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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DIDACTIC STRATEGY OF INDEPENDENT WORK ORIENTATION FOR THE DEVELOPMENT OF WRITING SKILLS.

CARMONA CARMONA BRYAN FABRICIO
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES

FÁREZ GUIJARRO MELANNY LARISSA
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by Bryan Carmona Melany Farez

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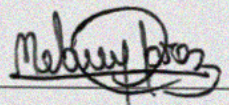

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DEDICATION

I would like to dedicate this research to all the people who have been fundamental in reaching this point in my life. I want to make a special mention of my mom, Marina, my father, Carlos, my brothers, Edder and Harold, and my little niece, Rommina. I would also like to mention some people who have been an inspiration in my life, such as Cristiano, Jude, Luka, Toni, and others.

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I would like to dedicate this work to God for having allowed me to complete this academic process and because He has been with me in the moments I wanted to give up because He has been my strength and my shield. I also dedicate this work to my parents for their unconditional love and above all for the support they have given me since they began my studies, for their advice and values they have given me, they have been the source of my strength and motivation throughout this arduous educational journey. I also want to dedicate to my grandparents who have been with me in many ways throughout my schooling. I dedicate to my husband because he has supported me in all personal areas, I dedicate to my partner Joe Polo for his friendship and companionship.

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RESUMEN

El presente estudio está centrado en la inserción de una estrategia didáctica orientada al trabajo independiente para el desarrollo de la habilidad del writing en los estudiantes del colegio "Carmen Mora de Encalada" paralelo "D", con el fin de que los alumnos logren mejorar en la escritura inglesa. Dentro de la investigación se emplearon métodos teóricos y empíricos que permitieron establecer el estudio y reunir datos. Para lograr el objetivo propuesto se ejecutó una investigación de paradigma metodológico cuantitativo, bajo un diseño experimental con alcance explicativo, en el que se busca comprobar a través de una hipótesis científica que estudia la relación de las variables, más adelante, se procederá a examinarlo en detalle en su correspondiente análisis. Además, se aplicarán instrumentos tales como pre- test, pos- test y una investigación al docente de inglés de los estudiantes con el fin de medir el nivel de los 26 estudiantes de noveno año para luego aplicar una estrategia didáctica que fortalezca los vacíos encontrados con respecto a la habilidad del writing.

Palabras claves: Estrategia didáctica, trabajo independiente, writing, aprendizaje del idioma, estudiantes.

ABSTRACT

The present study is focused on the insertion of a didactic strategy oriented to independent work for the development of writing skills in the students of the school "Carmen Mora de Encalada" parallel "D", with the aim that the students achieve improvement in English writing. Within the research, theoretical and empirical methods were used to establish the study and gather data. In order to achieve the proposed objective, a quantitative methodological paradigm research was executed, under an experimental design with explanatory scope, in which it is sought to verify through a scientific hypothesis that studies the relationship of the variables, later, we will proceed to examine it in detail in its corresponding analysis. In addition, instruments such as pre-test, post-test and an investigation will be applied to the students' English teacher in order to measure the level of the 26 ninth year students in order to then apply a didactic strategy that strengthens the gaps found with respect to the writing skill.

Keywords: Teaching strategy, independent work, writing, language learning, students.

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INTRODUCTION

The English language is becoming more and more relevant in Latin America and it is evident that its mastery improves personal and professional opportunities. It is undeniable that people tend to have more opportunities to study abroad or get a better job if they have a good command of this language. Ecuador is no stranger to this reality and has recognized the importance of strengthening English language learning in its educational system. As a result, several laws and educational reforms have been promoted to improve the teaching of English in the country's educational institutions.

Despite all that has been described, the English scenario in Ecuador does not seem very encouraging. According to the English Proficiency English 2022 report of the English First organization (2022), Ecuador has a low proficiency level in the English language, ranking 18th out of 20 in the Latin American region. It is a fact that the level of English proficiency is very low in Ecuador. This situation poses several challenges and reflections on the learning and teaching of English as a foreign language in the Ecuadorian educational system.

In their study, Andino et al. (2021) point out that in Ecuador, learning English has traditionally been perceived as a difficulty for students at different educational levels. This is largely due to the fact that it is often not adequately taught, analyzed or explained, in addition to the lack of interest of many young people in learning this language because they consider it boring. As a result, the benefits of acquiring a second language are not achieved.

The statements of these authors reinforce the problem of learning English as a foreign language in Ecuador. It should be noted that this language has always been considered a difficulty for students at different educational levels in the country. This difficulty is largely attributed to the lack of adequate teaching, where English is very often not taught optimally in the classroom.

One of the English skills that is highly affected by these shortcomings in the educational system is writing, as a result of which most students are unable to create texts with an acceptable degree of accuracy. According to Chastain (1976), writing has been recognized as a skill of great importance in society and schools. In addition, he mentions that the development of writing helps greatly in understanding structures and acquiring vocabulary.

Through writing, students develop a number of related skills, such as grammar, structure, vocabulary and coherence. Regular and consistent practice of writing allows them to improve fluency and confidence in their written expression, which is reflected in clearer, more organized and convincing texts. In addition, writing also fosters critical thinking and analytical skills. When writing, students must organize their ideas logically, argue coherently, and support their claims with relevant evidence. This not only improves their written communication skills, but also strengthens their ability to think in an orderly and analytical manner.

In order to improve the writing skill, independent work can be considered to play a prominent role in this skill, since it allows students to have the opportunity to practice and perfect this skill in an individualized manner. According to Pidkasisti (1986) independent work is defined as the means of students' inclusion in independent cognitive activity, the means of their logical and psychological organization.

Independent work could be of great help in this skill since, according to Ortega et al. (2016) for more than two decades, the Ecuadorian government through the Ministry of Education (MinEduc) and other entities have made several efforts focused on improving the teaching-learning of English in the country's educational system. However, governmental measures - among the most important are the CRADLE project, the Strengthening English Language Teaching

project, the creation of English curricula, and training programs. Despite all this, difficulties still persist among students.

In the ninth year of General Basic Education, parallel "D" of the "Carmen Mora de Encalada" High School, the following limitations were evidenced:

- Students have difficulty conjugating verbs.
- Students have problems with spelling.
- Students do not structure sentences correctly when writing.
- Students do not write verb tenses properly.

For this reason, the following **scientific problem** was posed:

How to improve the writing skills of ninth grade students of general basic education parallel "D" of the school "Carmen Mora de Encalada" in the academic period 2023?

Taking into account the object of study the teaching-learning process of English in basic education.

Among the possible **causes** of the problem are:

- Students do not review at home the content given in class.
- Students have no interest in improving their writing skills.
- Conventional assignments are tedious for students.
- There is no proper orientation of independent work in relation to writing assignments.

The **general objective of the research** is: to elaborate a didactic strategy of orientation of independent work that contributes to the improvement of writing skills in the students of the ninth year of General Basic Education parallel "D" of the school "Carmen Mora de Encalada" in the academic period 2023-2024.

This objective is delimited in the **field of action**, orientation of independent work.

The **specific objectives of** this research are as follows:

- Theoretical basis for the study of independent work orientation and writing development.
- To diagnose the current state of writing skills in 9th grade students of the "Carmen Mora de Encalada" school, parallel "D".
- To elaborate a didactic strategy for the orientation of independent work that contributes to the improvement of writing skills in 9th grade students of the "Carmen Mora de Encalada" school, parallel "D".
- To verify the effectiveness of the didactic strategy of independent work orientation in the improvement of writing skills in 9th grade students of General Basic Education parallel "D" of the school "Carmen Mora de Encalada".

And it is promoted according to the following **scientific hypothesis:** if a didactic strategy of orientation of independent work is elaborated, it contributes to the improvement of writing skills in the students of the ninth year of General Basic Education parallel "D" of the school "Carmen Mora de Encalada" in the academic period 2023-2024.

Based on the hypothesis, the relationship between **variables** is studied:

The **independent variable** covers the application of a didactic strategy for guiding independent work, which is defined as: programmed activities that are related to the subject matter to be learned or that are related to the educational level at which the students are, with the purpose of keeping the students motivated during the teaching and at the same time fulfill the objectives proposed in the educational environment.

The **dependent variable** is composed of the development of writing skills in English, which is understood as: the mastery of grammar within the language in order to obtain and apply the correct use in each sentence composition.

This scientific research is executed from a **quantitative methodological** paradigm, with an **experimental** design **with explanatory scope**. The population is made up of 12 students in the ninth year of General Basic Education parallel "D" of "Carmen Mora de Encalada" High School.

