



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**System of activities by using active methods for improving the English
language writing skills**

**BENITEZ DUCHITANGA ADRIANA ANAHI
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**GAONA LEON JOSELYN MICAELA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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

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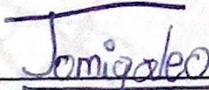
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DEDICATION

I dedicate this work to Silvia Duchitanga, my mother, who is also an excellent sister, friend, wife, and parent. To all those people who prayed for my well-being, to the life partner I chose, and that God put in my life so that we both improve physically, spiritually, and mentally. Last but not least to Harry Styles, who through the desire to understand what he expressed in his language, my passion for mastering that language was born.

This is for you.

Adriana Benitez.

After finishing my university career, with a heart full of pride and satisfaction, I can only dedicate this thesis to my parents, who have been my fundamental pillar throughout my life and even more so during these last years for giving me the wonderful gift of education, for instilling in me the value of responsibility and for being my support at all times.

Micaela Gaona.

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Micaela Gaona

RESUMEN

El siguiente trabajo investigativo tiene como finalidad el mejoramiento de la habilidad de expresión escrita en inglés en los estudiantes universitarios de segundo nivel del CEC (MACHALA) durante el periodo Junio-Julio 2021 empleando métodos activos, debido a que, aunque el ministerio de educación ha modificado ciertos aspectos del proceso de enseñanza/aprendizaje del idioma en inglés en el país, aún existen dificultades que limitan a los estudiantes dentro del aula de clase a desarrollar sus competencias comunicativas particularmente en la habilidad de escritura. La investigación tiene como objeto de estudio el proceso de enseñanza-aprendizaje del idioma inglés como lengua extranjera en el segundo nivel del CEC, además se encuentra sustentada bajo un paradigma cualitativo de carácter no experimental y de tipo propositiva, haciendo uso de métodos teóricos que facilitaron el análisis y la explicación del objeto de estudio, de igual forma el apoyo de los métodos empíricos para la recolección de datos tales como; la entrevista a los estudiantes y la observación participante. De este modo en respuesta a las necesidades de la población se aporta con un sistema de actividades didácticas empleando métodos activos, favoreciendo al desarrollo del pensamiento crítico y la creatividad del estudiante.

PALABRAS CLAVE: Sistema de actividades didácticas, método activo, proceso de enseñanza-aprendizaje.

ABSTRACT

The following research work aims to improve the English language writing skills of the second-level students of CEC in the period June-July 2021 by using active methods, because, even though the Ministry of Education has modified certain aspects of the teaching/learning process of the English language in the country, there are still difficulties that limit students in the classroom to develop their communicative competences, particularly in the ability to write. The research has as object of study the teaching-learning process of the English language as a foreign language in the second level of the CEC, besides It is based on a qualitative paradigm of non-experimental and propositional, making use of theoretical methods that facilitated the analysis and explanation of the object of study, as well as the support of empirical methods for data collection, such as interviews with students and participant observation. In this way, in response to the needs of the population, a system of didactic activities is provided using active methods, favoring the development of critical thinking and student creativity.

KEY WORDS: System of didactic activities, active method, teaching-learning process

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INTRODUCTION

The English language is one of the most relevant and influential languages around the world, which is why has had a growing spread worldwide in recent times. Nevertheless, the appropriate development of each of the skills involved in this language, namely oral and written skills, listening, and reading comprehension, has not yet been achieved.

Among these skills, the one, which generally represents a challenge for teaching a foreign language and holds more difficulties, is the writing skill.

Writing does not always appear, as a requirement since the student's course type is taking must be considered. The author argues that, in non-specialized courses, writing does not represent a purpose but rather a tool since most students at this level do not develop writing skills with communicative intentions (Ávila, 2014; citando a Acosta, 1996).

At the same time, it states that writing is considered an objective only in the specialized courses since, in this type of course, English writing is towards communicative competence.

According to González et al., (2019; citando a Council of Europe, 2002) “Para esta habilidad en particular, se considera apropiado asumir las clasificaciones, descripciones, niveles y actividades descritos por el MCER para la expresión escrita en general, tanto en la escritura creativa como en la producción de informes y redacciones”.

For the development of the writing skill, students need to identify and apply the stages of the writing process. Thus, the genre or type of text that it wishes to work. That is why; various methods have been used over time to enhance this type of work. However, the efforts have not been sufficient due to the lack of teaching strategies that promote the growth concerning that students' skill. Consequently, it is considered of high priority to continue the search for activities that promote the quality of their writing.

In the newspaper El Comercio according to López & Herrera (2016, citing Ortega, R. 2014) it is mentioned that *“Precisamente, la falta de capacitación es el problema de fondo que no ha sido superado”*. In other words, sometimes, the problem is aimed at the lack of interest by the teacher in applying new strategies that are effective for teaching English. The teacher must know how to acknowledge students' needs. Teaching writing is no easy task. However, if the strategies apply adequately, it can achieve favorable results in developing the skill.

Puente (2015, citing Vecchi, 2012) states that:

Saber escribir correctamente en inglés, resulta más complejo que en otras lenguas, ya que este idioma cuenta con un sinnúmero de reglas gramaticales de ortografía en las que se debe cumplir algunos requisitos para escribir de manera correcta, Además de la formación apropiada de palabras, la puntuación y aplicación de las reglas adecuadas para realizar oraciones y composiciones de una forma eficiente (p.4).

Therefore, it is relevant to mention that in this specific area, the lack of continuous training of teachers causes a delay in developing language skills. So, it is necessary to promote actions that focus on writing skills that encourage turning traditional classes into a new learning environment.

In other words, as teachers, we must look for alternatives and implement new methods and techniques that promote the students' interest in writing activities class.

In the second level of the Continuing Education Center of “Universidad Técnica de Machala” (CEC), through their pre-professional practices, the authors of this research have identified the following difficulties in English writing: misalignment between subject and verb, incorrect placement of adjectives, absence of punctuation marks, confusion between prepositions and the inaccurate use of false friends.

Based on the above, the following scientific problem was stated: How to improve the English language writing skills of the second-level students of CEC in the period June-July 2021?

Having as an **object** of study the teaching-learning process of the English language as a foreign language in the second level of the CEC.

The general objective of the research is to apply a system of didactic activities using active methods to improve the ability of written expression in English in second-level university students of the CEC (MACHALA) during the period June-July 2021.

This objective is developed in **the field of research**, the learning activation methods. The following scientific questions are stated to guide the investigation:

- What theoretical conceptions support “the use of active methods in the teaching-learning process of the English language as a foreign language”?
- What is the current level of writing skills in the English language in the second level students at CEC (MACHALA)?
- How to develop writing skills in the English language in the second level students at CEC (MACHALA)?

It is non-experimental research and is approached from a qualitative with a propositional point of view using techniques such as the interview and participant observation.

Therefore, this research proposes the following **specific objectives**:

1. To provide a theory-based foundation for the teaching-learning process of English through the application of active methods.
2. To make a diagnosis of the current state of the development of English language writing skills.
3. To elaborate a system of didactic activities using active methods for the improvement of English language writing skills.
4. To analyze the results of implementing a system of didactic activities using active methods to develop English language writing skills.

The current investigation is aimed at the population of second-level students at CEC from Machala city, who range in age from 18 to 25 years old.

The **significance** of this research is to develop a system of didactic activities using active methods, as a key element for the improvement of the learning process of English. By providing support through group and individual feedback according to the cognitive needs of the students, concerning English language writing skills.

The practical **contribution of the research** is the system of didactic activities using active methods for the improvement of English writing skills. Its purpose is to awaken the student's interest through writing activities such as composing texts by sharing and comparing sharing and comparing ideas, providing information, recounting experiences, writing e-mails, stories, letters or invitations, creative analysis, etc.

The research is divided as follows: an introduction where the theoretical design is specified. Then, in chapter one, the theoretical foundations that are important for the execution of the project are based, Next, in chapter two, the methodological framework is structured: the type of investigation is determined, the purposes it seeks, as well as the methods and techniques selected for data collection. After this, the intervention proposal in response to the research problem is detailed. Then, the results obtained are discussed and finally, the work is finished with the presentation of the conclusions and recommendations.

CHAPTER 1. THEORETICAL FOUNDATIONS OF THE USE OF ACTIVE METHODS FOR IMPROVING THE ENGLISH LANGUAGE WRITING SKILLS

This section is aimed at the theoretical foundation of active methods on the teaching-learning process for improving English language writing skills. Which will give us concepts and experiences throughout history in order to understand the present investigation's importance.

By way of epigraphs, the basic concepts by each of the relevant terms are presented in this work.

1.1 Historical background of the use of active methods on the English teaching-learning process.

Throughout history, language teaching has been considered a memorizing and repetition process that is not very stimulating and is easy for students to get bored with; however, since the 20th century, new methodologies for English language teaching have emerged that are creative and attractive enough for both teachers and students, since these inspire interest in them, providing a range of options for teachers to choose and develop the method they find most appropriate for their classes. They consider most convenient and effective during the teaching-learning process in classes.

Based on Peña (2019), quoting the linguists Richards and Rodgers, (2014) in their book *Approaches and Methods in Language Teaching*, they state that; The most used method is the communicative method, which appeared in 1980 and they add that this method has prompted new and more current ramifications that are used to teach English. Likewise, the communicative method provides the following variations: Content-Based Teaching, Task-based Instruction, and Content Language Integrated Learning (CLIL).

A study developed by Suquillo (2013), in the Language Department of the Escuela Politécnica del Ejército, in Valle de Los Chillos, towards students of the second level of proficiency; He mainly emphasizes the motivation as a teaching strategy to improve the English teaching-learning process. Deciding that English teachers need and have to apply new strategies during the teaching of this foreign language to strengthen the academic performance of the students in terms of language and that the classes do not become tedious for them, thus contemplating motivation as a significant strategy during the teaching-learning process.

According to research, it is common for students to consider learning English as a complex activity due to the lack of motivation since it represents a fundamental factor during the new language learning that generates a positive attitude, reflected through the student's predisposition during the teaching-learning process.

