos, por desarrollar una habilidad en sí", sino por su necesidad real en el proceso de enseñanza aprendizaje, velando porque siempre se manifieste la unidad entre instrucción y educación”. (Rodríguez & Gómez, 2019)

As variable 2:

In the present investigation, it is the development of the ability to write in English in sixth-year students of basic general education of the “Unidad Educativa Particular Padre Carlos Mantilla”, this variable is defined as:

The domain of grammatical, sociolinguistic, discursive, and strategic competence.

Table 2

The variable domain of writing skills in English

Analysis units	Category:
Knowledge in the domain of grammatical competence regarding the development of writing in English.	<ul style="list-style-type: none">❖ Basic knowledge of the grammar component of writing development.❖ Basic knowledge of the vocabulary component of writing development.❖ Basic knowledge of the scoring component of writing development.❖ Basic knowledge of the spelling component of writing development.
Knowledge in the domain of sociolinguistic competence regarding the development of writing in English	<ul style="list-style-type: none">❖ Basic knowledge of the theme component of writing development.❖ Basic knowledge of the purpose component of writing development.❖ Basic knowledge of the reading component of writing development.
Knowledge in the domain of discursive competence regarding the development of writing in English.	<ul style="list-style-type: none">❖ Basic knowledge of the coherence component of writing development.❖ Basic knowledge of the cohesion component of writing development.
Knowledge in the domain of strategical competence regarding the development of writing in English.	<ul style="list-style-type: none">❖ Basic knowledge of the planning component of writing development.❖ Basic knowledge of the composing component of writing development.❖ Basic knowledge of the review component of writing development.

Source: Self-made

Table 3

Representation of the categories in the questions of the instruments

Category	Participant observation	Pedagogical Test	Interview with students	Analysis			
Basic knowledge of the grammar component of writing development.	Statement 1 / Analysis Unit 1			(3) Very High: Write words respecting the grammar rules excellently.	(2) High: Write words respecting the grammar rules correctly.	(1) Medium: Write words respecting grammar rules with difficulties.	(0) Low: He or She cannot write respecting the grammar rules.
Basic knowledge of the vocabulary component of writing development.	Statement 2 / Analysis Unit 1			(3) Very High: Can write using the appropriate vocabulary in an excellent way.	(2) High: He can write using the appropriate vocabulary correctly.	(1) Medium: He can write using vocabulary but with difficulties.	(0) Low: He or She cannot write using the appropriate vocabulary.
Basic knowledge of the scoring component of writing development.	Statement 3 / Analysis Unit 1			(3) Very High: : Write respecting the punctuation marks excellently.	(2) High: Write respecting the punctuation marks correctly.	(1) Medium: Write respecting punctuation marks with difficulties.	(0) Low: He or She does not write respecting punctuation marks.

Basic knowledge of the spelling component of writing development	Statement 4 / Analysis Unit 1	(3) Very High: You manages to write without having spelling mistakes.	(2) High: You manages to write with few spelling mistakes.	(1) Medium: You writes with some spelling mistakes.	(0) Low: Write with many misspellings.
Basic knowledge of the theme component of writing development.	Statement 1 / Analysis Unit 2	(3) Very High: Write on the same topic in an excellent way without deviating in a moment from it.	(2) High: Write on the same topic correctly without deviating in a moment from it.	(1) Medium: He writes on the same subject with difficulties and deviates a bit from it.	(0) Low: He or She does not write on the same subject and deviates completely from it.
Basic knowledge of the purpose component of writing development.	Statement 2 / Analysis Unit 2	(3) Very High: Write words respecting the rules of the language in an excellent way.	(2) High: Write words respecting the rules of the language correctly.	(1) Medium: Write words respecting the rules of the language with difficulties.	(0) Low: He or She can't write words.
Basic knowledge of the reading	Statement 3 / Analysis Unit 2	(3) Very High: The student knows to which	(2) High: The student knows to which	(1) Medium: The student does not know to	(0) Low: The student does not know to

component of writing development.		reader the text is directed, for this reason he uses the language in an excellent way.	reader the text is addressed, so he uses the language correctly.	which reader the text is addressed, so he uses language with difficulties.	which reader the text is directed; therefore, he does not use the appropriate language.
Basic knowledge of the coherence component of writing development.	Statement 1 / Analysis Unit 3	(3) Very High: Write coherently on the same topic in an excellent way.	(2) High: Write coherent words on the same topic correctly.	(1) Medium: Write words coherently on the same topic with difficulties.	(0) Low: He or She does not write coherently.
Basic knowledge of the cohesion component of writing development.	Statement 2 / Analysis Unit 3	(3) Very High: Write words in their logical relationship excellently.	(2) High: Write words in their logical relationship correctly.	(1) Medium: Write words in their logical relationship with difficulties.	(0) Low: It does not write words in its logical relation.
Basic knowledge of the planning component of	Statement 1 / Analysis Unit 4	(3) Very High: The student thinks about the text that he is	(2) High: The student thinks a little about the text	(1) Medium: The student thinks a little about the text that	(0) Low: The student does not think about what he is going

writing development.		going to produce and gives shape and orientation to his ideas.	that he is going to produce and gives shape and orientation to his ideas.	he is going to produce and does not give shape and orientation to his ideas.	to write and therefore does not give shape and orientation to his ideas.
Basic knowledge of the composing component of writing development.	Statement 2 / Analysis Unit 4	(3) Very High: Write with original ideas in an excellent way.	(2) High: Write with original ideas correctly.	(1) Medium: Write with original ideas with difficulties.	(0) Low: He or She does not write with original ideas.
Basic knowledge of the review component of writing development.	Statement 3 / Analysis Unit 4	(3) Very High: Before finishing the work, he reviews it to make sure that he is finishing it in an excellent way.	(2) High: Before finishing the work, he checks it a bit to check that he is completing it correctly.	(1) Medium: Before finishing the average work, he reviews it and concludes it with difficulties.	(0) Low: He or She does not review the work before it is finished.