Consequently, **research methods** such as theoretical, empirical and statistical **methods** are used. Among the **theoretical methods** are the historical-logical, analytical-synthetic, hypothetical-deductive and systematic. The **empirical methods include** a pedagogical test to measure the level of writing and an interview with the teacher in order to know his opinion about the development of the skill under study.

The **importance** of the research focuses on the improvement of the writing skills through the orientation of independent work, where the aim is to improve English proficiency through techniques that encourage students to start the class and thus meet the objectives proposed in the class and in turn to eliminate traditional teaching in which students tend to get tired.

The **practical contribution** is a didactic strategy of orientation that will be carried out through independent work in which the aim is to develop the writing skills in such a way that the students can feel capable of learning at the moment of acquiring the language.

This study comprises 4 chapters: Chapter I, theoretical description of the object and field of research supported by bibliographical information. Chapter II, sets out the type, methods and techniques to be used. Chapter III, shows the intervention proposal. Finally, Chapter IV includes the discussion of the results, ending with the conclusions and recommendations, the bibliography and the annexes.

CHAPTER I

1.1 Historical background of the use of independent work. Its application in the teaching-learning process of the English language.

The evolution of independent work in education has been a phenomenon intricately linked to the historical development of human thought and educational structures. Desde las épocas antiguas en las que los individuos buscaban conocimiento por sí mismos, hasta las sofisticadas estructuras de aprendizaje autodirigido impulsadas por tecnologías digitales actuales, este proceso ha sido un importante impulsor de transformación y una manifestación de la independencia intelectual. This section aims to investigate and critically analyze the historical framework of independent work in education, delving into its cultural context, historical drivers, and implications on the current educational landscape.

The use of independent work over time has also been approached as a method by some, while others have considered it as a way of organizing the teaching process. In relation to the above, one of the most solidly argued criteria is that of Pidkasisty (1985), who analyzes it as a means of inclusion in the cognitive, logical and psychological activity of students, through a process of conscious assimilation, which presupposes that the teacher carries out a precise design, orientation and control of it according to the objectives set out in the professional's model and those of the subjects that make up the different disciplines. Likewise, as mentioned above, the term "independent work" fulfills many expectations either in the labor or educational field.

Although the concept of independent work is relatively new, it is possible to group its characteristics evolutionarily:

First **stage (Pre-scientific).** It covers from antiquity to the beginning of the twentieth century. Its distinctive feature was the consideration of the significance of the autonomous activity of man for the construction of knowledge. It has several moments of expression:

a) Ancient World: Philosophers and teachers such as Socrates (496-339 BC), Plato (427-347 BC), and Aristotle (384-322 BC) judged dogma in learning and classes Socrates, based on his ideologistic theory: "educate in virtue", "know thyself", recommended in his lectures to his followers to develop through their own knowledge, so that he would achieve "himself, by himself" (Gmurman & Korolev, 1967).

b) Middle Ages: Theologians and philosophers such as J. Huss (1369-1415), T. Moro (1478-1535), M. Montaigne (1533-1592) and T. Campanella (1568-1639) saw the obligation of wanting to instill in the child independence in learning and at the same time that he realizes that he is capable of being a thinking human being and to come to reason about things before others do so They had in mind that the child was capable of independently absorbing new knowledge, and to know what motivates him to learn, what he loves in nature and autonomously acquire knowledge.

Although there were many experiences based on the independence of the human being, the opinions given in that century were not enough to satisfy the theory of self-development in people. At the same time, the teacher was the main figure whom students had to imitate, where they were not able to think for themselves and as a result, many students did not acquire the ability to understand or analyze what was happening in their environment, favoring a memoristic education.

c) Modern Age (17th to 19th centuries): More jobs, skills, and practices were added, as well as practices related to an education in which students perceive the motivation to be independent For example, many philosophers and pedagogues stated:

- (1746- 1827) this name is linked to the education of the nineteenth century, this educator was the first to worry about the socialization of the child given this was shaping the idea of autonomy within education, in turn to be forming in the institution the skills in which all children and other people are able to develop themselves and prepare them for life
- Several philanthropists, literary critics and sociologists like: the French C. Fourier (1772-1837), the German A. Diesterweg (1790-1886) and other philosophers share the same idea in which they did not agree with the bourgeois idealistic pedagogy, so they made a new structure about pedagogy in the whole educational field, but always focused on that students should be formed through their own acquisition of knowledge.

It is worth mentioning that in Cuba the topic of independent work was revolutionary since many authors and philosophers had shared their thoughts on the subject.

The Cuban politician and philosopher José Martí (1853 - 1895) stood out for making known the individual development of man and he always shared the idea that what makes the educational system is the autonomy of man because in this way there will be better success in learning since there will be better understanding and when one learns by oneself there are better results of each thing one proposes to do.

-Second **Stage (First half of the 20th century):** In this period all that has been said about independent activity in students, many teachers and researchers were interested in putting it into practice. In this century the second stage of how the conception of independent work came about, in which several revolutionaries, pedagogues and writers participated:

Krupskaia, Shatski, Lunacharski, Pistraj, Lepeshinski, were the leaders of the school-communes in the Union of Soviet Socialist Republics (USSR) in which they put into practice various teaching methods focused on practice in which they introduced teaching methods that go

hand in hand with their abilities and that everything that is to be done will be based on the independent work of the student together with the teacher.

Lunacharski (1958) mentioned that in socialist Europe, the brigade laboratory method was introduced in teaching, where students studied independently and used only the teacher for consultations; active and research methods were introduced, the system of school self-direction was applied and perfected; however, it did not achieve the expected results, since there was a decrease in the quality of learning. Authors such as Krupskaia, Shatski, Lunacharski, Pistraj and Pinkievich were involved in this

In the end, the expectations of each pedagogue were not met, since the experiences developed did not produce the expected results and therefore only focused on the student and minimized the role of the teacher.

-Third **Stage (second half of the twentieth century to the present):** The experiences that have been given previously regarding independent work served as a basis for new researchers to disseminate a more steeped theory regarding independence.

In the second half of the twentieth century, tools had already been developed to be applied in schools. There were several authors who discussed the appropriate ways to introduce the educational practice and thus obtain the best results.

Danilov (1981) states that the teacher should always focus on the quantitative and qualitative aspects of independent work. This theory was put into practice and, as a result, various types of independent work were obtained, resulting in the improvement and advancement of the students' knowledge.

Yesipov (1981), who had focused for many years on independent work, clarified that it is not necessary to call it "independent work" but that it can also be referred to as "development of independent cognitive activity".

Baranov et al. (1989) had described independent work as a teaching method, and this was considered one of the most important at the time, since it referred to the student's responsibility in determining his own operations, mental and practical actions. They defined it as: "cognitive activity, in which the logical order of the learner's thinking, of his mental and practical operations and actions, depends on the learner himself and is determined by him" (Baranov et al., 1989, p. 133).

The United Nations Educational, Scientific and Cultural Organization (Unesco) has played an important role in them since its creation in 1945.

In Latin America and the United States, the topic had an impact, but from a different viewpoint than in Cuba; its advocates continued to defend a personal perspective on learning and shared the principle that constructive student activity is inherent to everyone. The main characteristics exhibited by the work developed are related to the student's own self-study activities without the presence of a teacher.

Addine (2002) also reported that autonomous work is an activity and argued that the exercises that are presented by teachers so that students can perform them in class are very helpful for the student's development, since they help them develop their autonomy.

Once given all these concepts and research and contributions of each author on independent work, it is intended that each teacher is able to improve in the teaching process through this methodology and that universities implement the subject as an important activity in the professional preparation belonging to the XXI century.

Regarding the university model of the 21st century, independent work has become important for the academic development of students. A detailed study of the specialized pedagogical literature shows the relevance of reflecting on the specific characteristics and requirements for each educational level and study modalities of Higher Education. Echemendía et al. (2022).

1.2 Theoretical characterization of the use of independent work in the teaching-learningprocess of the English language.

The use of independent work as a method within the teaching-learning process is of great importance during the acquisition of the English language because it helps students to develop cognitive independence since this system of study makes the student have greater responsibility in their learning and stimulates the use of their own resources obtaining a better performance in the tasks assigned by the teacher in turn facilitates understanding and achieves motivation to contribute to the language.

1.2.1 Characteristics of teaching-learning process of the English language.

Learning and teaching go hand in hand since they are processes that human beings acquire during their lives, that is why these two terms cannot be separated because they are intimately related and as a result of them knowledge is effectively penetrated.