As stated by Goleman (1996):

Los sentimientos pueden dificultar o favorecer la capacidad de pensar, planificar y los pasos a dar durante el proceso para alcanzar un objetivo a largo plazo, así mismo para plantear soluciones a los problemas, etc. Por lo tanto, la presencia de los mismos es una limitación a las capacidades mentales y las metas que podemos lograr. Nuestro estado de ánimo y la pasión con la que realicemos dichas actividades serán estímulos que influenciarán para cumplir nuestros logros (pág. 97).

Over the years, several authors have contributed to learning by proposing different theories, among them the most relevant: Ausubel, Vygotsky, and Piaget; the latter raised the cognitive theory, also known as evolutionary. The theory by Piaget is directly related to constructivism, which claims human beings build up a knowledge base on their reality. This fact allows students

to develop their thoughts logically and apply them within their daily context to solve problems effectively.

Following some specialists, the sources of constructivism are threefold: philosophical, psychological, and pedagogical. The movement begins with Kant, who raised the classical queries; ¿what do we know, why do we know, and through what do we know? Psychologically launches with Piaget when he assumes knowledge gives rise to another more elaborate and complex one. Likewise, in pedagogy, it occurs through the active pedagogy of Montessori, Decroly, Pestalozzi, Freinet, and Dewey.

Similarly, the Russian psychologist Lev Vygotsky (1896 - 1934) can be mentioned, who focused on know-how the social environment allows an internal reconstruction of reality. At the same time, he argued that thought proceeds from motivation, from our aspirations and needs, interests and emotions. That is, the understanding of other people's speech is also operate by the understanding of their thoughts and motivation.

Research regarding constructivist learning has shown that they have better learning through a combination of experiences, interpretation, and interactions with other members of their educational environment. Usually, when students are placed in a passive role in which their only function is receiving information from a teacher or related books through their classes, they fall in their learning, and the level of comprehension of the topics seen is insufficient. On the other hand, it is important to point out that people have different learning styles.

Therefore, it results in efficiency by using the technology, among many other benefits. It also creates new tools for students to feel more independent and use according to their preferences during their academic activities. This lets the learners experience more enjoyable classes by feeling part of the learning process and acquiring new knowledge. In fact, Applying new technologies

helps the student through an active role in identifying problems and designing solutions more efficiently, communicating effectively, generating a sense of independence, etc.

Several researchers over the last ten years have investigated the role that technology can play in constructivist learning, demonstrating that computers provide an appropriate creative medium for students to express themselves and demonstrate that they have acquired new knowledge. Online collaborative projects and web publications have also proven to be a new and exciting way for teachers to engage their students in the learning process.

1.2 Conceptual framework of the use of active methods for improving the English language writing skills.

By reviewing different conceptualizations of methods stated according to the Royal Spanish Academy (RAE), “El término método proviene del lat. *methōdus*, y del gr. *μέθοδος* métodos. Pasos a seguir en las ciencias para descubrir la verdad y enseñarla”.

On the other hand, Aguilera & Rina (2013) state that “El método es una vía para la aprehensión de la realidad, conlleva por tanto trabajar de manera sistematizada, a fin de que el problema sea evaluado y pueda ser comprendido acorde a su contexto, procesos, tiempos y consecuencias” (p.86-87).

From the point of view of authors Harmer (2001), Scrivener (2011), and Richards & Schmidt (2010), as cited in (González et al, 2020), explain that:

La palabra método es un conjunto de elementos creados por expertos, quienes señalan la forma en la que se enseña un idioma y, además asignan los diferentes roles de los alumnos, los docentes, los tipos de actividades, y el tipo de material involucrados en el aula de clase (p.29).

In summary, the general concepts of the method through its characterization in the educational context. It is a structure that provides activities that seek to develop skills and solve problems. On the other hand, In foreign-language teaching (English), its role is to focus on the strategies used in the educational environment, based on the teacher's training and the student's needs at the cognitive level and concerning material resources and infrastructure.

1.2.1 Types of Active Teaching and Learning Methods

Active Methods

The active methods in English language teaching are dynamic structures that give learners the freedom to generate and develop their knowledge for applying in the present social context, in fact, its development bases on the theory of constructivism, which, from the point of view of Ortiz (2015), “*Es un intercambio argumentador entre los conocimientos del docente y los del estudiante, para lograr una síntesis productiva para ambos y, por consiguiente, que los contenidos sean revisados y se alcance un aprendizaje significativo*” (p.94).

Cooperative Learning

In the collaborative learning process, an exchange of ideas and learning mutually occurs, the teacher and the learner with the purpose to encourage the participation of all. In a school context, collaborative learning would consist of two or more people working in a team with shared goals, helping each other build knowledge. (Fonseca, K. N., & Canto, L.2017).

Project-based Learning

Project-Based Learning is a suitable methodology for education in the 21st century because the students assume an active role in the teaching-learning process. Furthermore, it is a

relevant methodology for technical training since it facilitates the acquisition of technical and labor competencies through the neutral combination of theory and practice (Abadie, et al., 2018).

Problem-based Learning

"Problem-based learning (PBL) is an active learning method that involves proposing attractive and stimulating topics to students during their classes, in which they actively participate" (Recatalá, 2016).

Team-based Learning

Team-based learning (TBL) is a teaching strategy between two or more students, in which participants use specific course content by working in small groups (McMahon, 2016). Besides, this technique consists of three fundamental stages for its correct development: self-study, the preparation assurance process (RAP), and the application. The most important is the last stage, where each team did activities based on previous steps, at last sharing the results through a group discussion.

Simulation and Role-play

Es un escenario donde se les brinda a los estudiantes la oportunidad mediante dinámicas interactivas basadas en experiencias reales o posibles situaciones que tendrá que enfrentar en su vida cotidiana, expresar sus sentimientos en base al aprendizaje y probar con nuevas ideas. (Fernández,2006).

1.2.2 Written Production

Concerning developing the skill of writing, the student must concentrate and plan the text by applying a processual approach. In other words, space, time, and the targeted audience have to be defined internally by the student due to there are several types of written productions that can

be developed, such as Letters (formal and informal), emails, reviews, essays, Stories, Articles, reports.

In addition, these previous processes and their development. These are key for the writer to correctly transmit the message he wants to express to his audience. Thus, based on Harmer's ideas, González (2015) describes the following steps:

- Planificación: En esta etapa se analiza el propósito de la escritura, el tipo de texto, la audiencia a la que se destina el texto.
 - Redacción: Se refiere a la primera versión de un escrito. El escritor puede tener varios borradores que él considere esencial.
 - Edición: Se reflexiona acerca de lo hecho en los borradores y se corrige lo que se cree pertinente. Otra persona puede ayudar en este proceso.
 - Versión final: Luego de haber corregido y haber hecho los cambios que se consideren necesarios, se redacta la versión que ya está lista para su lectura por una audiencia.
- (p.34).

Writing: Definition and Micro skills

This productive skill reflects the use of grammar, vocabulary that the student has acquired, reflecting coherence and cohesion in his writing. Likewise, López (2013) expresses that “*la habilidad es importante para el alumno porque le permite transmitir sus ideas de una manera ordenada y concreta, a través de textos sencillos o párrafos*” (p,38). Similarly, Calderón & Rey (2012) argue that “*la habilidad de escritura hace referencia a la habilidad de producción, en la*

cual el estudiante tiene el espacio para expresarse, opinar y aplicar lo adquirido durante sus clases de inglés” (p,106).

So that the written expression in English can communicate a clear, coherent, and easy to understand the message to the readers. In addition, frequent practice and attention to specific detail in writing helps the writer to write well.

As stated by Indeed Editorial Team (2021), the five sub-skills within a written expression are:

- *Conciseness:* It refers to the objectivity and effectiveness presented by the writer. It includes only relevant details to communicate your point of view. This concise writing helps maintain clarity by avoiding unnecessary details or overly complicated sentence structures. It also makes the writing more confident.
- *Tone:* This refers to the "voice" or modality that the writer uses to communicate through text. If it is business writing, the tone should professionally blend formality and friendliness. Even when communicating negative news, always keep in mind to be specific.
- *Active voice:* The active voice is usually simpler and easier for readers to understand than the passive voice. The sentences in texts have more fluency, which allows the reader to understand at a faster rhythm. It is complex and has its place in other forms of writing, but in professional communication, it slows down the rhythm.
- *Grammar and Punctuation:* The focus on grammatical concreteness and punctuation will be based on the formality of the text. Otherwise, grammar and punctuation are important in informal writing to ensure that what is being expressed is understood. Without the

proper use of commas, articles, prepositions, verb tenses, and other basic grammatical principles, the message would be difficult to understand.

1.3 Active methods to improve the English language writing skills, contextual features.

In education, the active methods within the teaching-learning process of English language writing skills occur during the development of the class through active shares by both performers; students, and teachers. Throughout history, the implementation of these methods has been considered as an important strategy during classrooms to achieve the students' interest and motivation as they are learning. Thus, it is considered a positive tool when teaching and learning a new language by contributing to the formation of learners, where the teacher plays an essential role namely as mentor, counselor, and animator.

In Ecuador, there still exists the need to employ this kind of methods in the classroom, in most of education centers by the teacher in order to facilitate English language learning and by making classes a more enjoyable experience for students. As evidenced by a survey conducted by an international language training institute, Education First (EF), in 2014, data places Ecuador 35th out of 63 as one of the countries with low English proficiency according to the English Proficiency Index (EF EPI).

According to (Chou Rodríguez et al., 2019)

Los métodos activos de enseñanza- aprendizaje, mantienen ocupados y motivados a los estudiantes dentro de la clase, lo que impide el inadecuado uso del celular, éste puede ser empleado en las búsquedas orientadas a fin de profundizar en los temas impartidos. (p.125).

Likewise, Ecuadorian researchers Cedeño et al., (2018) state that:

...Buscar estrategias y metodologías que lo aproximen a esa realidad y desarrollen la competencia comunicativa se convierte en una necesidad. Por esa razón el uso de métodos activos como estrategia para la enseñanza del inglés se convierten en instrumentos significativos en este proceso (p.5).