Source: Self-made

CHAPTER III: INTERVENTION PROPOSAL

The quality of the educational process is based on carrying out activities that generate knowledge and searching for strategies that help to achieve a quality education, which is why the importance of implementing new methodological strategies that help improve the learning of the English language, specifically in teaching writing. It should be emphasized that it is essential that there is a suitable environment and climate so that there can be effective learning, where there is interaction, stimulate the student's thinking to have a meaningful training process in their environment.

In this chapter, all this is related to the intervention proposal where these tools allow the teacher to guide and direct the student's activity in the group. In such a way, the influence of System of Didactic Procedures in-group work encourages students' English writing skills in the sixth year of basic general education.

The didactic procedures obey three types of things are Procedures of acquisition, elaboration, and expression.

- ❖ **Acquisition Procedures:** It is where various didactic strategies are used so that the student, through didactic practice, acquires writing effectively.
- ❖ **Elaboration Procedures:** Where the written material is elaborated improving of the student's writing, new knowledge is elaborated, and significant knowledge is developed.
- ❖ **Expression Procedures:** The student expresses himself in English writing independently, putting into practice everything he has learned.

The environment comprises educational establishment's infrastructure and facilities, such as physical, emotional, cultural, social, family factors, and so forth. In itself, it is everything that involves the teaching-learning process. The environment corresponds to the spaces in which learning will occur as a classroom environment, real and virtual; the climate is the interaction, communication, the teaching-learning process, the relationship that must exist between the teacher and the students in the same way from student to student.

3.1. Theoretical foundation of the System of Didactic Procedures for learning writing in the English language.

From the theoretical point of view of the introduction analysis, object of study, diagnosis of the writing of the English language, and research field. A system of didactic procedures was built based on activation techniques. The main objective is to improve the writing in this language in students of the sixth year of Basic General Education, and to achieve this objective and facilitate the learning process. Various strategies have been implemented such as creative writing, games, stories, and stories.

La utilización de los procedimientos didácticos debe atender lo externo e interno del proceso enseñanza-aprendizaje, de modo que, en correspondencia con la orientación, la ejecución y el control de la actividad de aprendizaje de los estudiantes se propicie la activación de los procesos psíquicos en las esferas cognitiva, afectiva y volitiva y que impliquen el análisis, la valoración, la generalización. (Guerra Harriette & Montoya Rodríguez, 2015)

3.1.1 Elements that makeup activation techniques

The **Activation Techniques** are **didactic procedures** that help carrying out a part of the learning that is pursued with the **strategy**, which seeks to guide the student's learning. We can say that it is the specific resource for the purposes planned from the **didactic strategy**, whose activities can be isolated and defined by the students' learning needs.

The didactic strategies are resources, means, and activities that allow improving the teaching and learning processes to achieve the proposed objectives.

Among the elements that make up the Activation Techniques we have:

Creative playful techniques.

They are a set of strategies planned to transmit learning in students, using various resources such as games, riddles, and dynamics, among others. In other words, they are all those that allow the accommodation and assimilation of educational topics using play as a basis. In addition to a playful technique, it should also be considered all the methods that the teacher uses to encourage their students' collective participation, taking as a reference the use of didactic materials for their design and planning.

In this sense, play is promoted as a fundamental element in the physical and mental development of students, encouraging them to be more creative, participatory, and competitive. Within the educational context, creative playful techniques are an excellent

support for enhancing children's skills that lead to social inclusion, sharing experiences, and behavioral changes that are a primary characteristic of learning spheres. Considering the effect that the use of these techniques causes on children, helping the teacher in their daily work and the transmission of academic content.

Teaching strategies are called the procedures that the teaching agent uses, reflectively and flexibly, to promote meaningful learning in students. The role played by the teacher is fundamental, since he is the leading guide, who must choose the teaching strategies that contribute to the learner; In other words, the development of the student's abilities is closely linked to the student-teacher relationship and vice versa, which is why it is necessary to understand that both teaching and learning are processes that require elements that activate them. The teacher's commitment to selecting technical strategies and activities may depend on several factors; however, an essential factor is the well-known "learning styles" that directly involve the learner; putting you in a position of co-author of your learning. It is necessary to create stimulation in the English learning process and to fourth and fifth-grade students, it is crucial not to lose sight of the fact that stimulation plays a vital role in this process. The teacher will mainly who will choose what is appropriate to apply (technical strategies and activities) in their classes. "The use of active didactic strategies and techniques allows the teacher to put into practice a new role: that of facilitating learning, making the student deepen their knowledge and discover the relevance they have". In short, teaching strategies are means or resources to provide pedagogical help

Method

It could refer to a particular systematic order established to carry out some action or conduct an operation. It is assumed that to do so a work of reasoning has been necessary. Also, this concept is widely used in the pedagogical field with the same name, or with the equivalent name of didactic strategy.

3.1.2 Role of the participants

This section will detail the teacher, and the three students' roles in the procedures of the classes taught.

De acuerdo a (Nieva Chaves, 2016) "el docente como sujeto del proceso formativo determina y expresa en el acto educativo sus particularidades como ser social. Mediante la relación e intercambio con sus estudiantes propicia el desarrollo de éstos, su implicación en los problemas sociales y la participación en su transformación cultural. Se trata de que la

educación forme parte de la cultura, tanto educador como educando se implican en el proceso de su construcción y reconstrucción, en su perpetuidad y desarrollo”, por lo tanto, en la siguiente tabla se detallará los procedimientos suscitados:

Table 4

Class Procedures

Procedures	
Class N°1	
Teacher	Students
<p>To provide an introduction. To state the subject and the objective of the class. To explain vocabulary and verbs. To give examples of useful vocabulary and verbs. To explain about the regular and irregular verbs. To give examples de negative and interrogative questions. Activity: vocabulary and grammar. Game: hangman</p>	<p>Students told what they know about vocabulary and verbs. Students differentiated the regular verbs from the irregular ones. Students completed the activity of filling in the worksheet with the verbs and vocabulary. Students converted positive sentences to negative and questioning ones. Students played hangman about vocabulary and verbs.</p>
Class N°2	
Teacher	Students
<p>To provide an introduction. To state the subject and the objective of the class. To explain about adjectives and degrees of comparison. To give examples of adjectives and degrees of comparison. Activity: fill in the gaps and complete the sentences. Game: Crossword.</p>	<p>Students told what they know about adjectives. Students completed multiple-choice activity. Students complete the adjective crossword in comparative form.</p>
Class N°3	
Teacher	Students
<p>To provide an introduction. To state the subject and the objective of the class. To explain about comparatives and superlatives</p>	<p>Students told what they know about comparatives and superlatives. Students guessed types of adjectives in sentences.</p>

To give examples of comparatives and superlatives. Activity: fill in the gaps (comparatives and superlatives).	Students complete the sentences with comparative and superlative.
Class N°4	
Teacher	Students
To provide an introduction. To state the subject and the objective of the class. To explain about how to describe your favorite superhero. To give examples about how to describe your favorite superhero. Activity: Superheroes (describe your favorite superhero). Game: Color the mask of your favorite superhero.	Students said what they know about adjectives. Students guessed adjective types and used them to describe their favorite superhero. Students completed the activity of describing their favorite superhero. Students paint and then cut out the masks of their favorite superheroes.

Source: self-made.

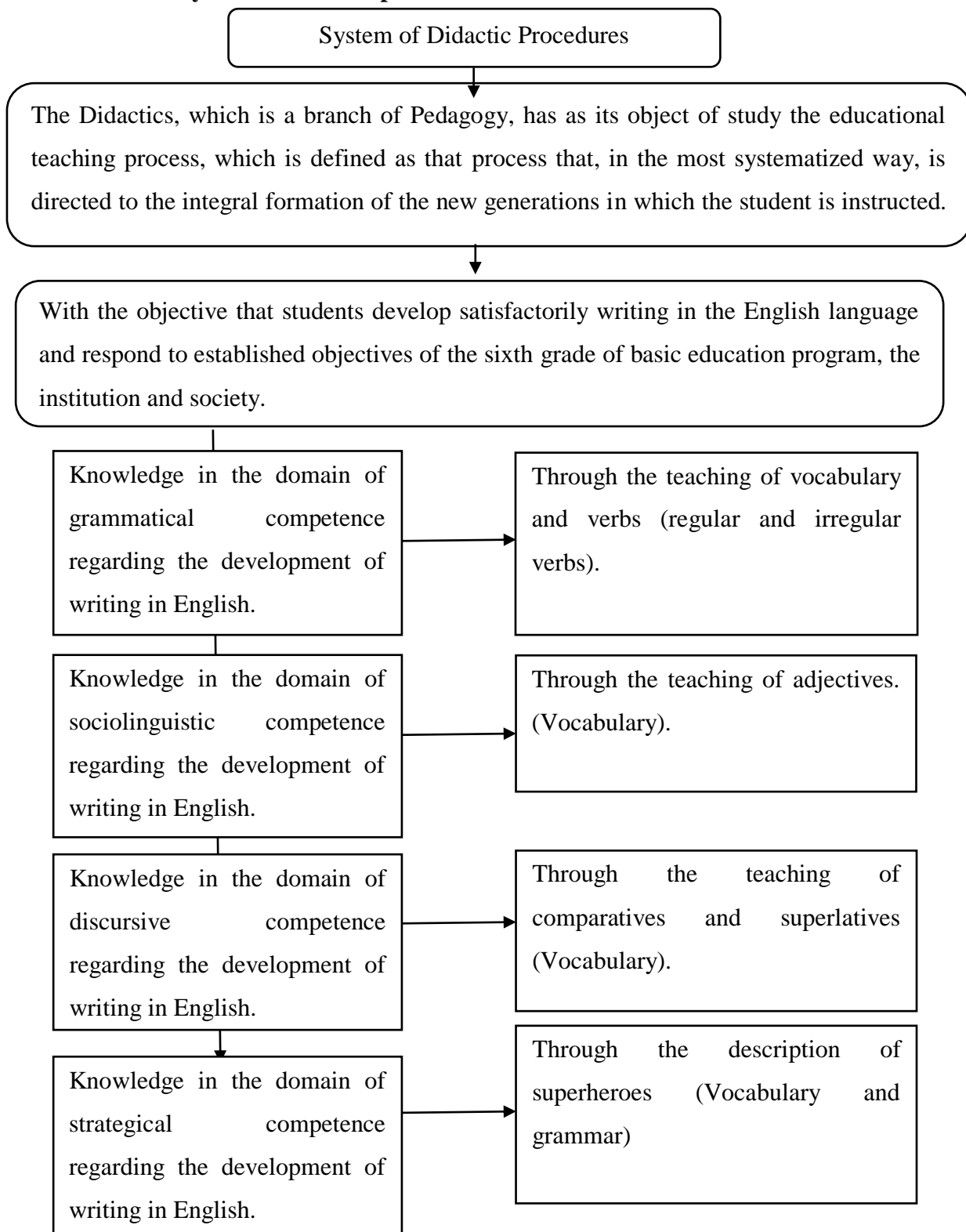
3.2 Structure of System of Didactic Procedures for learning writing in the English language.

The System of Didactic Procedures are tools that allow the teacher to guide and direct the students' activity in such a way that the influence of activation techniques in group work encourages the development of writing skills in English of students of the sixth year of basic general Education.

It should be noted that these procedures are to generate knowledge, improve the learning of writing in the English language and diagnose these students, for which a System of Didactic Procedures has been structured, delimiting aspects illustrated in figure 2.

Figure 2

Structure of the system of didactic procedures.



Source: self-made.

The **general objective** of the System of Didactic Procedures is to improve the writing of the English language and that it responds to established objectives of the program of the sixth grade of Basic General Education.