The teaching-learning process is sometimes best understood in separate terms: **teaching** is referred to as a process that occurs between teacher and student through interaction and socialization of knowledge, and **learning** occurs through awareness of what is being taught.

Through the teaching-learning process it has been possible to transmit and acquire several subjects that are necessary in the academic life of each student, for example: in the English

language the acquisition of linguistic knowledge is achieved, this is one of many characteristics that exist within the teaching-learning process:

- Students develop through their environment and the lessons learned.
- Through the teaching-learning process, students are encouraged in their academic formation.
- Student learning is encouraged.
- Helps students to think and act.
- Appropriate materials, methods and strategies are applied for the ADP to achieve the academic objectives.
- Assessment procedures are used to determine the outcome of the teaching-learning process and student achievement.
- The values of discipline, curiosity and competence are instilled.
- Pedagogical strategies are implemented.
- It is communicative according to Abreu, Barrera, Breijo and Bonilla (2018) because the teacher organizes, expresses, socializes and provides the scientific-historical-social contents to the students.

These characteristics represent a fundamental aspect within the teaching-learning process since they influence the acquisition of different types of knowledge: knowledge, skills, abilities, competencies, skills and values. Each one of these characteristics fulfills a function at the moment of learning even in the English language since it orients the learning through materials, in addition it is focused in contributing to the student's formation.

Factors influencing in the teaching-learning process

The factors are important because of their high influence on the teaching-learning process since they focus on how knowledge is processed. These factors occur in students, teachers and the educational environment in general. It is worth mentioning that the teacher must know as well as master these factors that are part of the teaching-learning process in order to manage them, there are several factors. Among them are:

Cognitive factor

This factor is based on perceiving, observing, interpreting and analyzing since it refers to all the processes that occur through a student's reasoning for the acquisition of knowledge.

Affective-social factor

This factor stands out because it is related to feelings, emotions, communication and motivation, through this it is possible to establish the effectiveness of the learning process. In order to learn with this factor you need a positive attitude and feel confident about what you want to learn, in addition to having the will to continue studying and you need to have social skills to be able to connect with people who are also willing to study.

Environmental or contextual factor

Refers to the physical and social environment in which the educational process takes place. The study environment should be solely for studying, learning and above all, any type of distraction that affects learning motivation should be avoided.

Physiological factor

All of them are related to body functions and are very important because they determine the child's health and are one of the most important factors that positively or negatively affect his or her education.

These are related to age, health, nervous system, anxiety or stress level and reaction time. The student's background should be taken into account. For example, your inability to pay attention in class may be due to anxiety, lack of proper nutrition, or lack of academic progress. Some people study better in the morning, others in the afternoon or even at night.

Role of teaching-learning stakeholders

The teaching-learning process is composed of three elements: the student, the teacher and the parents. By analyzing each of these, it will be possible to identify the influence they have on this process:

Student: Is the vital element within the teaching-learning process, has interest in their learning, recognizes the value of cognitive independence, develops curiosity, creativity, has initiative and is capable of making decisions that are indispensable for their education. Participates in evaluation and self-evaluation activities.

Teacher: The teacher is responsible for guiding and facilitating students' learning, providing them with the tools and knowledge necessary for them to acquire new skills, understand concepts and develop their critical thinking.

It plays a multifaceted role as it motivates, facilitates, arouses interest and maintains the student's attention. Its main objective is to promote meaningful learning and the integral development of students. The trainer is characterized by his innovative attitude, as a search for new teaching-learning possibilities and, therefore, for the potential of the media.

Parents: They have the responsibility to support and complement the teacher's work, fostering a favorable learning environment at home and modeling a positive attitude towards education. The role of parents involves providing emotional support, establishing communication with teachers, establishing study routines, supervising and supporting homework, stimulating and

motivating children, actively participating in education, and fostering a positive appreciation of learning.

1.2.2 Independent work as a method. Its use in the English language teaching-learning process.

In the context of English language learning, independent work refers to the ability of students to direct their own learning process autonomously. This pedagogical approach has gained relevance in recent decades due to its ability to foster autonomy and responsibility in the educational process. Some authors highlight its importance as an effective means of improving students' language skills.

Different authors have provided essential definitions of independent work. According to Quiñonez (2001), it is a learning management method that aims to develop students' cognitive independence both inside and outside the classroom. It is a great way to foster self-awareness and personal growth. It is important to mention that this method involves self-preparation by students with necessary guidance from the teacher. By engaging in independent work, students can gain insight into their strengths and weaknesses in relation to their results.

Another expert who has analyzed the issue of students' independent work is Ruano. In his research, Ruano (2009) states that students' independent work is that form of the teaching process that takes place in an extra-class schedule, and in the course of which students, reading and analyzing the literature, perform a creative, active and tense intellectual activity in terms of mastering one or another subject, both in the aspects of the tasks of the educational institution and on their own initiative, without secondary help.

Both definitions coincide in highlighting the importance of extracurricular hours for independent work, since it is in this space where students can review content and learn in an active and autonomous manner. However, Quiñonez points out that these processes can also be carried out in the classroom. As for the role of the teacher, both definitions place him/her as a guide or supervisor so that students can achieve the objectives set. However, Ruano affirms that the teacher can be dispensed with, with the student being totally responsible and autonomous in carrying out these tasks. In addition, both authors see independent work as an opportunity for students to deepen and master the different topics on their own.

One of the most relevant characteristics of independent work is the motivation of students. Regarding this, Guevara (2015) states that in the preparation of the independent work that is going to be indicated to the students and in the orientation of the same by the teacher, it is necessary to take into account the induction towards the motivation of the student since the student needs to have commitment with what he/she is learning to carry out the tasks and achieve the proposed objectives independently. Thus, the basis of independent work is a solid motivational system that adheres to several components that justify study and learning.

In relation to the teaching-learning process of foreign languages, motivation plays an important role. Motivation and personal interest are determining factors for success in language acquisition, making students develop different language skills more effectively. It is in this context that the implementation of independent work in English classes stands out. By allowing students to choose topics of their interest and actively participate in their learning process, student motivation increases, which can lead to greater progress in their language skills.

About the motivation in EFL student, Najeeb (2013) as cited in Khonamri et al. (2020) mentioned that the fact that autonomy increases motivation is crucial for EFL learners who often

have little exposure to English in real situations and for whom English is more difficult to learn, so learn English in an autonomous way can make the learning process easier.

1.2.3 The development of writing skills

Writing skill has numerous definitions according to different authors. The study by Ghosh et al. (2021) defines writing skill as the capacity to express ideas and emotions coherently, whether in physical or digital form. They underscore the significance of meticulously formulating words to communicate substantial ideas, elucidating writing as a skill of structuring words to articulate thoughts adeptly.

According to Rao & Durga (2018), writing is a complex cognitive process that involves coordinating multiple components simultaneously. They emphasize the importance of possessing effective writing skills in improving students' chances of success, highlighting that competence in writing is crucial for meeting both academic and vocational responsibilities.

From these ideas, it can be said that writing is a complex skill that consists of transmitting ideas through written language, this skill requires the control of multiple factors simultaneously. Through writing, individuals are able to convey ideas in a coherent and logical manner, which also facilitates the ability to have more opportunities in different areas.

The writing components are as follows:

Content: Evaluates whether the essence or main idea of the text is clearly and coherently expressed in the text.

Organization: Evaluates whether the text follows a logical order in the presentation of ideas and paragraphs, so as to facilitate the reader's reading and comprehension.

Grammar: Analyzes whether the text complies with the rules of grammar and syntax that govern the language.

Vocabulary: Examines whether the writing uses accurate and appropriate words to express the ideas to be communicated.

Mechanic: It is related to the care of formal aspects such as spelling and punctuation.

Strong writing skills in English are crucial for language fluency. Through the mastery of this skill, it is possible to communicate ideas, elaborate documents and express thoughts through written language. It requires a solid command of the language, and its importance extends from academic to professional and personal settings. Improving this skill involves constant practice and effective guidance, leading to more effective communication and richer expression of our ideas in the world around us.

It should be noted that the writing skill is one of the so-called "productive skills", which means that it involves the active creation of content and the expression of ideas through written language. It is a process that requires a deep understanding of grammar and vocabulary, as well as organizational skills to convey the message effectively and coherently. In this regard, Izurieta (2014) mentions that writing is one of the most challenging skills, with the composition of sentences, paragraphs and correct grammatical structuring being aspects that students often find difficult to master.