In other words, the active methods generate positive impacts during the teaching-learning process since students are allowed to develop creativity, critical thinking concerning the context, learning by doing, reinforcement of previous knowledge, etc. However, within educational institutions, the opposite is reflected. This has caused concern to Ecuadorian authorities.

In March 2014, the Ministry of Education submitted the Agreement 0052-14, which stipulated that the teaching of English as a foreign language would be mandatory since the second grade of General Basic Education until the third grade of High School. This would start during the 2016-2017 academic year for (The Highland regime) and 2017-2018 for (Coast). This measure operates for all institutions, including public, private, and public/religious considering it as a key aspect to apply strategies that motivate students in language acquisition in a dynamic way.

The teaching of the English language in the country, toward the school stage to higher education, is carried out under a flexible curricular design, attending to the needs of the students, also in the fulfillment of the objectives established in the study plan to obtain the appropriate command of the communicative skills of the foreign language, according to the standards set forth by the Common European Framework.

It should be emphasized that standards of English teaching in Ecuador are based on the document developed by TESOL (Teachers of English to Speakers of Other Language), which is

widely used in countries like Albania, Paraguay, and the United States. This document is organized into five areas or domains that adjust to what is established for the general curriculum and some that are related to English language teaching and learning. (Ministerio de Educación del Ecuador, 2012).

1.3.1. Diagnosis of the current state of development of English language writing skills in the second-level students at CEC (Machala).

This section shows the results of the diagnosis made on the development of English language writing skills to a total of 41 students of the second level of the CEC. For the collection of these data, different methods were applied, such as the participant observation guide (ANNEX 1) and a semi-structured interview addressed to the students (ANNEX 2).

Analysis of the results obtained:

In the first instance, the instrument applied was the observation guide, which allowed the following information to be collected:

- Students present difficulties in correct word order with regard to the placement of pronouns and adjectives.
- Students do not present verbal agreement between the subject and the verb in their English texts.
- Students present confusion in the correct use of prepositions during the writing of their texts.
- Students present absence or omission of punctuation marks in their English texts.

Therefore, a semi-structured interview addressed to students was designed so that their perspective on their learning process in English classes concerning writing ability can be known, thus collecting the following data:

- The writing activities carried out by the students are not dynamic.
- Students do not carry out writing activities in English outside of class time.
- The students state that they only complete certain activities to pass the course, that is, they are not interested in learning the language because they consider it to be very complex.
- The presence of their native language interferes and causes them to give the wrong meaning to certain words in the English language that are similar to their native language.
- One of the main problems that occur is that students do not apply the process that entails written production in English, even knowing what these are, because they indicate that it takes them a long time to do it, and then they do not turn in their tasks on time.
- The students believe that the writing activities have to be more dynamic, interactive, and personalized since they consider that this way they would have ideas to capture in their texts.

In summary, it was possible to demonstrate through the analysis of the information obtained from each implemented instrument, that there are high difficulties within the learning process of the students in the English classes concerning the writing ability, influenced by the little interest, interference of the mother tongue and the non-application of previous knowledge when writing their texts in English, either due to the anxiety of not submitting the tasks on time, the

pressure of just getting a good grade to pass the level or just because they are not committed to learning the foreign language.

Considering what was above mentioned, regarded at the difficulties presented by students when writing texts in the English language, researchers can plan, structure, and apply a system of activities using active methods to improve the English language writing skills in the second-level students at CEC (Machala).

CHAPTER 2: METHODOLOGICAL FRAMEWORK

This chapter details the methodological aspect used to carry out the investigation process such as the paradigm and type of research, likewise research design, the methods at both the theoretical and empirical level, and the population chosen. In the same form, it exposes the techniques to the analysis of information as early as the application of the instruments.

2.1 Paradigm and type of research

This research is developed from the qualitative research paradigm since its purpose is to know, interpret and explain the base of the problems identified within an environment through the interaction of the research team and the population to be studied.

Espinoza asserts that (2020) las investigaciones cualitativas “se caracterizan por las relaciones establecidas entre el investigador y los participantes, por ello la importancia de la ética como garantía de la severidad científica en las indagaciones [...]. (p.103) That is to say that the interactions generate among the research participants, help the researcher to acquire particular information which allows him to understand the behavior of the study group and in turn provide ideas focused on the solution of the problem.

2.2 Research design

It is important to highlight the research design applied to the present work since it allows the authors to obtain answers to the problems posed through a plan of strategies to describe variables, collect data and help in the decision making associated with the methods and techniques to be used by the researcher. Therefore, the research team has decided to develop non-experimental, purposive research, which is based on the identification of a need within an institution to collect information and propose solutions to address the deficiencies found, identify problems, and deepen them through research to improve the reality of a specific context.

"El diseño de investigación se compone de una guía práctica esencial para lograr un buen desarrollo de la investigación, sus elementos son un todo unificado, con relaciones de interconexión que ayudan al investigador a desarrollar adecuadamente el tema a investigar " (Suárez Montes et al., 2016, pp. 72-85)

2.3 Population and sample or object of study

The totality of a phenomenon to be studied in which each member of the population has a common characteristic that is studied and generates data for the research.

The population selected for this research work consists of a total of 42 university students 17 men and 25 women of the population of second-level students at CEC of Machala city, who range in age from 18 to 25 years old.

2.4 Research Methods

For this research, theoretical and empirical methods have been selected; considering the type of research being carried out and the data expected to be collected in this work.

2.4.1 Theoretical level method

These methods are used in the investigation field aimed at analyzing explaining and discovering the qualities of the subject of study. Leading to theories that start from historical, logical, hypothetical, causal, and dialectical perspectives. According to Cobas Portuondo et al. (2010) express that the theoretical method "permite revelar las relaciones esenciales del objeto de investigación, no observables directamente. Participan en la etapa de asimilación de hechos, fenómenos y procesos" Thus, theoretical methods are shown applying to improve English language writing skills.

Systematic method

The systematic method represents the linear sequence of events, and although “branches” could appear in the research process, we always need to carry out a sequence of steps. In the present research, this method is applied to logically execute the investigation from identifying the problem, establishing objectives, creating possible solutions, collecting data until the final analysis of the results. According to R. Bernardi (2002) "Systematic empirical research aims to apply methodologies that facilitate the progressive study of a phenomenon, in its different observable or inferable aspects" (p.2).

Hermeneutical Method

This method focuses on life experiences as judged from the perspective of the object of study. Its procedure is given circularly from the general to the particular. That is why its purpose is the understanding and interpretation of texts, which afterward will be reflected in descriptions. The information collected is given both externally and internally. In other words, the development of this method occurs through narratives, stories, and anecdotes, which allow researchers to understand the dynamics of the educational context while proposing solutions that transform the reality of the phenomenon.

"This method indicates a coherent and scrupulous approach towards the assessment of the ethical, relational and practical dimensions of routine pedagogy, difficulty accessible, through common research approaches" (Fuster, 2019, p.207).

Historical-Logical method

In this research, the team of researchers applies this method when carrying out the historical and bibliographic review on the research topic that is carried out to gain knowledge of

the antecedents and the evolution that the proposed variables have presented over time. “Este método se incluye dentro de estructuras investigativas o procesos de investigación para recopilar evidencia de hechos ocurridos y su posterior formulación de ideas o teorías” (Torres, 2020, p.4).

2.4.2 Methods of the Empirical level.

The empirical methods are models that allow the researcher to acquire information from observation of the reality of the object of study. For this reason, these methods support their source of knowledge from experience and logic. Hypotheses are formulated for later experiments and find the responses to the phenomena that are presented in the investigation. Regarding the materials or resources to be implemented for data collection, the best known are interviews, questionnaires, observation sheets, etc.

Participant Observation

This method is one that allows the observing subject to be recognized as a possible member of the human group which is being studied. Within this research, participant observation aims to explain and treat educational phenomena from their environment, which implies discovering hidden behaviors not noticeable to the researcher from a simple external appreciation. *"La observación participante reside básicamente en el aprendizaje a través del involucramiento diario en las actividades de rutina de los participantes dentro del contexto que se investiga."* (Schensul y Lecompte, 1999, p.91).

Interview

This method is a tool that is structured based on what you want to understand or explain about the object of study. The interviewer is characterized for collecting information not only orally but also from the body and facial gestures of the person providing the data.

On the other hand, previous its implementation, an outline-oriented to the preparation of initial questions must be prepared. According to the purpose of the interview Torrecilla (2006) notes that “ *su objetivo fundamental es la recogida de información, tanto información objetiva de los sujetos, como los rasgos subjetivos que se deduzcan de su observación (sensaciones, estados de ánimo, ...)*” (pág.7).

2.5 Data processing techniques

2.5.1 Content analysis

In this work, content analysis as a technique for data processing which makes it possible the interpretation of the written texts, as well as the collected data and the results of the observation and the interviews applied during the research. Its importance lies in its capacity to generate knowledge and interpretation of the social or educational phenomena being studied based on the content of analysis. “*El análisis de contenido es fundamentalmente un tipo de medición de carácter científico aplicado a un mensaje, en el marco de propósitos del ámbito de las ciencias sociales.*” (Bardin,1996 citado por Arandes, 2013, pág.141).

2.6 Working with the variables under study in the research study

It is of great importance to be aware on which are the variables or units of analysis with which one is going to work with regards to the problem posed in the research with the purpose of achieving the objective that has been proposed. Espinoza (2018) points out that "the variable as an object with a certain identity can adopt different values, according to the conditions of the environment in which they are presented" (p.41).

In accordance with the above mentioned, the present research, being qualitatively focused, studies the unit of analysis; development of writing skills in English, in correspondence with the

research problem that was initially posed, it is proposed to apply a system of didactic activities using active methods for the improvement of the ability of written expression.

2.7 Working with the unit of analysis English writing skill development

Table 1

Definition:

Written expression is a linguistic skill that expresses the language in written form with a system of signs through which the writer uses the grammatical structures of the language, the lexicon, spelling rules, the variety of texts and how they are organized, textual properties such as appropriateness, coherence, and cohesion, how to express oneself according to the situation and the addressee, the implications of linguistic registers, as well as cultural and sociocultural characteristics.