3.2.1 Dimensions in the development of writing skills addressed by the system of didactic procedures.

To continue with the investigative process, and therefore, with the implementation of the System of Didactic Procedures, four units of analysis were established for mastering the ability to write in English. In which three students of the sixth year of basic education from the “Unidad Educativa Particular Padre Carlos Mantilla” were chosen, among them we have:

- ❖ **Knowledge in the domain of grammatical competence regarding the development of writing in English.**
- ❖ **Knowledge in the domain of sociolinguistic competence regarding the development of writing in English.**
- ❖ **Knowledge in the domain of discursive competence regarding the development of writing in English.**
- ❖ **Knowledge in the domain of strategic competence regarding the development of writing in English.**

To carry out an initial diagnosis of the implementation of the System of Didactic Procedures, specific activities were established for each dimension.

Contents:

In Dimension 1:

Through the teaching of vocabulary and verbs (regular and irregular verbs). (ANNEX D)

In Dimension 2:

Through the teaching of adjectives. (Vocabulary). (ANNEX E)

In Dimension 3:

Through the teaching of comparatives and superlatives (Vocabulary). (ANNEX F)

In Dimension 4:

Through the description of superheroes (Vocabulary and grammar). (ANNEX G)

Skills:

Identify basic vocabulary knowledge, regular and irregular verbs, adjectives, comparatives, superlatives, and descriptions of superheroes. (ANNEX H)

Methods:

- ❖ Conference
- ❖ Workshop
- ❖ Reviewing key terms

Resources:

- ❖ Board
- ❖ Markers
- ❖ Flashcards
- ❖ Worksheets

Shapes:

- ❖ Face-to-face learning.

3.3 Results of the application of the contribution

In this section, some sections regarding the application of the practice are exposed. It is necessary to mention that within them are the objectives of the classes, teaching methods, to whom it is addressed, the contents, the time for each phase, activities, learning strategies, resources and assessment indicators. However, the corroboration of the intervention proposal is described using a table with the teacher opinion about the proposal. (ANNEX I)

3.3.1 Planning the practice



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Lesson Plan No. 1

TOPIC: Vocabulary and verbs.	SUBJET: English	ACADEMIC PERIOD / LEVEL: 2021 6 th grade.
TEACHER: Katherine Melissa Gutierrez Damian Maira España Murillo León	DURATION OF THE CLASS: 1 hour.	TEACHING FORM: Theoretical- practical class.

SYSTEM OF CONTENTS	PHASES	METHODOLOGICAL ACTIVITIES	METHODS, STRATEGIES AND TECHNIQUES	RESOURCES	INDICATORS OF EVALUATION
KNOWLEDGE: Introduction. Subject and topic description. Diagnostic test. SKILLS: Recognize vocabulary and regular and irregular verbs. VALUES: Kindness Responsibility	INTRODUCTION (10MIN)	<ul style="list-style-type: none"> ❖ Greeting, warm up and class organization. ❖ State the subject and the objective of the class. 	<ul style="list-style-type: none"> ❖ Share experiences. 	<ul style="list-style-type: none"> ❖ Student attendance reports. 	<ul style="list-style-type: none"> ❖ Previous knowledge
	DEVELOP (40 MIN)	<i>-Activity 1</i> State the subject and the objective of the class. <i>-Activity 2</i> Elicitation: Students told what they know about vocabulary and verbs. <i>-Activity 3</i> Explain about vocabulary and verbs.	<ul style="list-style-type: none"> ❖ Conference. ❖ Workshop. ❖ Reviewing key terms. ❖ Elicitation. ❖ Read aloud. ❖ Take notes. ❖ Think-Pair-Share. ❖ Fill-in-the blanks. 	<ul style="list-style-type: none"> ❖ Markers. ❖ Board. ❖ Flashcards. ❖ Worksheets ❖ Notebook. 	<ul style="list-style-type: none"> ❖ Quality of ideas. ❖ Active participation ❖ Creativity ❖ Correct answers ❖ Respect for partners ❖ Quality of logical reasoning

Solidarity		<p><i>-Activity 4</i> Conference: The teacher gives examples of use vocabulary and verbs.</p> <p><i>-Activity 5</i> Activities: vocabulary and grammar. Game: Hangman.</p>	❖ Complete sentences,		
	CONCLUSION (10 MIN)	Conclusion of the Class. Announce the theme for the next class.	Questions and answers.	Markers. Board.	



UNIVERSIDAD TÉCNICA DE MACHALA
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Lesson Plan No. 2

TOPIC: Adjectives.	SUBJET: English	ACADEMIC PERIOD / LEVEL: 2021 6 th grade.
TEACHER: Katherine Melissa Gutierrez Damian Maira España Murillo León	DURATION OF THE CLASS: 1 hour.	TEACHING FORM: Theoretical-practical class.
AIM: By the end of the lesson, students can recognize and use adjectives in sentences correctly.		FECHA: 02/03/2021

SYSTEM OF CONTENTS	PHASES	METHODOLOGICAL ACTIVITIES	METHODS, STRATEGIES AND TECHNIQUES	RESOURCES	INDICATORS OF EVALUATION
KNOWLEDGE: Introduction. Subject and topic description. SKILLS: Recognize adjectives. VALUES: Kindness Responsibility Solidarity	INTRODUCTION (10MIN)	<ul style="list-style-type: none"> ❖ Greeting, warm up and class organization. ❖ State the subject and the objective of the class. 	<ul style="list-style-type: none"> ❖ Share experiences. 	<ul style="list-style-type: none"> ❖ Student attendance reports. 	<ul style="list-style-type: none"> ❖ Previous knowledge
	DEVELOP (40 MIN)	<p><i>-Activity 1</i></p> <p>Elicitation: Students told what they know about adjectives (adjectives).</p> <p><i>-Activity 2</i></p> <p>Explain about adjectives and degrees of comparison.</p> <p><i>-Activity 3</i></p> <p>Conference: The teacher gives examples of adjectives and degrees of comparison.</p> <p><i>-Activity 4</i></p>	<ul style="list-style-type: none"> ❖ Conference. ❖ Workshop. ❖ Reviewing key terms. ❖ Elicitation. ❖ Read aloud. ❖ Take notes. ❖ Think-Pair-Share. ❖ Fill-in-the blanks. 	<ul style="list-style-type: none"> ❖ Markers. ❖ Board. ❖ Flashcards. ❖ Worksheets ❖ Notebook. 	<ul style="list-style-type: none"> ❖ Quality of ideas. ❖ Active participation ❖ Creativity ❖ Correct answers ❖ Respect for partners ❖ Quality of logical reasoning