Regarding the complexity of the writing skill. Acosta & Gonzales (2012) points out that the level of demand in the use of written language significantly exceeds that required in oral communication. Although the linguistic resources are shared, the grammar and semantics used in the first case are more sophisticated and diversified. Moreover, since the exchange does not take place in a context of direct physical presence between sender and receiver, the sender must make a considerable effort to discern which contextual elements are essential for comprehension and to express his or her perceptions in a sufficiently clear manner through language alone.

Given the complexity of the writing skill, the role of the teacher in teaching writing is crucial. The teacher acts as a guide and facilitator, providing the tools and environment for students to develop their writing skills. The teacher encourages creativity and self-expression, while providing guidance and feedback to improve the quality of texts. Their role is fundamental in the process of developing effective writing skills.

1.3 Contextual background

There are authors who have significantly addressed the issue of independent work in education, both globally and in specific contexts. In the following, we will proceed to explore and detail the approaches and perspectives offered by these researchers, providing a deeper understanding of this important aspect in education.

1.3.1 Contextual background of independent work in the teaching-learning process

In the global context, Toledo et al. (2017) examines how independent work merges with the benefits of globalization and new technologies. It also addresses the controversies in relation to this method and highlights how different organizations, such as UNESCO, the OECD and other institutions, have given importance to this topic. In relation to independent work, Salas (2002) addresses the issue of independent learning in the acquisition of English, the author mentions that this type of learning confers a greater degree of responsibility to the student, since he/she is the one who directs his/her own learning. In her work, Salas also discusses the role of the teacher, who moves away from the traditional model to become a guide for the student.

In Latin America, Román et al. (2010) mention that Cuba has implemented a new educational model that seeks to bring the university closer to the community through blended learning, where independent work and tutoring are key components of the teaching-learning

process. However, it has become evident that independent work requires improvements in its direction, since the academic results were not as expected in terms of students' cognitive development and professional performance. It was not possible to train graduates with a high degree of independence, creativity and ability to solve local problems. Therefore, independent work in Cuba needs to be improved in order to truly enhance students' skills.

In the Ecuadorian context, Aguirre et al. (2015) emphasize the importance of independent work in higher education in the country, mentioning that these strategies help graduates to meet the various rigid requirements of higher education in Ecuador. In addition, the authors mention the particular case of the State University of Milagro, where the orientation of independent work could be improved through the respective training of teachers in the technological area and the creation of an Advisory Center and Technological Service.

At the level of the province of El Oro, Espinoza (2018) mentions in his work, Caracterización del trabajo autónomo en la carrera de educación inicial de la UTMACH, the importance that exists to train professionals with a high degree of cognitive independence within the university. The author proposes the use of ICT as a support so that the student can work autonomously in a better way. In addition, Espinoza determined factors that limit the effectiveness of the use of these strategies such as the limited use of ICT and the weaknesses in the feedback given by the teacher.

Through the different contexts analyzed, it is evident that independent work is a strategy that is gaining more and more relevance in current educational systems. Its benefits for students' autonomous and meaningful learning are unquestionable. However, it is clear that a pedagogical redesign is required that includes teacher training, incorporation of technological tools and greater guidance for students to develop self-management skills. With the necessary adjustments,

independent work can be enhanced to form critical, creative students capable of continuing to learn on their own throughout their lives.

1.3.2 Contextual background to learning writing

Globally, Crespo & De Pinto (2017) mention the importance of developing writing skills in English in order to communicate effectively globally. They emphasize that writing is an essential tool for expressing ideas, interacting with others, accessing knowledge, and performing in academic and professional settings. Mastery of English writing makes it possible to participate in international forums, communicate with speakers of other languages, and apply for employment and educational opportunities around the world.

In the Latin American context, Crespo & De Pinto specifically examine the writing situation in Venezuela. They identify problems in mother tongue instruction that have an impact on poor English language learning. The authors criticize the emphasis on grammar and translation rather than communication and offer pedagogical recommendations for improving writing skills in a meaningful and communicative way. In other words, the article links writing in the mother tongue to second language learning, both globally and in the Latin American context.

In the Ecuadorian context, English is learned as a foreign language (EFL). Guarango (2021) mentions the following:

Según los informes presentados por este organismo Ecuador no alcanza todavía los estándares establecidos por el Marco Común Europeo de Referencia de las Lenguas (MCER), debido a que, no se desarrollan en los estudiantes las cuatro habilidades lingüísticas fundamentales en el aprendizaje de un idioma extranjero, a esto se complementa que se ha notado en los docentes poco interés en la enseñanza de la escritura.

This shows that in Ecuador there are deficiencies in the development of the four English skills, including writing, which is reflected in the low level of students in comparison with international standards. There is a need for greater emphasis on teacher training to teach English writing skills effectively as a key part of communicative competence.

1.3.3. Diagnosis of the current level of writing in the ninth year parallel "D" of the Carmen Mora de Encalada high school.

This section presents the results of the interview with the teacher and the pre-test applied to the ninth grade students, parallel D of "Carmen Mora de Encalada" high school. These results will allow us to make a diagnosis of the current level of the students' writing skills.

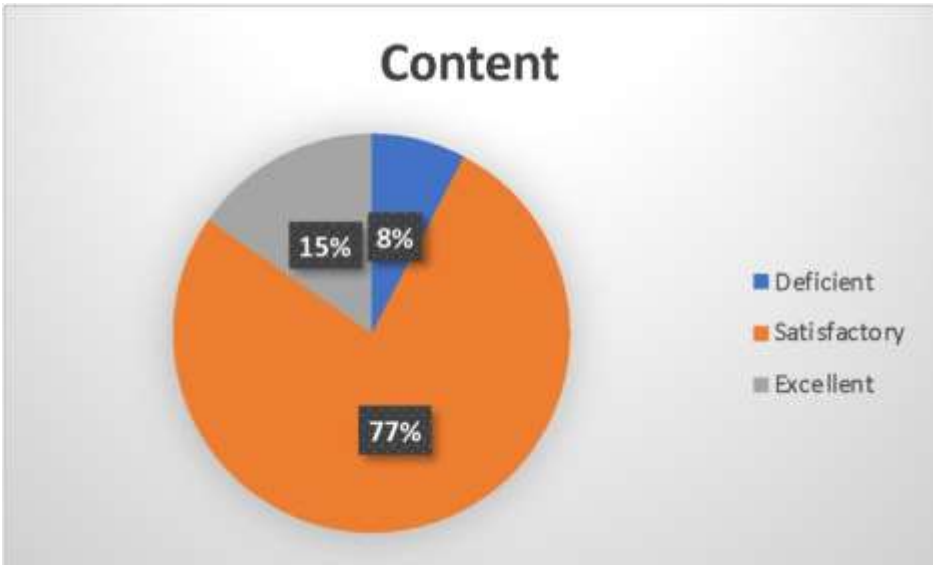
Results of the teacher interview

In the teacher interview, the teacher mentioned that students do not always manage to express ideas clearly when writing texts in English. In addition, he indicated that they have a regular command in terms of text organization, as some students are aware that they must maintain a logical order when writing. Regarding punctuation, the teacher indicated that the students have a good command in terms of the proper use of punctuation, this because it has been reinforced in Language and Literature classes.

He also pointed out that students cannot always conjugate English verbs properly, especially in past tenses. Regarding the use of unnecessary repetitions, she mentioned that she has not paid attention to this aspect, since it is not within the priority learning objectives. In relation to the use of specific and appropriate terms according to context, she indicated that there are words that students use in the wrong contexts, so they need to improve in this aspect.