Category	Subcategory	Definition	Question
Development of written production in English	<ul style="list-style-type: none"> • Sociolinguistic competence or appropriateness. • Discourse competence: coherence and cohesion. • Linguistic competence: vocabulary, grammar and spelling. 	<ul style="list-style-type: none"> • Property by which the text adjusts to the proposed communication situation and the discursive context. The text reflects the characteristics of that communicative situation in which it develops. • Coherence is the logical sense in which a text is written. Cohesion is the linguistic mechanism that allows the interpretation of one text with another through textual connectors. • This competence verifies if the text complies with the correct use of spelling and grammatical rules and good use of the lexicon.. 	<p>Does the student clearly understand the statements of the activity to be performed and comply with them?</p> <p>Does the student apply the appropriate structures and mechanisms for writing a cohesive text?</p> <p>Does the student use a lexicon adjusted to the requested topic as well as correct grammatical and syntactic structures?</p>

Source: own elaboration

2.8 Representation of the categories in the instruments used

Subcategories	Participant observation	Student interview	Analysis
Sociolinguistic competence or appropriateness.	Category 1		<ol style="list-style-type: none"> 1. The learner <i>always</i> clearly understands the statements of the activity to be performed and complies with them. 2. The learner <i>sometimes</i> has a clear understanding of the statements of the activity to be performed and follows them. 3. The student <i>rarely</i> understands clearly the statements of the activity to be carried out and complies with them.
Discourse competence: coherence and cohesion.	Category 1		<ol style="list-style-type: none"> 1. The learner <i>always</i> applies the appropriate structures and devices for writing a cohesive text. 2. The learner <i>sometimes</i> applies the appropriate structures and mechanisms for writing a cohesive text. 3. Student <i>rarely</i> applies appropriate structures and devices for writing a cohesive text.
Linguistic competence: lexis, grammar and spelling.	Category 1		<ol style="list-style-type: none"> 1. The learner <i>always</i> uses lexis appropriate to the requested topic as well as correct grammatical and syntactic structures. 2. The learner <i>sometimes</i> uses lexis appropriate to the requested topic as well as correct grammatical and syntactic structures.

		3. The learner <i>rarely</i> uses a lexicon adjusted to the requested topic as well as correct grammatical and syntactic structures.
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Source: own elaboration

CHAPTER 3: INTERVENTION PROPOSAL

This chapter is characterized by supporting the practical contribution that researchers provide to the educational community; the elaboration and application of a system of didactic activities by using active methods for improving the English language writing skills in the second-level students at CEC (Machala) are detailed. In the same way, it points out the activities to be carried out from unit 8 of the EMPOWER A2 coursebook text, which have been previously planned with emphasis on the contents corresponding to production. That is, the last part of the unit.

3.1 Theoretical foundations to System of activities by using active methods for improving the English language writing.

For the development of productive skills and particularly in the case of written expression in English, students have to do an outline before writing a text, once they have experienced a certain vocabulary within a context, and the previous integration of receptive skills. Students are required to manage some active vocabulary and produce texts according to their proficiency level. That is the basic level (A2).

In relation to the activities that a student can carry out to achieve an efficient writing skill, these vary according to the contents that are supposed to work on and should be planned by the teacher, by assessing the level of competence of the students to obtain a text with cohesion and coherence, that is to say, it allows the reader to understand without any difficulty.

Therefore, a system of didactic activities is proposed that contributes to the improvement of written expression in English, which allows students to develop texts that have sociolinguistic,

discursive, and linguistic competencies appropriately, as well as to arise their interest through the implementation of these activities.

The term Activities system refers to a structure that contains a series of sequential tasks and with the same purpose by a person. Within the educational context, these should have objectives and goals to be achieved at the end of the process for both teachers and students.

In general terms, the activities systems based on the reality of English teaching are characterized by the interaction between the subject-object, focused on attending to the needs presented by the subject. Its content proposes different actions that allow students to develop and improve their skills. Therefore, for (Cárdenas, et al, 2021) these must have the following characteristics:

- Las habilidades y sub-habilidades comunicativas están estrechamente relacionadas con el contexto socio profesional del estudiante.
- Se armonizan con los métodos y procedimientos utilizados para la enseñanza del Inglés General: actividades grupales, actividades en pequeños grupos, dúos o individuales.
- Son cautivadoras, estimulantes e inéditas ya que se dan en la práctica del día a día.

Throughout the development of the system of activities to improve the English language writing skill in the second-level students at CEC (Machala), the didactic foundation was taken into account based on the proactive approach of the research, taking as support the active learning methods.

From a didactic point of view, the system of activities conceives the active components of the teaching/learning process for the acquisition of the basic level (A2): objectives, contents, methodology, sources, and evaluation. The objectives are the formative and explanatory part; the contents are the fundamental knowledge for the development and socialization of communications skills. Finally, the methodology is the approach applied to a class to ensure the active role and autonomy of the student. Likewise, the tools used for English language acquisition: virtual platforms, LMS platform based on book contents, Internet and relevant website material, academic material in PowerPoint, and videos.

3.2 Functional structure of the system of didactic activities using active methods to improve the English language writing skill

The following is the functional structure that the researchers have proposed according to the general objective of the project and corresponding to the activities to carry out based on unit 8 of the EMPOWER A2.

Didactic activities system components

Content: It refers to the knowledge, skills, abilities, and attitudes reflected in a study plan, which students must acquire during the teaching-learning process and that contributes to the achievement of educational objectives and the acquisition of competencies. The didactic contents are organized according to the educational level so that the student can manage these contents naturally. Likewise, *“El contenido como parte del currículo plantea la base ordenada del sistema que dirige la secuencia progresiva para la escolaridad de conformidad con las especialidades que lo componen” (Valbuena, 2008, p. 20).*

Objective: *“Los objetivos son la guía para el aprendizaje y estos pueden ser atendidos desde diferentes direcciones, adaptando así la programación didáctica al contexto del aula y de los alumnos” (Antúnez, 1999).* In other words, the objectives constitute the immediate guide for the planning of learning since it defines the educational intentions. It is an indispensable reference for the evaluation of the results according to the skills to be acquired by the students and must also be formulated explicitly.

Method: It represents the way in which the teacher values the participation of the other subjects involved in the educational process in relation to the interaction with the object during the learning process (Beltrán, 2003).

That is, methods are didactic procedures that direct learning towards an objective. The purpose is to achieve meaningful learning in students and develop their competencies in a specific topic or content through relevant, creative, and innovative activities.

Resource: According to Morales (2012), Teaching resources are understood to be the set of material means that intervene and favor the teaching-learning process. These materials can be both physical and digital and serve the purpose of arousing students' interest and adapting to their needs, as well as facilitating the teaching activity.

In other words, any material that facilitates the teacher's role in the classroom and helps them explain themselves in a better way so that knowledge can be transmitted to the student. These can be videos, books, images, activities, or any other element that can help the understanding of an idea. These can be videos, books, images, activities, or any other element that can help the understanding of an idea.

Evaluation: La evaluación revisa el resultado del proceso educativo y exige el sistema de acompañamiento del proceso docente como totalidad en cada una de sus partes, que integre de manera intencional parámetros necesarios para incentivar al estudiante en su desarrollo afectivo y cognitivo a fin de alcanzar los objetivos a partir de las acciones que intervienen en su formación (Álvarez et al., 2003).

As a matter of fact, evaluation is the process through which the teacher observes and analyzes the productions that students develop about the content that should have been acquired, with the purpose to review, make corrections if necessary, give feedback, and make decisions appropriate to optimize the results according to the exposed contents.

	OBJECTIVE	CONTENTS	METHODS	RESOURCES	EVALUATION
System of activities by using active methods for improving the English language writing skills		KNOWLEDGE <ul style="list-style-type: none"> Modals verbs for ability / Have to - don't have to / Linking ideas / Adverbs of manner. Vocabulary: Sports and exercise / Parts of body/ Phrases to express empathy. 	Individual and pair work.	Platforms <ul style="list-style-type: none"> EVEA Zoom 	
	Students will learn to correctly write texts in English using the grammar and vocabulary learned in class.	SKILLS <ul style="list-style-type: none"> Reading Listening Speaking Writing 	Answering questions, Reading comprehension, Fill in gaps, Role play, Write texts with personal information.	<ul style="list-style-type: none"> Book 	<ul style="list-style-type: none"> Be able to write an article talking about their favorite leisure time activity using the linking word correctly; However.
		VALUES <ul style="list-style-type: none"> Perseverance: Students must continue in spite of the circumstances. 	Online and workbook activities.	<ul style="list-style-type: none"> PowerPoint 	

Source: own elaboration

3.3 Description of the system of activities by using active methods for improving the English language writing.

This section details thorough planning that the researchers propose to implement through a system of activities specified above by using active methods for improving the English language writing skills in the second-level students at CEC (Machala) during the period June-July 2021; specifically in the classes of the week from June 14th to June 18th based on the contents established on unit 8 of the EMPOWER A2 text (Combo B) emphasizing the activities previously planned for the last part of the unit as these correspond specifically to the skill to be improved.

CLASS 1

Contents: Writing skills, Link words: after, when and while.

Objective: SWBAT Learn to write an e-mail about themselves using linking ideas with these words *after, when* and *while*.

Resources:

-Evea.cec Platform

-Zoom

-Book

Class duration: 120 minutes.

- **Introduction:** The session begins by welcoming the students and taking attendance.
- **Development:** The topic and objective of the class are exposed to the students (*It really is hard to choose*), the activities on pages 76 and 77 of the book related to the topic that are carried out and it is explained how to work on writing an e-mail with information about them according to the general knowledge of the students and the vocabulary they have.
- **Conclusion:** Students start their writing individually while the teacher monitors the activity and answers some of the questions students may have. At the end of the time set for the activity, students upload their written work on the evea.cec platform so that the teacher can grade it.

Activity to do: Write an email in which you describe yourself to a host family in a country you would like to visit and explain why you chose their country.

CLASS 2

Contents: Vocabulary; sports and exercise. Grammar; ability modal verbs.

Objective: SWBAT Learn to talk about past and present ability, learn to talk about sport and exercise.