		<p>Activities: Multiple choices</p> <p>Game: Crossword.</p>	❖ Complete sentences,		
	<p>CONCLUSION (10 MIN)</p>	<p>Conclusion of the Class.</p> <p>Announce the theme for the next class.</p>	❖ Questions and answers.	<p>❖ Markers.</p> <p>❖ Board.</p>	



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Lesson Plan No. 3

TOPIC: Comparatives and superlatives.	SUBJET: English	ACADEMIC PERIOD / LEVEL: 2021 6 th grade.
TEACHER: Katherine Melissa Gutierrez Damian Maira España Murillo León	DURATION OF THE CLASS: 1 hour.	TEACHING FORM: Theoretical- practical class.
AIM: By the end of the lesson, students can recognize and use comparatives and superlatives in sentences correctly.		FECHA: 03/03/2021

SYSTEM OF CONTENTS	PHASES	METHODOLOGICAL ACTIVITIES	METHODS, STRATEGIES AND TECHNIQUES	RESOURCES	INDICATORS OF EVALUATION
KNOWLEDGE: Introduction. Subject and topic description. SKILLS: Recognize adjectives. VALUES: Kindness Responsibility Solidarity	INTRODUCTION (10MIN)	<ul style="list-style-type: none"> ❖ Greeting, warm up and class organization. ❖ State the subject and the objective of the class. 	<ul style="list-style-type: none"> ❖ Share experiences. 	<ul style="list-style-type: none"> ❖ Student attendance reports. 	<ul style="list-style-type: none"> ❖ Previous knowledge
	DEVELOP (40 MIN)	<p><i>-Activity 1</i></p> <p>Elicitation: Students told what they know about comparatives and superlatives forms.</p> <p><i>-Activity 2</i></p> <p>Explain about comparatives and superlatives forms.</p>	<ul style="list-style-type: none"> ❖ Conference. ❖ Workshop. ❖ Reviewing key terms. ❖ Elicitation. ❖ Read aloud. ❖ Take notes. ❖ Think-Pair-Share. ❖ Fill-in-the blanks. 	<ul style="list-style-type: none"> ❖ Markers. ❖ Board. ❖ Flashcards. ❖ Worksheets ❖ Notebook. 	<ul style="list-style-type: none"> ❖ Quality of ideas. ❖ Active participation ❖ Creativity ❖ Correct answers ❖ Respect for partners ❖ Quality of logical reasoning

		<p><i>-Activity 3</i> Conference: The teacher gives examples of comparatives and superlatives forms.</p> <p><i>-Activity 4</i> Activities: fill in the gaps (comparatives and superlatives).</p>	❖ Complete sentences,		
	CONCLUSION (10 MIN)	<p>Conclusion of the Class. Announce the theme for the next class.</p>	❖ Questions and answers.	<p>❖ Markers. ❖ Board.</p>	



**UNIVERSIDAD TÉCNICA DE MACHALA
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Lesson Plan No. 4

TOPIC: Superhero.	SUBJET: English	ACADEMIC PERIOD / LEVEL: 2021 6 th grade.
TEACHER: Katherine Melissa Gutierrez Damian Maira España Murillo León	DURATION OF THE CLASS: 1 hour.	TEACHING FORM: Theoretical- practical class.
AIM: By the end of the lesson, students can describe their favorite superheroes using correctly adjectives.		FECHA: 04/03/2021

SYSTEM OF CONTENTS	PHASES	METHODOLOGICAL ACTIVITIES	METHODS, STRATEGIES AND TECHNIQUES	RESOURCES	INDICATORS OF EVALUATION
KNOWLEDGE: Introduction. Subject and topic description. SKILLS: Describe your favorite superhero. VALUES: Kindness Responsibility	INTRODUCTION (10MIN)	<ul style="list-style-type: none"> ❖ Greeting, warm up and class organization. ❖ State the subject and the objective of the class. 	<ul style="list-style-type: none"> ❖ Share experiences. 	<ul style="list-style-type: none"> ❖ Student attendance reports. 	<ul style="list-style-type: none"> ❖ Previous knowledge
	DEVELOP (40 MIN)	<p><i>-Activity 1</i> Elicitation: Students told what they know about adjectives.</p> <p><i>-Activity 2</i> Explain about regular and irregular verbs forms.</p>	<ul style="list-style-type: none"> ❖ Conference. ❖ Workshop. ❖ Reviewing key terms. ❖ Elicitation. ❖ Read aloud. ❖ Take notes. ❖ Think-Pair-Share. ❖ Fill-in-the blanks. 	<ul style="list-style-type: none"> ❖ Markers. ❖ Board. ❖ Flashcards. ❖ Worksheets ❖ Notebook. 	<ul style="list-style-type: none"> ❖ Quality of ideas. ❖ Active participation ❖ Creativity ❖ Correct answers ❖ Respect for partners ❖ Quality of logical reasoning

Solidarity		<p><i>-Activity 3</i> Conference: The teacher gives examples of how to describe your favorite superhero.</p> <p><i>-Activity 4</i> Activities: Superheroes (describe your favorite superhero).</p>	❖ Complete sentences.		
	CONCLUSION (10 MIN)	<p>Game: Color the mask of your favorite superhero.</p> <p>Conclusion of the Class.</p>	❖ Questions and answers.	<ul style="list-style-type: none"> ❖ Markers. ❖ Board. 	

Source: self made.