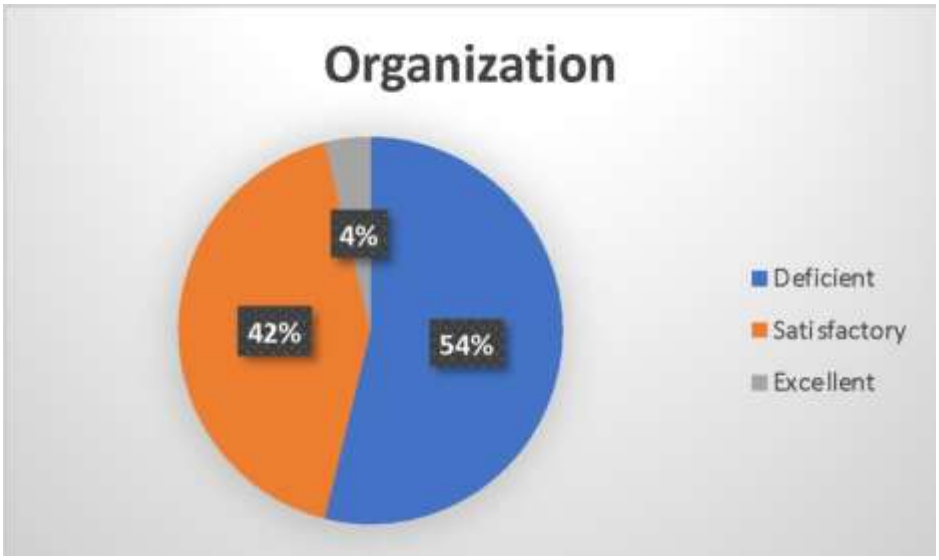
Results of the pre test

Dimension 1: Content



In the Content dimension, of the 26 students, 4 presented an outstanding level, which corresponds to 15%. Another 4 students presented a regular level, also 15% of the total. Finally, 2 students showed a deficient level in this dimension, corresponding to 8% of the total number of students.

Dimension 2: Organization

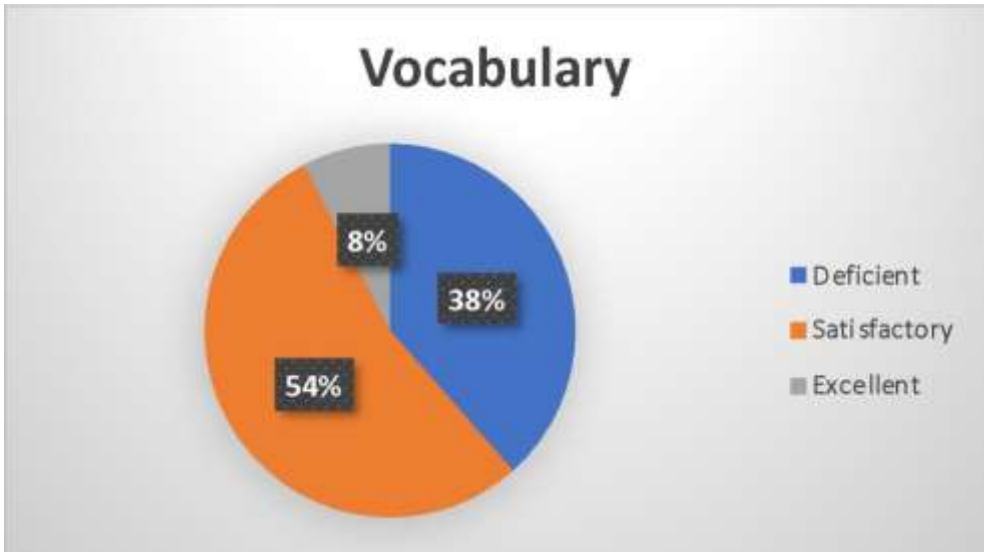


In the Content dimension, 1 student presented an outstanding level, equivalent to 4% of the group. 11 students showed a regular performance, representing 42% of the students. Finally, 14 students presented a deficient level in this dimension, corresponding to 54%.

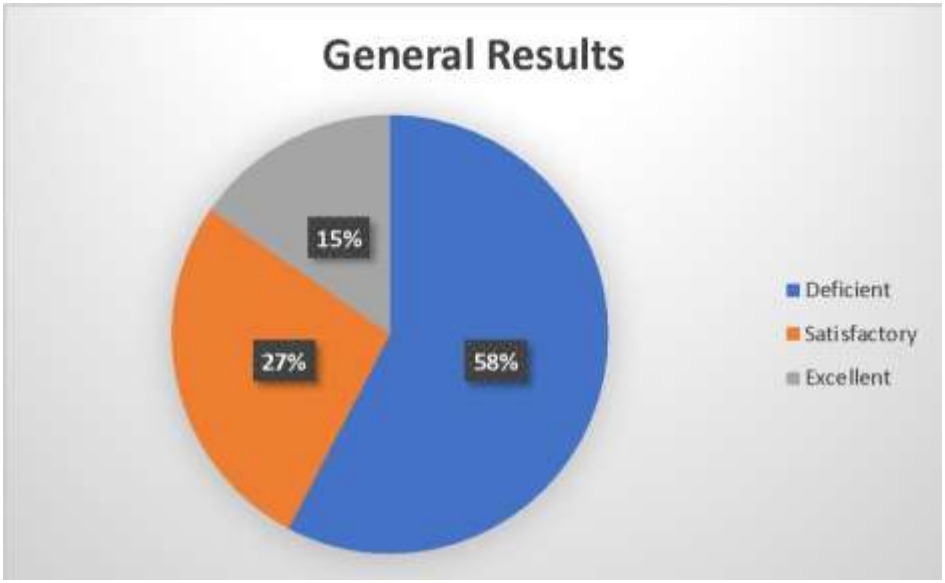
Dimension 3: Grammar

In the Grammar dimension, 3 students presented an outstanding level, equivalent to 11% of the group. 8 students showed a regular performance, representing 31% of the students. Finally, 15 students presented a deficient level in this dimension, corresponding to 58%.

Dimension 4: Vocabulary



In the Vocabulary dimension, 2 students showed an outstanding level, equivalent to 8% of the group. 14 students showed a regular performance, representing 54% of the total number of students. Finally, 10 students presented a deficient level in this dimension, corresponding to 38% out of 26 students.



The general results show that, of the total of 26 students, 15%, equivalent to 4 students, have an outstanding level in the management of the writing skill. Likewise, 27% of the students, that is, 7 students, have a regular level. Finally, 15 students, corresponding to 58% of the total, have a deficient level in this skill. It is evident that most of the students have a deficient level in the writing skill and the need for a didactic strategy focused on the improvement of this skill.

CHAPTER II. METHODOLOGICAL FRAMEWORK

This chapter details aspects related to the methodology used in the course of this research, such as: type of study, study method, sources and techniques for data collection, etc.

2.1 Paradigm and type of research.

The development of this research was based on a positivist quantitative approach with an experimental design and explanatory scope. This paradigm proposes that knowledge can be

considered valid when it can be verified through experimentation and quantification. The positivist quantitative approach is characterized by the use of statistical methodologies to explain and predict phenomena.

Westreicher (2021) defines experimental design as a statistical technique used in quantitative research. In this design, the changes that occur on the dependent variable when manipulating the independent variable in a study are observed and measured. Since it is quantitative, mathematics is used in the measurement of the different processes. The author also emphasizes that this design has a theoretical foundation, i.e., the manipulation carried out in the experimental design is based on previous research and analysis.

2.2 Population and sample

The population is made up of 26 students enrolled in the ninth year of General Basic Education, parallel "D", of the "Carmen Mora de Encalada" High School, located in the city of Pasaje, province of El Oro. Since we are working with the entire population, no sampling has been done in this research.

2.3 Research Methods

In all research, it is essential to use methods and techniques that allow an organized study of the subject matter. There are different methods classified as empirical and theoretical, each with specific purposes and functions in the research process. A description of empirical and theoretical methods is presented below.

2.3.1 Theoretical methods

Historical-logical:

This method has been applied in the research by logically addressing how the implementation of independent work in the teaching-learning process has evolved over different periods. This view of the use of independent work in teaching over the years provides a better perspective for its application in this research.

Hypothetico-deductive

According to Aronson (2006) as cited in Savka (2021), the hypothetico-deductive method is characterized as a problem-solving approach that combines elements of both deductive and inductive reasoning. Some outline five key stages within this method. First, observations are made to highlight relationships or patterns in the study. Then, a hypothesis is made based on the observed relationships or patterns. This hypothesis forms the basis for making predictions, usually stated as conditional statements outlining steps to confirm their accuracy. Verification stage involves gathering new observations through controlled experiments or observational studies. Finally, a conclusion is drawn based on the alignment between observed data and predicted outcomes to determine the initial hypothesis's validity.

Analytical-Synthetic:

Acevedo et al. (2023) states that the analytical-synthetic method stands as a cornerstone in research, widely employed for its efficacy in dissecting and understanding complex systems. Through this method, researchers meticulously analyze the constituent parts of a whole, enabling a deep comprehension of their interrelations. Afterwards, these components are brought together and mixed, revealing fresh connections and understandings. This approach facilitates the

exploration and synthesis of new knowledge, driving innovation and advancement across various fields of study.