Resources:

-Evea.cec Platform

-Zoom

-Book

-Power Point

Class duration: 120 minutes.

- Introduction: The session begins taking the attendance, followed by feedback from the previous class, the teacher acknowledging and reporting general errors that have been encountered and explain how to correct them.
- Development: The corresponding PowerPoint presentation is shared and the topic and objective of the class are exposed. (*They can do things most people can't*). Next, the grammar for the class is explained using slides and a video on the topic. The activities in the book are completed; reading, grammar, and listening activities on pages 80 and 81.
- Conclusion: The vocabulary proposed for this class is reviewed, students relate images of some sports and physical activities with the correct words in English, once the activity is finished, the teacher asks them to practice speaking using the grammar and vocabulary learnt, asking and answering questions such as “Can you dance?” “No, I can't,/ Can you?”.

CLASS 3

Contents: Vocabulary: Parts of the body. Grammar: have to/don't have to.

Objective: SWBAT Learn to talk about the body and getting fit.

Resources:

-Evea.cec Platform

-Zoom

-Book

-Power Point

Class duration: 120 minutes.

- Introduction: The session begins by checking the attendance, followed by feedback from the previous class, followed by a warm up related to today's topic.
- Development: The topic and objective of the class are exposed (*How easy is it to get fit?*). Next, the grammar corresponding to the topic is explained through a PowerPoint presentation, a video is seen and online activities corresponding to the topic are carried out. Other grammar activities in the book are completed and students read a proposed text on page 82.
- Conclusion: Once the students have read the text "Only 5 minutes exercise a week and you can get fit" they proceed to read activities such as filling in gaps and answering open questions with their opinion according to the text. Before the end of the class, the teacher

shares the vocabulary "Parts of the body" with the students; they relate images with the new words they have learned.

CLASS 4

Contents: Vocabulary; Phrases to express sympathy. Pronunciation; Combine words.

Objective: SWBAT Learn to talk about health and how they feel.

Resources:

-Evea.cec Platform

-Zoom

-Book

-Power Point

Class duration: 120 minutes.

- Introduction: The session begins taking attendance, followed by feedback from the previous class, as well as some introductory questions to the students.
- Development: The topic and objective of the class are exposed (**I feel a bit tired**). Next, the activities to be developed are explained; Listening and Speaking activities corresponding to pages 84 and 85. Students see a video of some friends in a gym in a

particular situation fill in the blanks according to what they listened and do a role-play in pairs.

- Conclusion: After doing the above activities, students recognize the phrases for expressing sympathy that they listened to the video and used during their role play, and they practice the pronunciation of these phrases by "combining the words" to sound natural.

CLASS 5

Contents: Vocabulary; leisure activities, use of the linking idea: However, adverbs of manner.

Objective: SWBAT Learn to write an article using the word However correctly to link ideas.

Resources:

- Eeva.ccc Platform

-Zoom

-Book

-Power Point

Class duration: 120 minutes.

- Introduction: The session begins by checking the attendance, a feedback of the previous class is made and then the PowerPoint presentation is shared and the topic and objective of the class are exposed. (*However, I improved quickly*).
- Development: Listening and speaking activities related to the vocabulary established in the corresponding book pages are carried out, the topic about the linking word *However* and *adverbs of manner* are reviewed through a Power-point presentation. Then the correct use of these words is verified according to pages 86 and 87 of the book and a video is also seen.
- Conclusion: Students carry out, together with the teacher, the reading of an article exposed in the book "Our staff: working hard, playing hard" that will serve as a guide for a new writing activity where the students must write an article following the specifications that the teacher indicates in correspondence to what was learned in class.

Activity to do: Plan and write an article about your favorite free time activity, use some of the ideas on page #87 of the book, and make sure you use the word *However* correctly to link ideas. (Minimum 150 words).

In summary, the application of the system of didactic activities proposed in this research and developed in 5 classes respectively, specified in this chapter, represented an advantage in the improvement of the productive skill studied and therefore in the academic performance of the students of the second level of the CEC (Machala).

Likewise, it was shown that this type of system arouses interest and increases motivation in students when carrying out activities during their classes, thus benefiting their learning of English as a foreign language.

CHAPTER 4: DISCUSSION OF RESULTS

In accordance with the results obtained in this research regarding to the unit of study development of writing skills in the English language, this chapter will analyze its variation with the application of a system of activities using active methods for the improvement of the aforementioned skill in university students of the second level of the CEC (UTMACH). In addition to supporting these results with other works related to the research topic proposed by other authors.

The methodological approach adopted in this study was qualitative based on a non-experimental and propositional type of research, using methods such as interview and participant observation through which it was possible to evidence the difficulties presented by the students at the beginning of the research and the lack of interest they had when performing writing activities during their classes as detailed below.

At the end of the observation made to the students during class #1, where they wrote a short email-type text with personal information, difficulties were discovered such as; grammatical errors in terms of verb agreement with the subject, (interlinguistic errors) confusion in the use of prepositions, as well as absence or omission of punctuation marks. These errors have been highlighted in the work of one of the students and can be observed in (APPENDIX 3).

In the interview conducted with the students in order to know their criteria about the learning process in English classes, most of the interviewees indicated that the activities they perform during the classes generate fatigue and their only motivation to perform them is to pass the course, so they do not practice this skill outside the academic schedule. They also point out that they make mistakes in this type of activities because the grammatical structure is different from

that of their mother tongue as expressed by one of the interviewees "My biggest problem in the writing activities is that I write my ideas as I naturally think them about in Spanish and in English it is written differently" One student in particular indicated that he does not plan his texts before developing the activity, nor does he review them after finishing it, even knowing that this is the right process for a correct writing because it takes time.

However, the most frequent statements were that these types of activities that should be more dynamic and attractive to them as students, claiming that they prefer personalized activities in which they can have the freedom to write about topics that they like or are passionate about because that way they would have more ideas.

Ajello (2003) mentions that motivation should be seen as a fundamental key in the development of activities that are meaningful to people and in which they are involved. With regard to education, he argues that motivation should be understood as the interest to learn and also to be part of the learning process in an autonomous manner.

In accordance with the above, experts state that motivation is "the lever that moves all behavior, which allows us to provoke changes both at the school level and in life in general" (García & Doménech, 1997, p.1). It can be evidenced then, from the results obtained once the application of the system of activities proposed for this research was carried out in the English classes of the second level of the CEC, that this system did achieve the improvement of the students' written expression skills, When comparing the results of the writing activities carried out in class #1 and class #5, it is proven that the use of didactic activities and active methods awaken the interest and motivation of the students in relation to this skill, since in the first class, as can be observed in the description of the class in the previous chapter, the teacher did not

properly apply a lesson plan as a guide during the teaching process, he only socialized the topic and objective of the class but did not go deeper into the contents in an appropriate manner.

Meanwhile, when applying the system of activities during the classes of June 15, 16, 17 and 18, the last day being when a new activity of written expression was carried out after having experienced didactic activities through the use of active methods and in which it was evidenced that these classes facilitated the learning of the students and improved their ability of written expression in which at the beginning they presented problems.

CONCLUSIONS

- By providing a theoretical basis for the terms used in this research, it was possible to precisely define the category of study, in addition to knowing its importance in the learning of English as a foreign language.
- By means of the bibliographic search and the contributions made by other authors on which this work was based, it was possible to determine how written expression skills could be improved through the proposal put forward by the researchers.
- Most of the authors agree that motivation represents a fundamental part of learning and that didactic activities and active methods stimulate motivation and awaken the interest of students during their classes.
- The application of the system of activities through the use of active methods was able to improve the students' written expression skills, as they wrote essays considering their tastes, interests, and personal experiences, which allowed them to become much more involved in the writing process, thus generating a positive response to this type of activities.

RECOMMENDATIONS

- Conduct ongoing teacher training in order to acquire current methodologies that promote the active participation of students in English classes.
- To provide students with a pleasant and trusting environment in which they can feel they are active members of the learning process and interact at ease without fear of making mistakes.
- Always design a Lesson Plan in which the stages and the procedure to be followed during the development of the class are duly organized in relation to the objectives to be achieved.
- Implement didactic activities and active methods during classes through a previously designed system in order to enhance students' skills.

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APPENDICES

APPENDIX 1

PARTICIPANT OBSERVATION GUIDE

Assessment table

Level	Observation
Good	Always
Regular	Sometimes
Insufficient	Hardly ever

CATEGORY: Development of written production in English

Subcategory: Sociolinguistic competence or appropriateness.

The student **always** has a clear understanding of the statements of the activity to be performed.

The student **sometimes** has a clear understanding of the statements of the activity to be performed.

The learner **rarely** has a clear understanding of the statements of the activity to be performed.

The student **always** duly complies with the statements established for the activity.

The student **sometimes** complies adequately with the statements set out for the activity.

The student **rarely** adequately complies with the statements set out for the activity.

Subcategory: Discourse competence: coherence and cohesion.

The student **always** applies the appropriate structures and mechanisms for writing a coherent text.

The student **sometimes** applies the appropriate structures and mechanisms for writing a coherent text.

The student **rarely** applies the appropriate structures and mechanisms for writing coherent text.

The student **always** applies the appropriate structures and mechanisms for writing a cohesive text.

The student **sometimes** applies the appropriate structures and mechanisms for writing a cohesive text.

The learner **rarely** applies the appropriate structures and mechanisms for writing a cohesive text.

Subcategory: Linguistic competence: lexis, grammar and spelling.

The student **always** uses in his/her text a lexis adjusted to the requested topic.

The student **sometimes** uses in his/her text a lexis which is appropriate to the requested topic.

The student **rarely** uses in his/her text a lexis adjusted to the requested topic.

The student **always** uses correct grammatical and syntactic structures in his/her text.

The student **sometimes** uses correct grammatical and syntactic structures in his/her text.

The student **rarely** uses correct grammatical and syntactic structures in his/her text.

APPENDIX 2

SEMI-STRUCTURED INTERVIEW WITH THE STUDENTS

OBJECTIVE: To find out the perspective on their learning process in English classes with respect to writing skills.