3.3.2 Corroboration of the proposal.

Next, the assessment and consideration that the teacher of the institution provided after corroborating the aforementioned proposal are gathered, witnessing the aspects of the didactic procedure system and, therefore, the presence of didactic strategies and the game as mechanisms of dynamization in the classroom of class. The most relevant aspects expressed by the teacher are presented in the following table.

Table 4

Interview with the teacher to corroborate the pedagogical proposal.

What is your opinion about the proposal?	The pedagogical proposal greatly benefits individual and collaborative work because with the different activities described, the students work actively and participative; Furthermore, since they are children with games, education is promoted and motivated to continue learning, which is why it is very reasonable to think that the system of didactic procedures is a very important strategy in current education.
Do you consider that the proposal complies with the aforementioned aspects?	It fulfills its purpose and with each of the aforementioned aspects by using all the strategies, activities, and games that were designed to develop the ability to write, which leads it to achieve the stated objective.
Indicate if you consider this proposal relevant or coherent?	The proposal is pertinent and coherent because everything that has been described is applied, and the students are motivated to develop the ability to write through the system of didactic procedures; in addition. In general, students are encouraged to learn the language.
Do you think you could implement the proposal? Why?	Yes, because it is extremely important to innovate by using more current systems to achieve correct learning.

Source: self-made.

3.4 Analysis of the results of the implementation of the didactic procedures system.

The obtained results were positive since the students found it interesting and used the system of didactic procedures, which is the set of strategies and games that seek to innovate the way of teaching-learning through different didactic and motivating activities.

It was evident that students learn satisfactorily by implementing it. They became more participatory and willing to carry out different activities without getting bored. Practice through completing sentences or filling in the crossword contributed to learning vocabulary, verbs, and adjectives. In contrast, activities such as describing superheroes allowed them to develop significantly writing and improve grammar, and they also learned to plan before writing. In addition, to review before concluding the writing.

From the teacher's point of view, the proposal significantly improves the students' motivation and attitude towards learning the English language and, therefore, their writing skills. On the other hand, the proposal becomes a tool that achieves effective learning and strengthens writing skills by implementing current activities that leave out the traditional and obsolete methods.

Conclusions

Once the instances that were raised at the beginning of the document are finished, there are several reflections that can be manifested, the same that is the product of the observation, analysis, and review process of each of the processes carried out and that together with the contribution of the parties involved, the guidance of teachers and tutors, are compiled as follows:

- ❖ The teaching-learning process of English as a second language in Ecuador has undergone a series of changes, some that have benefited and have achieved achievements in education and others that have harmed it.
- ❖ By implementing the methods of the empirical level such as the observation guide, semi-structured interview, and the pedagogical test. It was possible to show that the students are not learning the English language adequately and therefore do not develop the writing ability correctly, which is the most complex and requires the most practice.
- ❖ A system of didactic procedures was developed as a possible way to improve the learning of the English language.
- ❖ When analyzing the results after applying the didactic procedures, an improvement in language learning was evidenced primarily. In addition, the students liked to learn through teaching strategies and games.
- ❖ For the corroboration of the proposal, an interview was carried out. The opinion of the teacher was taken into consideration, who expressed her approval of the proposed initiative. This means that the system of didactic procedures has methodological coherence and that it is handy.

Recommendation

The system of didactic procedures can be part of daily life. If a teacher wants to achieve good results, they could include it in their practice in the degree, and it must be in constant evolution, that is, to take advantage of the current needs that their students are presenting.

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ANNEXES

ANNEX A

GUÍA DE OBSERVACIÓN.

Tabla de valores:

Niveles	Valores
Muy alto	3
Alto	2
Medio	1
Bajo	0

Unidades de Análisis: Conocimientos en el dominio de la competencia gramatical en cuanto al desarrollo de la escritura en inglés.	
1. Categoría: <i>Conocimientos básicos del componente gramática del desarrollo de la escritura.</i>	
Nivel Muy Alto: Escribe palabras respetando las reglas gramaticales excelentemente.	
Nivel Alto: Escribe palabras respetando las reglas gramaticales correctamente.	X
Nivel Medio: Escribe palabras respetando las reglas gramaticales con dificultades.	
Nivel Bajo: No logra escribir respetando las reglas gramaticales.	
2. Categoría: <i>Conocimientos básicos del componente vocabulario del desarrollo de la escritura.</i>	
Nivel Muy Alto: Logra escribir utilizando el vocabulario apropiado de manera excelente.	
Nivel Alto: Logra escribir utilizando el vocabulario apropiado de manera correcta.	X
Nivel Medio: Logra escribir utilizando vocabulario pero con dificultades.	
Nivel Bajo: No logra escribir utilizando el vocabulario apropiado.	
3. Categoría: <i>Conocimientos básicos del componente puntuación del desarrollo de la escritura.</i>	
Nivel Muy Alto: Escribe respetando los signos de puntuación excelentemente.	
Nivel Alto: Escribe respetando los signos de puntuación correctamente.	X
Nivel Medio: Escribe respetando los signos de puntuación con dificultades.	
Nivel Bajo: No escribe respetando los signos de puntuación.	
4. Categoría: <i>Conocimientos básicos del componente ortografía del desarrollo de la escritura.</i>	
Nivel Muy Alto: Logra escribir sin tener faltas ortográficas.	
Nivel Alto: Logra escribir teniendo pocas faltas ortográficas.	X
Nivel Medio: Escribe teniendo algunas faltas ortográficas.	