Portilla & Honorio (2021) points out that the analytical- synthetic method breaks down the educational process by separating or distinguishing the individual components or features of a whole, following a logical order. In the present research, this method has been applied to identify the variables, dividing them into simpler parts such as the orientation of independent work and the improvement of writing skills. Each variable has been examined in detail to obtain reliable results and to get a complete understanding of how they relate to each other.

Systemic

This approach allows understanding the research as a system in which the variables of independent work and writing ability are interrelated. By understanding these interrelationships, it will be possible to propose comprehensive strategies to improve the teaching-learning process of writing through independent work.

2.3.2 Empirical Methods

Interview

Sari & Sari (2022) defined ‘interview’ as a method used to obtain in-depth insights and specific details regarding a particular subject or practice, in this case, online teaching strategies in the context of Maritime English instruction. Another definition of an interview can be derived from the study by Romero et al. (2023). This definition portrays the interview as a research tool employed to explore and understand the lived experiences, perceptions, and phenomena related to a specific topic or group, emphasizing its role in uncovering rich qualitative data and providing a deeper understanding of the subject under investigation. The interview is a key point in the present

research, since it made it possible to know what the deficiencies in the classroom were from a general perspective. It also made it possible to better understand the classroom context and the current level of the students from the teacher's point of view.

Pedagogical test

Laura Murland (2020) makes special emphasis on the fact that pedagogical tests are support tools for teachers, since through their use it is possible to evaluate student performance and to have a legal record to justify the evaluations given. The pedagogical test is of fundamental importance in this work. Two tests were implemented, one before the intervention (pre-test) and the other after it (post-test). Quantitative data were obtained from these pedagogical tests, which have been useful in the process of verifying the hypothesis.

Measurement

According to Momoh et al. (2021) measurement involves quantitatively assessing an unidentified quantity by comparing it to a known one. It's essentially the act of gauging the magnitude of something, like its size or length. This practice is ingrained in our everyday experiences, permeating every aspect of our actions, research endeavors, and industrial pursuits. In relation to the measurement in this research, the variable of the development of the writing skill has been defined in such a way that it was possible to quantify and obtain numerical data, which allowed the corresponding statistical analysis to be carried out.

Operationalization of variables

Dependent variable: English writing skill development.

Independent variable: Implementation of a didactic strategy for guiding independent work.

Consistency Matrix
Title: Didactic Strategy of Independent Work Orientation for the Development of Writing Skills.

Problem	Objectives	Hypothesis	Working with variables				
			Dependent variable: Development of writing skill in English				
			Dimensions	**Indicators**	**Items**	**Measuring scale**	**Levels and ranges**
How to improve the writing skills of ninth grade students of general basic education parallel "D" of the school "Carmen Mora de Encalada" in the academic period 2023?	General objective: To elaborate a didactic strategy of orientation of independent work that contributes to the improvement of writing skills in the students of the ninth year of General Basic Education parallel "D" of the school "Carmen Mora de Encalada" in the academic period 2023-2024.	If a didactic strategy of independent work orientation is elaborated, it contributes to the improvement of writing skills in the students of the ninth year of General Basic Education parallel "D" of the school "Carmen Mora de Encalada" in the academic period 2023.	Content	- Presents a clear and relevant central idea from the beginning. - Develops the key points in a complete and coherent manner.	1,2	Ordinal	Excellent (8-10) Satisfactory (5-7) Deficient (1-4)
			Organization	Uses a logical structure that guides the reader in a fluid manner. - Organizes paragraphs coherently, maintaining a natural sequence through the use of connectors (at least 3). - Introduces and concludes effectively to give cohesion to the text.			
			Grammar	Correctly employs verb conjugation and sentence structure. - Uses punctuation accurately to improve clarity and fluency.			
			Vocabulary	Select accurate and varied words to convey ideas. - Avoids unnecessary repetition, showing an adequate range of vocabulary. - Uses specific and contextually appropriate terms.			

Level - research design	Population	Techniques and instruments	Statistics to be used
Level: Basic **Design:** experimental with explanatory scope.	**Population:** 26 students in the ninth year of General Basic Education parallel "D" of "Carmen Mora de Encalada" High School.	**Dependent Variable:** Development of writing skills in English **Instruments:** Observation, Interview, Pedagogical test. **Author:** Bryan Carmona and Melanny Fárez **Year**: 2024 **Monitoring:** Pedagogical tests (Pre Test and Post Test) **Form of Administration:** Presential and written	Data represented in graphs Chi-Square Test

CHAPTER III. DIDACTIC STRATEGY OF INDEPENDENT WORK ORIENTATION FOR THE DEVELOPMENT OF WRITING SKILLS.

This chapter covers the theoretical underpinning of the classroom system from the perspective of sciences such as didactics, pedagogy, and psychology. It also exposes the characteristics of this class system that contribute to the development of writing skills.

3.1 Theoretical foundation of the didactic strategy of independent work orientation for the development of writing skills.

Writing skills play a crucial role in various aspects of academic and professional life. Buckley (2021) mentioned that writing serves as a multifaceted tool for expression and communication in various contexts. He also stated that in the modern era, writing is crucial for conveying intentions and purposes, especially with the prevalence of technology and information. Also, Tardy et. al (2020) highlighted the role of writing in enhancing genre knowledge and suggested that writing should be viewed as a form of applied metacognition involving cognitive and metacognitive processes. Moreover, Yean et al. (2023) mention that writing proficiency is not only crucial in language learning but also plays a significant role in fine motor development, communication, and cognitive development, especially in early education settings

There is an evident deficiency in the writing skill in the students of the ninth grade parallel "D" of the Carmen Mora de Encalada school, this deficiency was clearly observed through the results obtained in the pre-test, where on average the students fail to obtain an optimal score in the management of this skill. The above mentioned justifies the implementation of a didactic strategy of independent work orientation for the development of writing.

Hernandez et al (2015) indicate that a didactic strategy is defined as an action guide used by the teacher to achieve a desired result in the learning process, giving meaning and coordination to everything that is done to develop competencies in students.

In the planning of a didactic strategy for the orientation of independent work in ninth grade students of the Carmen Mora de Encalada School, pedagogical, didactic and psychological aspects have been taken into account for its foundation. The didactic aspects considered include the way in which results are obtained during the independent work and the role of the teacher. On the other hand, the psychological aspects take into account the characteristics of cognitive and socioemotional development.

Independent work in the pedagogical field is based on student autonomy, the diversity of didactic activities and the use of technological resources to enhance learning. According to Loor et al. (2020), independent work with the use of technological resources can enhance learning by motivating students and using means that increase efficiency and effectiveness in contemporary classrooms. Likewise, Palop (2022) highlights that writing projects are successful methodological tools at all educational levels, which highlights the importance of independent work in the enhancement of writing skills. On the other hand, Cruz et al. (2006) points out that as children advance in their learning of writing, the importance they attribute to learning aids does not diminish, which underlines the relevance of independent work in the construction of knowledge. These pedagogical foundations highlight the importance of independent work as a strategy that fosters autonomy, motivation and skill development in students.

From a didactic perspective, independent work is seen as a method capable of significantly increasing the effectiveness of learning. In this context, Martinez and Polanco (2007) state the following:

> La autoactividad tiene aquí su máxima expresión; no se trata de algo externo, sino de una interiorización que permite resultados y efectos superiores en el proceso de enseñanza. Esto se obtiene cuando son creadas las condiciones didácticas-metodológicas para que pueda desarrollarse la iniciativa y la creatividad en la solución relativamente independiente de las tareas.
>
> El valor didáctico de lo anterior está en cómo el profesor organiza y conduce la actividad, haciendo cada vez más productivo el trabajo; no debe nunca realizarse una transformación organizativa en la clase sin olvidar que la organización eficiente del trabajo independiente tiene una importancia fundamental en los resultados que han de obtenerse. (Requirements for an independent work, para. 3)

The aforementioned suggests that independent work can be a determining factor in significantly improving writing skills. In this context, the teacher plays a crucial role in motivating and stimulating students' creativity so that they are able to create texts on their own. In this way, the focus on self-activity and internalization of skills, as highlighted in the text, becomes a fundamental element to enhance students' autonomous development and writing skills.

From the psychological point of view, Segarte (1987) mentions that independent work is a specific type of activity that has psychological implications, promoting cognitive development and student motivation. In addition, the author indicates that independent work fosters valuable metacognitive skills in students by allowing them to regulate and evaluate their own actions during the learning process.