UNIT OF ANALYSIS 1: Development of written production in English

Category 1: Sociolinguistic competence or appropriateness.

- Does the student use English spelling rules correctly when writing texts?
- Does he/she understand clearly the statements of the activities to be carried out?
- Does he/she comply with the statements set out appropriately?

Category 2: Discourse competence: coherence and cohesion.

- What do you consider to be the factors that prevent you from writing coherent and cohesive texts in English?
- Do you understand and apply the appropriate structures and mechanisms for writing a text in English?

Category 3: Language competence: lexis, grammar and spelling.

- What lexical and grammatical errors do you make in your English writing?
- Do you feel that you could improve these errors through didactic activities for writing texts in English?

APPENDIX 3

ACTIVITY CORRESPONDING TO CLASS #1

CYCLE: 2do J

DATE: Monday, 14th June 2021.

ACTIVITY: Write an email about themselves to a homestay family using the linking ideas; after, when, and while.

Dear Paola and Renato Jimenez.

My name is Daniel I am from Loja, Ecuador. I'm writing to thank you for offering to be my homestay when I'm in England.

I'm 24 years old and currently I'm studying Medicine Veterinary and Zootechnics in Technical University of Machala and I like listening to music when I have time and also I do study

I live with my parents and my brother, I'm the younger. Want to visit your country in order to improve my English skills and get a better chance.

After I come back to Ecuador, I want to share my experiences with my family and friends.




I'm looking forward to visit many popular tourist places while I'm in England

Best wishes, take good care of yourselves

-DANIEL

APPENDIX 4

LESSON PLANS

 		UNIVERSIDAD TÉCNICA DE MACHALA <i>“Calidad, Pertinencia y Calidez”</i> CENTRO DE EDUCACIÓN CONTINUA CENTRO DE IDIOMAS Lesson Plan No. 06				
CENTRO DE IDIOMAS		L NGUAGE: English		LEVEL: 2 "H" N – Intensive		
UNIT No: Unit 8 Fit and Healthy (pages 79 – 88)		TOPIC: Unit 8A – They can do things most people can't.		APPROACH: Communicative METHODS: The Natural approach / Community Language Learning / Blended Learning LESSON TIME: 03:30 hours		
TEACHER: Micaela Gaona		PROBLEM: Students might not recognize the correct use of can/can't or could/couldn't				
OBJECTIVE: SWBAT Learn to talk about past and present ability, learn to talk about sport and exercise.						
PREVIOUS KNOWLEDGE: Unit 7 contents				DATE: 15-06-2021		WEEK: 2
SYSTEM OF CONTENTS	STAGES	ACTIVITIES	METHODS AND TECHNIQUES	ONLINE TEACHING RESOURCES	ASSESSMENT PARAMETERS	
KNOWLEDGE: <ul style="list-style-type: none"> Vocabulary: Sport and exercise. Grammar: can/can't or could/couldn't for ability. SKILLS: <ul style="list-style-type: none"> Listening Reading Writing VALUES: <ul style="list-style-type: none"> Perseverance: Students will have to continue despite the situation 	INTRODUCTION (1 hour)	<ul style="list-style-type: none"> Call the roll Last class review – Test Unit 7 	<ul style="list-style-type: none"> Individual work Class work 	<ul style="list-style-type: none"> EVA (URL) Zoom (40 min) 	<ul style="list-style-type: none"> Test. 	
	DEVELOPMENT (2:00 hours)	<ul style="list-style-type: none"> Whiteboard Grammar topics Listening activities. 	<ul style="list-style-type: none"> Class work Answer questions 	<ul style="list-style-type: none"> Zoom (40 min) Book EVA (Power point) EVA (task) 	<ul style="list-style-type: none"> Understand when they use of can and could for ability. 	
	CONCLUSIONS (30 hour)	<ul style="list-style-type: none"> Speaking about sports or free times activities. 	<ul style="list-style-type: none"> Class activity 	<ul style="list-style-type: none"> EVA (Task) 	<ul style="list-style-type: none"> Understand and have a conversation about sports. 	
RESEARCH:						
AUTONOMOUS WORK: Cambridge platform Unit 8 – They can do things most people can't						
OBSERVATIONS:						
LINK: https://moodle.utmachala.edu.ec/cursosvirtuales/course/view.php?id=10019						



**EDUCACIÓN
CONTINUA**

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“Calidad, Pertinencia y Calidez”
**CENTRO DE EDUCACIÓN
CONTINUA CENTRO DE IDIOMAS**
Lesson Plan No. 07



CENTRO DE IDIOMAS		L NGUAGE: English		LEVEL: 2 "H" N – Intensive	
UNIT No: Unit 8 Fit and Healthy (pages 79 – 88)		TOPIC: Unit 8B – How easy is it to get fit?		APPROACH: Communicative METHODS: The Natural approach / Community Language Learning / Blended Learning LESSON TIME: 03:30 hours	
TEACHER: Micaela Gaona		PROBLEM: Students might not know have to / don't have to and their use.			
OBJECTIVE: SWBAT Learn to talk about the body and getting fit.					
PREVIOUS KNOWLEDGE: Unit 7 contents				DATE: 16-06-2021	WEEK: 2
SYSTEM OF CONTENTS	STAGES	ACTIVITIES	METHODS AND TECHNIQUES	ONLINE TEACHING RESOURCES	ASSESSMENT PARAMETERS
KNOWLEDGE: <ul style="list-style-type: none"> Vocabulary: Parts of the body. Grammar: have to / don't have to. SKILLS: <ul style="list-style-type: none"> Listening Reading Speaking VALUES: <ul style="list-style-type: none"> Perseverance: Students will have to continue despite the situation 	INTRODUCTION (1 hour)	<ul style="list-style-type: none"> Call the roll Last class review – Use of can/can't or could/couldn't 	<ul style="list-style-type: none"> Individual work Class work 	<ul style="list-style-type: none"> EVA (URL) Zoom (40 min) 	<ul style="list-style-type: none"> Match sports and activities with the correct collocations.
	DEVELOPMENT (2:00 hours)	<ul style="list-style-type: none"> Whiteboard Grammar topics Reading activities. 	<ul style="list-style-type: none"> Class work Answer questions 	<ul style="list-style-type: none"> Zoom (40 min) Book EVA (Power point) EVA (task) 	<ul style="list-style-type: none"> Understand the grammar corresponding to the class.
	CONCLUSIONS (30 hour)	<ul style="list-style-type: none"> Reading and answer questions.. 	<ul style="list-style-type: none"> Class activity 	<ul style="list-style-type: none"> EVA (Task) 	<ul style="list-style-type: none"> Be able to understand a text and answer questions with their opinions..
RESEARCH:					
AUTONOMOUS WORK: Cambridge platform Unit 8B – How easy is it to get fit?					
OBSERVATIONS:					
LINK: https://moodle.utmachala.edu.ec/cursosvirtuales/course/view.php?id=10019					



EDUCACIÓN CONTINUA

UNIVERSIDAD TÉCNICA DE MACHALA
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CENTRO DE EDUCACIÓN CONTINUA CENTRO DE IDIOMAS
Lesson Plan No. 08



CENTRO DE IDIOMAS		LANGUAGE: English		LEVEL: 2 "H" N – Intensive	
UNIT No: Unit 8 Fit and Healthy (pages 79 – 88)		TOPIC: Unit 8C – Everyday English. I feel a bit tired		APPROACH: Communicative METHODS: The Natural approach / Community Language Learning / Blended Learning LESSON TIME: 03:30 hours	
TEACHER: Micaela Gaona		PROBLEM: Students might not know how phrases to show sympathy.			
OBJECTIVE: SWBAT Learn to talk about health and how they feel					
PREVIOUS KNOWLEDGE: Have to / don't have to and parts of the body				DATE: 17-06-2021	
				WEEK: 2	
SYSTEM OF CONTENTS	STAGES	ACTIVITIES	METHODS AND TECHNIQUES	ONLINE TEACHING RESOURCES	ASSESSMENT PARAMETERS
KNOWLEDGE: <ul style="list-style-type: none"> Vocabulary: Phrases to express sympathy. SKILLS: <ul style="list-style-type: none"> Listening Speaking VALUES: <ul style="list-style-type: none"> Perseverance: Students will have to continue despite the situation 	INTRODUCTI ON (1 hour)	<ul style="list-style-type: none"> Call the roll Last class review – Use of have to / don't have to 	<ul style="list-style-type: none"> Individual work Class work 	<ul style="list-style-type: none"> EVA (URL) Zoom (40 min) 	<ul style="list-style-type: none"> Listening and answer questions.
	DEVELOPME NT (2:00 hours)	<ul style="list-style-type: none"> Whiteboard Useful language Reading activities. 	<ul style="list-style-type: none"> Class work Answer questions 	<ul style="list-style-type: none"> Zoom (40 min) Book EVA (Power point) EVA (task) 	<ul style="list-style-type: none"> Preform a conversation with a partner talking about health and how the feel.
	CONCLUSION S (30 hour)	<ul style="list-style-type: none"> Speaking 	<ul style="list-style-type: none"> Class activity 	<ul style="list-style-type: none"> EVA (Task) 	<ul style="list-style-type: none"> Be able to keep a conversation.
RESEARCH:					
AUTONOMOUS WORK:		Cambridge platform Unit 8C – Everyday English. I feel a bit tired			
OBSERVATIONS:					
LINK:		https://moodle.utmachala.edu.ec/cursosvirtuales/course/view.php?id=10019			



EDUCACIÓN CONTINUA

UNIVERSIDAD TÉCNICA DE MACHALA
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CENTRO DE EDUCACIÓN CONTINUA CENTRO DE IDIOMAS
Lesson Plan No. 09