Nivel Bajo: Escribe teniendo muchas faltas ortográficas.	
Unidades de Análisis: Conocimientos en el dominio de la competencia sociolingüística en cuanto al desarrollo de la escritura en inglés.	
1. Categoría: Conocimientos básicos del componente tema del desarrollo de la escritura.	
Nivel Muy Alto: Escribe sobre un mismo tema de manera excelente sin desviarse en ni un momento del mismo.	
Nivel Alto: Escribe sobre un mismo tema de manera correcta sin desviarse en ni un momento del mismo.	
Nivel Medio: Escribe sobre un mismo tema con dificultades y se desvía un poco del mismo.	X
Nivel Bajo: No escribe sobre un mismo tema y se desvía completamente del mismo.	
2. Categoría: Conocimientos básicos del componente finalidad del desarrollo de la escritura.	
Nivel Muy Alto: Escribe palabras respetando las reglas del idioma de manera excelente.	
Nivel Alto: Escribe palabras respetando las reglas del idioma correctamente.	X
Nivel Medio: Escribe palabras respetando las reglas del idioma con dificultades.	
Nivel Bajo: No logra escribir palabras.	
3. Categoría: Conocimientos básicos del componente lector del desarrollo de la escritura.	
Nivel Muy Alto: El estudiante sabe a qué lector está dirigido el texto, por ello utiliza el lenguaje de manera excelente.	
Nivel Alto: El estudiante sabe a qué lector está dirigido el texto, por ello utiliza el lenguaje de manera correcta.	
Nivel Medio: El estudiante no sabe a qué lector está dirigido el texto, por ello utiliza el lenguaje con dificultades.	X
Nivel Bajo: El estudiante no sabe a qué lector está dirigido el texto, por ello no utiliza el lenguaje adecuado.	
Unidades de Análisis: Conocimientos en el dominio de la competencia discursiva en cuanto al desarrollo de la escritura en inglés.	
1. Categoría: Conocimientos básicos del componente coherencia del desarrollo de la escritura.	
Nivel Muy Alto: Escribe con coherencia sobre un mismo tema de manera excelente.	
Nivel Alto: Escribe palabras con coherencia sobre un mismo tema de manera correcta.	X
Nivel Medio: Escribe palabras con coherencia sobre un mismo tema con dificultades.	
Nivel Bajo: No escribe con coherencia.	

2. Categoría: <i>Conocimientos básicos del componente cohesión del desarrollo de la escritura.</i>	
Nivel Muy Alto: Escribe palabras en su relación lógica de manera excelente.	
Nivel Alto: Escribe palabras en su relación lógica de manera correcta.	
Nivel Medio: Escribe palabras en su relación lógica con dificultades.	X
Nivel Bajo: No escribe palabras en su relación lógica.	
Unidades de Análisis: Conocimientos en el dominio de la competencia estratégica en cuanto al desarrollo de la escritura en inglés.	
1. Categoría: <i>Conocimientos básicos del componente planificar del desarrollo de la escritura.</i>	
Nivel Muy Alto: El estudiante piensa en el texto que va a producir y le da forma y orientación a sus ideas.	
Nivel Alto: El estudiante piensa un poco en el texto que va a producir y le da forma y orientación a sus ideas.	
Nivel Medio: El estudiante piensa un poco en el texto que va a producir y no le da forma y orientación a sus ideas.	X
Nivel Bajo: El estudiante no piensa en lo que va escribir y por tanto no le da forma y orientación a sus ideas.	
2. Categoría: <i>Conocimientos básicos del componente componer del desarrollo de la escritura.</i>	
Nivel Muy Alto: Escribe con ideas originales de manera excelente.	
Nivel Alto: Escribe con ideas originales de manera correcta.	
Nivel Medio: Escribe con ideas originales con dificultades.	X
Nivel Bajo: No escribe con ideas originales.	
3. Categoría: <i>Conocimientos básicos del componente revisar del desarrollo de la escritura.</i>	
Nivel Muy Alto: Antes de finalizar el trabajo lo revisa para comprobar que lo esté concluyendo de manera excelente.	
Nivel Alto: Antes de finalizar el trabajo lo revisa un poco para comprobar que lo esté concluyendo de manera correcta.	
Nivel Medio: Antes de finalizar el trabajo medio lo revisa y lo concluye con dificultades.	X
Nivel Bajo: No revisa el trabajo antes de finalizarlo.	

ANNEX B

English Quiz

Name: _____

Grade: _____

Date: _____

1.-Choose the correct answer according to each picture.



The soccer ball is _____ than the beach ball.
doctor.

- a. Smaller
- b. Smallest
- c. More small



Ana is _____ than the

- a. Shortest
- b. More short
- c. Shorter



Hana is _____ than Maria.

- a. More beautiful
- b. Beautifuler
- c. Beautifulest



Pablo is _____ than Byron.

- a. Intelligenter
- b. More intelligent
- c. Intelligentest

2.-Write the endings of regular verbs in the simple past tense.



listen _____



play _____



dance _____



pray _____



stop _____



cry _____



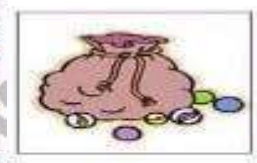
study _____



enjoy _____



like _____



drop _____

3. - Solve the following crossword puzzle complete with verbs in infinitive and past simple.

Complete the INFINITIVE → and the PAST SIMPLE ↓ of the verbs.

4. - Draw and write a description of your superhero.

You can use these words:
 Powerful- brave- tough- sturdy- heroic-
 fast- skillful- speedy- swift.

ANNEX C

ENTREVISTA A ESTUDIANTES

Estimado/a estudiante; me da mucho gusto que haya aceptado ser parte de esta investigación. El propósito de esta entrevista es conocer algunas de sus actitudes frente al acto de escribir en inglés, de ver como usa la competencia gramatical, sociolingüística, discursiva y estratégica de la escritura a la hora de hacer composiciones en inglés. Le pido que por favor responda de la manera más honesta. Toda información obtenida será de gran utilidad en el trabajo de grado.

Unidades de Análisis: Conocimientos en el dominio de la competencia gramatical en cuanto al desarrollo de la escritura en inglés.

¿Utiliza el vocabulario apropiado?

Creo que tal vez pero realmente no estoy seguro.

¿Utiliza el vocabulario aprendido en las clases?

Sí, eso trato de hacer.

¿Cuáles cree que son los errores que más comete al escribir en inglés?

Cuando se trata de hacer párrafos largos no suelo utilizar las palabras correctas y cometo errores gramaticales.