Among the psychological benefits of independent work, metacognition allows students to reflect on their own learning. Often students in English classes tend to do their homework out of obligation, without real awareness of what they are doing. Through metacognition promoted by

independent work, students can deliberately monitor and regulate their actions. This allows them to develop a good habit of self-observation and evaluation that drives them to keep learning and improving constantly, something that with a good approach from the teacher could help develop English writing skills.

3.2 Characteristics of the didactic strategy of independent work orientation for the development of writing skills in ninth grade students at the "Carmen Mora de Encalada" school.

The process of developing writing skills is very important in language learning because it allows students to amplify their communicative and grammatical skills, in addition to having the ability to understand and write texts or sentences in the foreign language. Therefore, it is important to keep in mind that it is essential to make an effort and dedicate time to writing practice in order to improve this skill. Within the knowledge and resources at the time of learning a second language we find didactic strategies that stand out for:

- To assist and provide a set of materials for the development and acquisition of this skill in English.
- Be flexible so they can be adapted and adjusted to the individual deficiencies that each person needs to improve in writing.

In order to achieve the elaboration of a didactic strategy, Parra & Parra (2018) mention that:

> Las estrategias didácticas pueden ser desarrolladas en cualquier contexto, esto significa que no existen estrategias didácticas estandarizadas, es decir, las estrategias didácticas se adaptan a las necesidades del docente-estudiante y son un apoyo para los objetivos que se quieren llegar a cumplir (pag. 8)

But this does not mean that it is not necessary to have defined learning objectives; it is also necessary to know the students in order to select relevant and appropriate content needed in the classroom. Díaz and Hernández (2002) emphasize the importance of teachers possessing a wide range of strategies and fully understanding their roles for effective teaching. Puranik (2020) supports this idea, highlighting that the adoption of student-centered methods are important to promote active learning, in line with the notion of varied teaching strategies.

This is why the orientation of the didactic strategy of the independent work of this research is characterized by:

Teach students the basic connectors that exist in English to improve the ideas of a text with coherence and cohesion as this helps to organize the information, in addition to improving fluency and vocabulary, while teaching the topic mentioned, students will be asked to give an example of a topic of their interest where connectors are used, this will make the teaching dynamic, then students will be assigned a writing activity about choosing one of the topics suggested in the instructions in order to design a 200 words writing containing introduction, development and conclusion adding their own ideas and perspectives for this independent work it is necessary to use the given connectors to achieve the proper construction of English writing.

This strategy seeks to empower students in the process of learning to write, developing skills independently and cultivating self-discipline and intrinsic motivation.

3.3 Description of the didactic strategy of independent work orientation for the development of writing skills in ninth grade students at the "Carmen Mora de Encalada" school.

This section describes the didactic strategy, which was focused on guiding an independent work to improve the writing skills of ninth grade students in parallel D of Carmen Mora de Encalada school. This strategy was carried out through three classes held on January 10, 17 and 24, 2024, where students were encouraged to develop this skill autonomously with the support of teachers.

General objective

- To develop the ability of writing texts in English in the students of the ninth grade parallel "D" of the school "Carmen Mora de Encalada".

Specific objectives

- To improve the ability to organize ideas logically and coherently in English writing.
- To develop the ability to plan the writing of text.
- To encourage creativity and originality in written expression in English.

CLASS 1

Content: Guidance for independent work to improve writing skills in English.

Objective: By the end of the class, students will be able to understand the steps necessary to complete independent writing assignments in English.

Resources:

- PowerPoint presentation.
- Examples of written work.
- Practical activities.

Duration: 80 minutes

Activities carried out:

- Introduction: 15 minutes.
- Class development: PowerPoint about writing with examples: 50 minutes.
- Conclusions and feedback: 15 minutes.

Assessment: Students are able to understand the steps necessary to carry out independent writing assignments in English.

CLASS 2

Content: Explanation of the basic linking words in the English language.

Objective: By the end of the class, students will be able to understand and correctly use basic English connectors in their writing.

Resources:

- PowerPoint presentation.
- Video on Youtube.
- Practical exercises.
- Liveworksheets platform.

Duration: 80 minutes

Activities carried out:

- Introduction: 15 minutes
- Explanation of connectors: 35 minutes.

- Practice and exercises in Liveworksheets: 30 minutes.

Assessment: Students can correctly use basic English linking words in an assigned task through Liveworksheets.

CLASS 3

Content: How to write better and Recap

Objective: By the end of the class, students will be able to write texts in English effectively.

- Video on Youtube
- Practical exercises.

Duration: 80 minutes

Activities carried out:

- Introduction: 10 minutes
- Recap of previous classes: 15 minutes.
- Class development with tips on how to write better in English: 25 minutes.
- Post tests: 30 min

Assessment: Students are capable of creating texts in a satisfactory way

CHAPTER IV. DIDACTIC STRATEGY OF INDEPENDENT WORK ORIENTATION FOR THE DEVELOPMENT OF WRITING SKILLS.

This chapter presents the results obtained from the application of the didactic strategy of independent work orientation for the development of writing skills in ninth grade "D" students at "Carmen Mora de Encalada" school.

4.1 Description of the application of the didactic strategy of independent work orientation to develop writing skills.

This section focuses on the process that was carried out for the application of the didactic proposal in ninth year parallel "D" students. The work was divided into 3 classes which were planned on January 10, 17 and 24, using an experimental design with explanatory scope. The application of this strategy is described below:

Class 1: Evaluate students with the pre-test and guide the didactic strategy.

In this first class, Wednesday January 10 at 10:30 to 12:30 we started with a brief explanation of what the students should do, then the ninth grade was evaluated with a pre-test of 2 questions, the first one consisted of writing a paragraph of 35 words about their lives (year, family, hobbies, studies, work, etc.) and the second question was to choose a topic given in the test and write a paragraph of 35 words about the topic chosen with this. The objective of this test is to know what level of English they are and what needs to be reinforced. Afterwards, an orientation of the independent work to be done was carried out.

Class 2: Explanation of the basic connectors that exist in the English language.

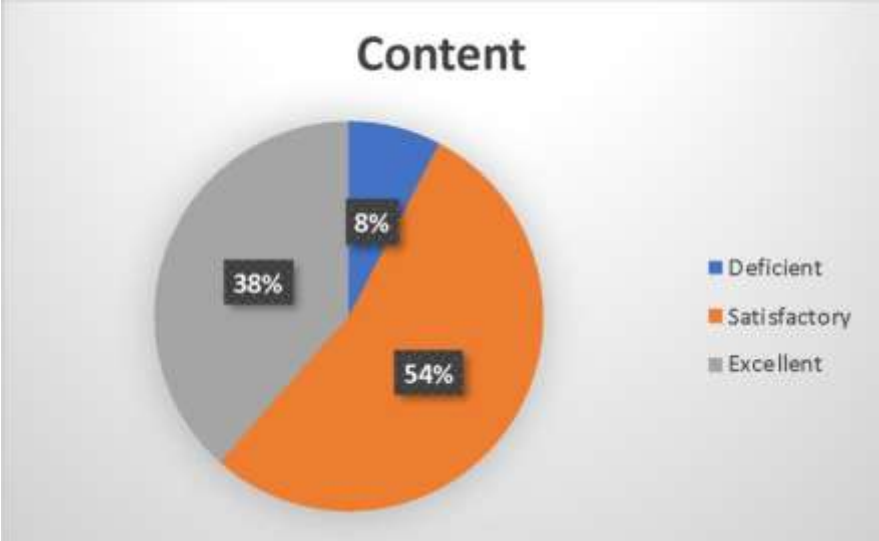
In this second class, on January 17, we started with the explanation of connectors so that students know when to use them, at what time and what they are used for. At the end of the class, they were assigned a task through the Liveworksheets platform in order to know if they were able to use the connectors taught in class.

Class 3: Finally, the students were evaluated with the post-test. The result of this research will provide relevant information about the didactic strategy in the development of students' writing and help those who are interested in teaching and learning a language.

4.2 Description of results (post test)

A post-test was applied to the 26 students of the ninth year parallel "D" of Carmen Mora de Encalada high school, with the objective of evaluating their level of performance in the writing skill after the application of the didactic strategy of orientation of independent work, by means of a rubric, where the dimensions were analyzed grouping them in excellent, satisfactory and deficient according to the student's performance, from this it was also possible to obtain general results on the management of the writing skill. The findings for each dimension and the general results are detailed below.