CENTRO DE IDIOMAS		LANGUAGE: English		LEVEL: 2 "H" N – Intensive	
UNIT No: Unit 8 Fit and Healthy (pages 79 – 88)		TOPIC: Unit 8D – Skills for Writing However, I improved quickly.		APPROACH: Communicative METHODS: The Natural approach / Community Language Learning / Blended Learning LESSON TIME: 03:30 hours	
TEACHER: Micaela Gaona		PROBLEM: Students might not know how write an article correctly.			
OBJECTIVE: SWBAT Learn to write an article.					
PREVIOUS KNOWLEDGE: Phrases about expressing sympathy.				DATE: 18-06-2021	WEEK: 3
SYSTEM OF CONTENTS	STAGES	ACTIVITIES	METHODS AND TECHNIQUES	ONLINE TEACHING RESOURCES	ASSESSMENT PARAMETERS
KNOWLEDGE: <ul style="list-style-type: none"> Vocabulary: Free time activities. Grammar: Linking ideas with However. SKILLS: <ul style="list-style-type: none"> Listening Reading Writing VALUES: <ul style="list-style-type: none"> Perseverance: Students will have to continue despite the situation 	INTRODUCTI ON (1 hour)	<ul style="list-style-type: none"> Call the roll Last class review – Talking about health and how you feel. 	<ul style="list-style-type: none"> Individual work Class work 	<ul style="list-style-type: none"> EVA (URL) Zoom (40 min) 	<ul style="list-style-type: none"> Talk about free time activities and listen a conversation of two friends.
	DEVELOPME NT (2:00 hours)	<ul style="list-style-type: none"> Whiteboard Listening Reading activities 	<ul style="list-style-type: none"> Class work Answer questions 	<ul style="list-style-type: none"> Zoom (40 min) Book EVA (Power point) EVA (task) 	<ul style="list-style-type: none"> Reading and comprehension to answer questions about an article.
	CONCLUSION S (30 hour)	<ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> Class activity 	<ul style="list-style-type: none"> EVA (Task) 	<ul style="list-style-type: none"> Be able to write an article with own ideas.
RESEARCH:					
AUTONOMOUS WORK: Cambridge platform Unit 8D – Skills for Writing However, I improved quickly.					
OBSERVATIONS:					
LINK: https://moodle.utmachala.edu.ec/cursosvirtuales/course/view.php?id=10019					

APPENDIX 5

CLASSROOM RESOURCES



TOPIC: THEY CAN DO THINGS MOST PEOPLE CAN'T

OBJECTIVE:

- Learn to talk about past and present abilities.
- Learn to talk about sports and exercise.

GRAMMAR:

can / can't - could / couldn't for ability

Can and *Could* are modal auxiliary verbs.
We use **them** to talk about possibility and ability.

subject	+	auxiliary verb (can/could)	+	main verb
---------	---	----------------------------	---	-----------

The main verb is always the bare infinitive (infinitive without to).

	FORM	EXAMPLES
AFFIRMATIVE	Subject + can/could + infinitive	I can swim. Sé nadar. I could swim when I was 5. Cualquiera sería capaz de nadar a los 5 años.
NEGATIVE	Subject + can't / couldn't + infinitive	She can't come to the beach. No puede venir a la playa. We couldn't get the tickets. No pudimos conseguir las entradas.
INTERROGATIVE	Can / Could + subject + infinitive?	Can you stand on your head? ¿Puedes hacer el pino? Could you see the manager? ¿Pudiste ver al director?

To talk about ability, we use *can / can't* for the **present** and *could / couldn't* for the **past**.

To make a **question**, we change *You can ...* to *Can you ...?*

IT'S TIME TO PRACTICE:

- <https://agendaweb.org/exercises/verbs/modals/can-could-write>
- <https://agendaweb.org/exercises/verbs/modals/can-could-2>

VOCABULARY- SPORTS AND EXERCISE

do yoga / play badminton / ride a bike / dance / skate / ski

running / golf / judo / sailing
football / snowboarding / volleyball
exercises / fishing / rugby / hockey

play when we talk about sports, games and music.

go when we talk about activities that end with *-ing*.

do when we talk about other activities.

_____ running

_____ golf

_____ judo

_____ exercise

APPENDIX 6



TOPIC: HOW EASY IS IT TO GET FIT?



Objective:
Learn to talk about the body and getting fit.

HOW DO WE MAKE QUESTIONS WITH “TO HAVE TO”?

Structure: Do/does + subject + have to + simple infinitive

We use “do” for all personal pronouns except those in the third person singular which use “does”.

Examples:

- Do you have to go to the supermarket later?
- Does he have to buy a new car?
- Do they have to work until 7 O'clock?

GRAMMAR:

Have to / don't have to

Sometimes in life there are obligations or rules. There are things which you do not have a choice in, like wearing a uniform at school, for example. One structure we use to talk about these rules is have to.

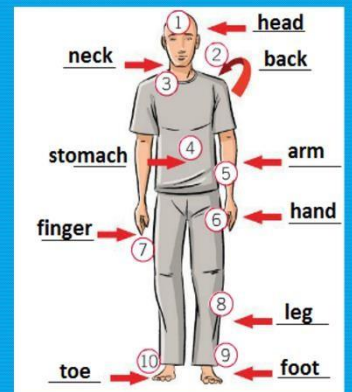
Positive:

We use 'have to' to talk about things we must do, things we are obliged to do.

Negative

We use 'don't have to' to talk about things we have a choice about, things we aren't obliged to do.

VOCABULARY: PARTS OF BODY



APPENDIX 7



TOPIC: SKILLS FOR WRITING However, I improved quickly.

Objective: Learn to write an article.

Linking ideas with HOWEVER

We use linking words to join ideas together when we're talking or writing. Sometimes we want to link two ideas that are different from each other (for example, one is a positive idea and one is a negative idea) or we want to link one idea to another one which is surprising or unexpected. We can use linking words like 'however' to do this. (to show contrast)

Linking ideas with HOWEVER

2) To introduce a sentence that contradicts or contrasts with the previous sentence, start it with "However,..."

I was very excited to be invited to lunch.
However, I had already made plans.
Always put a comma after the "However," and follow it with a complete sentence.

3) To interrupt a sentence that is already in progress, this implies a contrast to the previous content, but in a way that makes the contrast sound a little less crucial.

"I can't make it to lunch. I could, however, join you next week."
Insert "however" between two commas.

ADVERBS OF MANNER

https://www.youtube.com/watch?v=Wx50b_Xs&ab_channel=TopEngl

An adverb of manner is an adverb (such as strongly or slowly) that describes how and in what way the action of a verb is carried out.

FORMING ADVERBS FROM ADJECTIVES:

- In a large number of the cases, the adverb can be formed by simply adding "-ly" to the adjective.
- If the adjective ends in "y", replace the "y" with an "i" and add "-ly".
- If the adjective ends with "le", replace the "e" at the end with "y".
- If the adjective ends with "ic", add "-ally".
An exception: public - publicly
- Some adjectives do not change form at all.
- In a large number of the cases, the adverb can be formed by simply adding "-ly" to the adjective.

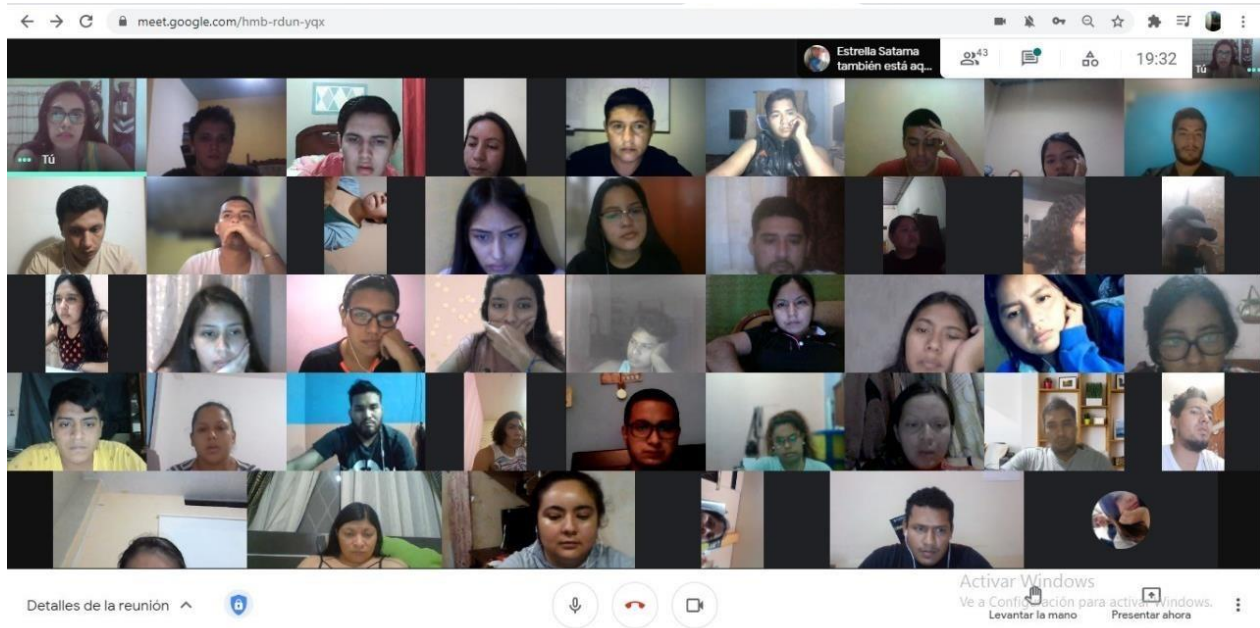
ADJECTIVE	ADVERB
Cheap	Cheaply
Dark	Darkly
Strong	Strongly
ADJECTIVE	ADVERB
Becky	Beckily
Happy	Happyly
Easy	Easily
ADJECTIVE	ADVERB
Understandable	Understandably
Facile	Facility
Possible	Possibly
ADJECTIVE	ADVERB
Idiotic	Idiotically
Tragic	Tragically
Basic	Basically
ADJECTIVE	ADVERB
Fast	Fast
Straight	Straight
Hard	Hard

IT'S TIME TO PRACTICE

<https://test-english.com/grammar-points/a1/adverbs-manner/3/>

DURING CLASSES

APPENDIX 8



APPENDIX 9

A screenshot of a Zoom meeting window. The main content is a presentation slide with the following text and tables:

Examples;

- You **have to** go to school.
- They **have to** clean the house.
- He **has to** see the doctor.
- You **have to** drive slower than 110 km/h on highways.
- What **have you to** say for yourself?
- You **have to** wear uniform in class.