Unidades de Análisis: Conocimientos en el dominio de la competencia sociolingüística en cuanto al desarrollo de la escritura en inglés.

¿Le gusta hacer composiciones en inglés?

Si.

¿Qué tipo de escritos le gusta realizar?

Acerca de anime, cuentos, superhéroes, princesas y futbol.

¿Qué siente cuando le piden hacer una composición en inglés?

Preocupación y algo de temor.

¿Cuál es su mayor temor al comunicarse de forma escrita en inglés?

En que no llegue al receptor lo que realmente quiero expresar.

Unidades de Análisis: Conocimientos en el dominio de la competencia discursiva en cuanto al desarrollo de la escritura en inglés.

¿Cree que sus escritos tienen sentido?

Creo que sí.

¿Sus escritos están conectados entre sí?

Algunas veces sí y otras no.

Unidades de Análisis: Conocimientos en el dominio de la competencia estratégica en cuanto al desarrollo de la escritura en inglés.

¿Qué es lo más difícil antes de empezar a escribir?

Elegir un tema.

¿Tienes claras las ideas antes de escribir un texto?

No.

¿Planifica lo que va a escribir?

No.

¿Hace borradores antes de llegar a la versión final del texto?

No.

¿Examina el texto que ha escrito para saber si ha expresado lo que quería?

No.

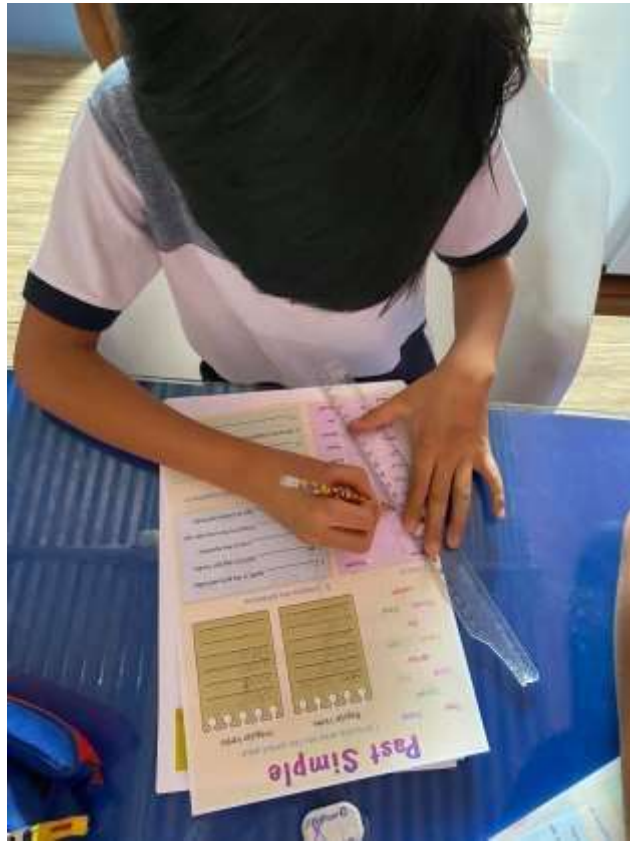
¿Hace retoques al texto después de terminarlo?

No.

ANNEX D



ANNEX E




ANNEX F



ANNEX G

SUPERHEROES

COMPARATIVE AND SUPERLATIVE



SUPERMAN	BLACK WIDOW	IRONMAN	WONDERWOMAN
Age: 29 years old Height (cm): 1,92cm Intelligence: 70 Speed: 19	Age: 36 years old Height (cm): 1,65cm Intelligence: 60 Speed: 13	Age: 42 years old Height (cm): 1,76cm Intelligence: 90 Speed: 15	Age: 25 years old Height (cm): 1,78cm Intelligence: 75 Speed: 18

COMPLETE THE SENTENCES:

- 1) Ironman is older (OLD) than Black Widow.
- 2) Wonderwoman is more young (YOUNG) than Superman.
- 3) Ironman is the oldest (OLD). And Wonderwoman is the youngest (YOUNG).
- 4) Superman is more tall (TALL) than Ironman.
- 5) Black Widow is shorter (SHORT) than Wonderwoman.
- 6) Superman is the tallest (TALL). And Black Widow is the shorter (SHORT).
- 7) Wonderwoman is more intelligent (INTELLIGENT) than Superman.
- 8) Black Widow is more intelligent (INTELLIGENT) than Ironman.
- 9) Ironman is the most intelligent (INTELLIGENT).
And Black Widow is the intelligent (INTELLIGENT).
- 10) Black Widow is more slow (SLOW) than Ironman.
- 11) Superman is more fast (FAST) than Wonderwoman.

ANNEX H




ANNEX I

10
Congratulatory
11
0

English quiz


Name: Lara Aida Lucia Lopez
 Grader: 4th
 Date: March 23rd, 2021

1. Choose the correct answer according to each picture.




The soccer ball is smaller than the beach ball.

a. Smaller ✓
 b. Smallest
 c. More small




Ann is shorter than the doctor.

a. Shortest
 b. More short
 c. Shorter ✓



Hana is more beautiful than Maria.











a. More beautiful ✓
 b. Beautifuler
 c. Beautifulst



Pablo is more intelligent than Byron.

a. Intelligenter
 b. More intelligent ✓
 c. Intelligentest

2. Write the endings of regular verbs in the simple past tense. 2,50

				
tap _____	play _____	dance _____	cry _____	stop _____
				
cry _____	study _____	enjoy _____	like _____	drop _____

3,25

1. Solve the following crossword puzzle complete with verbs in infinitive and past simple.



4. Draw and write a description of your superhero. 3,25

You can use these words:

Powerful, brave, tough, speedy, heroic, fast, smart, speedy, soft.



Go go powerful and speedy and
superhero
is a beautiful and smart



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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

SYSTEM OF DIDACTIC PROCEDURES FOR THE DEVELOPMENT
OF WRITING IN ENGLISH IN STUDENTS OF SIXTH GRADE OF
GENERAL BASIC EDUCATION

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MACHALA
2021