Subject	have to / has to	base form of verb
I		
You	have to	wear a uniform .
We		get up early on Sundays .
They		study hard.
He		
She	has to	

STRUCTURES ↑↓

Subject	don't / doesn't have to	base form of verb
I		
You	don't have to	wear a uniform.
We		get up early on Sundays.
They		study hard!
He		
She	doesn't have to	

The Zoom interface includes a top bar with 'Zoom Meeting 40-Minutes', a participant list on the right with 'Cristina Salcedo Maldonado', and a bottom toolbar with 'Unmute', 'Stop Video', 'Participants', 'Chat', 'Share Screen', 'Record', 'Reactions', and 'Leave'.

APPENDIX 10

The screenshot shows a Zoom meeting window. The main content is a YouTube video titled "Parts of the Body Song" which displays a grid of body parts: Head, Eyes, Nose, Ears, Mouth, Neck, Shoulders, Stomach, Arms, Elbows, Hands, Fingers, Knees, and Feet. To the right of the video, a hand-drawn diagram of a human body is visible with red arrows pointing to the stomach, finger, and toe, each labeled with the corresponding word.

APPENDIX 11

The screenshot shows a Zoom meeting window displaying a presentation slide titled "8C Student B". The slide contains two conversation tasks:

a Conversation 1. Read your first card. Think about what you want to say. Then listen to Student A and reply.

1 You're not feeling very well. You're very tired and your back hurts. You haven't got a temperature. When Student A asks you, tell him/her what's the matter.

b Conversation 2. Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

2 Student A doesn't look well. Ask him/her what's the matter. When he/she tells you, show sympathy using expressions like *Oh dear!* or *Poor you!* Then ask if he/she feels hungry. Tell him/her what to do, e.g. *See a doctor. Have an aspirin/some soup.*

APPENDIX 12

The screenshot shows a Zoom meeting interface. At the top, there are four video thumbnails for participants: Cristina Elizabeth Sal..., Maira Jiménez, GABRIELA BECERRA, and Micaela Gaona León. The main content is a presentation slide with a light green background and a large red arrow pointing right. The slide text reads: "TOPIC: SKILLS FOR WRITING" followed by "However, I improved quickly." Below that, it says "Objective" followed by "write an article." A small inset window shows a document titled "Cambridge English Empower A2". The Zoom control bar at the bottom includes buttons for Unmute, Stop Video, Participants (39), Chat, Share Screen, Record, Reactions, and Leave.

APPENDIX 13

The screenshot shows a Zoom meeting window with a video player. The video player displays a slide titled "How to write an article - best practice" with handwritten notes in purple and pink: "try to entertain", "readings", "with numbers and bullets", "your topic theme", and "draw the reader in!". To the right of the notes is a graphic titled "HOW READING CAN CHANGE YOUR LIFE" with a list: "BEING AFRAID OF EVERYTHING", "MY FIRST BOOK", "DADDY'S 3 ADVICES" (with a numbered list 1, 2, 3), and "NEVER F". The Zoom interface shows a sidebar on the left with a menu, a top bar with participant thumbnails (Cristina Eliza..., Micaela Gaona..., Ivánova Noh..., Bryan Aguilar), and a bottom control bar with a play button and a progress indicator at 1:29 / 2:36.

APPENDIX 14

Zoom Meeting

The screenshot shows a Zoom meeting window with several participants. The main content is a browser window displaying the 'test-english.com' website. The page is titled 'Grammar » A1 Grammar lessons and exercises » Adverbs of manner (slowly) – or adjectives (slow)?'. It contains five numbered exercises (6-10) with dropdown menus for selecting the correct word. A green 'CHECK ANSWERS' button is visible below the exercises. At the bottom, there are three exercise tabs labeled '1', '2', and '3', with '1' being the active one.

test-english

Grammar » A1 Grammar lessons and exercises » Adverbs of manner (slowly) – or adjectives (slow)?

6 He did a brilliant exam. He passed the exam brilliantly.

7 We had heavy snow yesterday. It snowed heavily.

8 He looked at me angrily. He has a very angry look.

9 We slept comfortably in our comfortable bed.

10 He plays badly because he is a bad player.

CHECK ANSWERS

Exercises: 1 2 3

APPENDIX 15

Cambridge English Empower A2

The screenshot shows a Cambridge English Empower A2 lesson page. On the left, there is a letter from Ahmed Al Mansouri to Mr and Mrs Conway. On the right, there are grammar exercises and a speaking/writing section. A Zoom meeting window is overlaid on the right side of the page, showing a participant named Sharon Paz. The lesson content includes a letter, grammar exercises about linking words, and a speaking/writing section with a list of countries and a task to plan an email.

Dear Mr and Mrs Conway
My name is Ahmed Al Mansouri and I come from Dubai in the United Arab Emirates. Thank you for offering to be my homestay family when I'm in Sydney.
I am 23 years old and study biology at university. I live with my family in Dubai. My father is a businessman and my mother is a doctor. I've got one brother and one sister. They're university students too.
In my free time, I like playing football (I think you say 'soccer' in Australia!) and meeting my friends. I like watching different kinds of sports with them.
While I'm in Sydney, I really want to study hard and improve my English because I want to become a marine biologist after I finish university. I'd really like to work in a country like Australia.
I'm looking forward to meeting you when I arrive.
Best wishes
Ahmed

2 We use *when* and _____ to join two activities that happen at different times.
3 If the linking word is at the _____ of the sentence, we use a comma (,) between the two parts.

Comprehension
c **Underline** the correct words. There is more than one possible answer.
1 *After / When / While* I finish my English course, I'd like to go to Canada for a holiday.
2 I'd like to go skiing in the mountains *after / when / while* I'm on holiday.
3 I often play basketball with my colleagues *after / when / while* I finish work.
4 *After / When / While* I watch a game of football, I usually want to play a game myself.
5 My English improved *after / when / while* I was in Sydney.

4 SPEAKING AND WRITING
a Make a list of English-speaking countries you know.
b Which country in 4a would you like to visit? Why?

I'd like to go to ...
I like warm places.
They say the people are friendly.

c Plan an email about yourself to a homestay family.


Contents Video Bookmarks Dictionary

You are screen sharing Stop Share

77 Student's Book Workbook Teacher's Book

ACTIVITY CORRESPONDING TO CLASS #5

APPENDIX 16



THE MAGIC OF NEW BEGINNINGS
BY KAREN MEJIA


When you lose your way and start going against life, it sends you signals to change. It is up to you to heed those signals and change, or ignore them and continue living as you are. However, don't forget that you can't go against life forever; if you ignore its warnings for too long, it will give you a wake-up call so loud that you will have no choice but to stop and listen.

Three years ago my life changed completely, my health was affected, my blood pressure went up and many wondered how a twenty-six year old could suffer from hypertension so young. All my life I had been sedentary, I had never bothered to eat right, let alone exercise. However, I made the decision to start a healthy lifestyle.

My routine suddenly began to change, Monday through Friday I would leave my house at four in the afternoon and go to the gym, my routine was half an hour of cardio, half an hour of weights and ended with crunches that I hated so much, as I didn't know much I was always guided by a trainer. However, I learned quickly and fell in love with exercise, so much so that if I had to miss it for any reason, I would despair.

Going to the gym definitely helped me not only to recover my health, I felt active, my self-esteem rose completely, I could see myself in the mirror without judging myself, I started to relate to people, I felt motivated, I learned that it is never too late to improve our lifestyle.

Today I try to live a healthy life for my physical and psychological well-being.
exercising is healthy for your mind!



APPENDIX 17

Life is more beautiful if it is
fitness

persist, persist but never give up! – by Estrella Satama (athlete)



I have been doing gymnastics for many years but I entered the competitive world 5 years ago and I can say that it is the best thing that has happened to me in my life. However, this sport is undervalued in Ecuador so much of an economic factor and discipline is needed on the part of the person so that he can see the results.

The world of bodybuilding requires not only training strongly in a gym but also eating properly, however that is where many people decay. I have seen that there are people who are on strict diets or consume products that lose weight quickly, when in fact they must eat, know how to eat not only to be fit but also to be healthy.

¿what is your experience in this sport?

Thank goodness I have won some competitions, proudly all in the first place. You feel immense happiness just with stand on that stage and show the judges the final result of your preparation.

Bodybuilding for me is more than just a hobby, I consider it a lifestyle.



#ActivoMiVida

Healthy Lifestyle


A year ago when the pandemic started for safety we all had to stay at home, so my body became sedentary by not doing any sports, I noticed that I had gained a lot of weight, which brought me a health problem, it is because This is why I decided to give a change to my lifestyle.

The alternative he had was to go to a gym. At first it was difficult for me to do the exercises because I did not have a good physique. However, little by little my interest increased as I saw the changes that were taking place in my body, my health improved. This managed to motivate me much more so that my lifestyle changed completely.

I remember that at the beginning I was very afraid because I did not know anyone. I sow with the passing of time I have managed to have friends with whom I share my exercise routines day by day in this way it is more interesting.

Exercising is an excellent way to enjoy a healthy life both physically and mentally. I recommend it.

If I could, you



Our staff: How to make your first orchard? the magic begins! by María Vines M.

Four years ago, I came to live in Huaquillas, I didn't know anyone in the area so I decided to make a family vegetable patch. However, I felt really unfit. I tried doing different kinds of activities, but I did them all badly. I found an answer to all my problems by growing food.

At first I had to sow slowly because I was not very fit. However, I improved quickly and now I can sow quite quickly in less hours. I began to feel so much better. Now I can enjoy a peaceful environment while I water the plants.

You don't have to do anything special to start sow. You only have to feel like doing it and most people can do it. However, you have to buy special tools, seeds, compost and gloves so you don't hurt your hands.

Having a garden requires commitment and dedication. This activity will not only help you to be more aware of your surroundings, but it will also help you relax, open your horizons of understanding and be more aware of the world in which we live. Above all, if something does not go well, do not be angry, it is time to inform yourself, detect the faults and try to do better next time.

And so you will find the magic of nature!