Dimension 1: Content



In the Content dimension, the results of the evaluation applied to the 26 students indicate that 2 students, equivalent to 8% of the population, present a deficient level. On the other hand, 14 students, representing 54%, are at a satisfactory level. Finally, 10 students, corresponding to the remaining 38%, reach an excellent level in this dimension.

Dimension 2: Organization

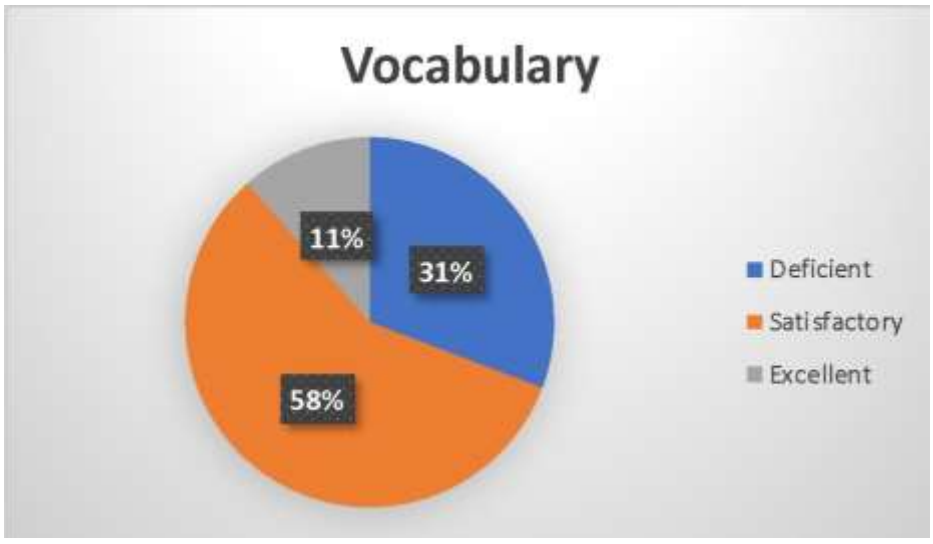
In the dimension of Organization, the results of the evaluation applied to the 26 students indicate that 6 students, equivalent to 23% of the population, present a deficient level. On the other hand, 14 students, representing 54%, are at a satisfactory level. Finally, 6 students, corresponding to the remaining 23%, reach an excellent level in this dimension.

Dimension 3: Grammar

In the Grammar dimension, the results of the evaluation applied to the 26 students indicate that 11 students, equivalent to 42% of the population, present a deficient level. On the other hand,

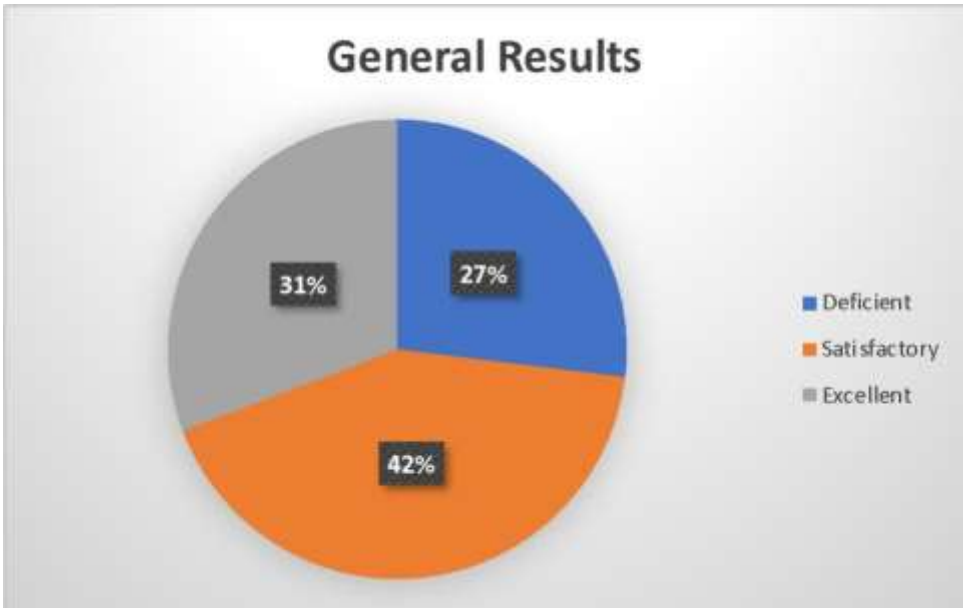
10 students, representing 39%, are at a satisfactory level. Finally, 5 students, corresponding to the remaining 19%, reach an excellent level in this dimension.

Dimension 4: Vocabulary



In the Vocabulary dimension, the results of the evaluation applied to the 26 students indicate that 8 students, equivalent to 31% of the population, present a deficient level. On the other hand, 15 students, representing 58%, are at a satisfactory level. Finally, 3 students, corresponding to the remaining 12%, reach an excellent level in this dimension.

General results



The general results of the post-test indicate that out of the total of 26 students, 7, equivalent to 27% of the population, reach a deficient level. 11 students, corresponding to 42%, obtained a satisfactory level. Finally, 8 students, 31%, achieve an excellent level. Comparing these data with those obtained in the pre-test, where most of the students were at the deficient level, an improvement trend is evident after the implementation of the didactic strategy.

4.2.1 Hypothesis testing

Scientific Hypothesis: if a didactic strategy of independent work orientation is elaborated, it contributes to the development of writing skills.

Null Hypothesis (H0): If a didactic strategy of independent work orientation is used, it will not contribute to the development of writing skills.

Alternative Hypothesis (H1): If a didactic strategy of independent work orientation is used, it will contribute to the development of writing skills.

Degrees of freedom

DF=(r-1)(c-1)=2

Margin of error:0.05

Instrument	Deficient	Satisfactory	Excellent	Total
Pre test	15	7	4	26
Post test	7	11	8	26

Observed frequencies

Observed	Deficient	Satisfactory	Excellent	Total
Pre test	15	7	4	26
Post test	7	11	8	26
Total	22	18	12	52

Expected frequencies

Expected	Deficient	Satisfactory	Excellent	Total
Pre test	22*26/52=11	18*26/52=9	12*26/52=6	26
Post test	22*26/52=11	18*26/52=9	12*26/52=6	26
Total	22	18	12	52

Chi-square

It is now possible to calculate the chi-square statistic from the following formula:

$$\chi^2 = \sum \left[\frac{(f_0 - f_e)^2}{f_e} \right]$$

$$x^2 = \frac{(15-11)^2}{11} + \frac{(7-9)^2}{9} + \frac{(4-6)^2}{6} + \frac{(7-11)^2}{11} + \frac{(11-9)^2}{9} + \frac{(8-6)^2}{6}$$

$$x^2 = \frac{16}{11} + \frac{4}{9} + \frac{4}{6} + \frac{16}{11} + \frac{4}{9} + \frac{4}{6}$$

$$x^2 \approx 1.4545 + 0.4444 + 0.6667 + 1.4545 + 0.4444 + 0.6667 = 5.1312$$

$$x^2 = 5.1312$$

Chi-square	Critical value
5.1312	0.103

To test the hypothesis, the value of the chi-square statistic is compared with the critical value determined. If the value of the statistic turns out to be greater than the critical value, the null hypothesis (H0) is rejected. This would indicate that the data obtained support the alternative hypothesis (H1). In this case the value of the chi-square statistic is higher, therefore the null hypothesis is rejected, and the alternative hypothesis is accepted, that is, the hypothesis that if a didactic strategy of independent work orientation is used, it will contribute to enhancing writing skills in English.

4.3 Discussion of results

The orientation of independent work as a didactic strategy is very useful for improving English language skills. Independent work allows students to progress at their own pace, explore their interests and take control of their learning. It also promotes responsibility, organization and discipline. However, how it was said by Martinez & Polanco (2007) it is essential that the teacher adequately guide this strategy for it to be effective, monitoring progress, giving timely feedback and ensuring that the pedagogical objectives are met.

In Ecuador, teaching and learning English has always been a challenge. As a result, the English proficiency of the Ecuadorian population is poor compared to other countries in the region. This problem extends to writing skills, as students are generally not able to write texts satisfactorily in English. Given this situation, implementing an independent work orientation can aid in developing writing skills in this scenario.

Therefore, the objective of the present work was focused on elaborating a didactic strategy of independent work orientation that contributes to the improvement of writing skills in the students of the ninth year of General Basic Education parallel "D" of the school "Carmen Mora de Encalada" in the academic period 2023-2024.

Therefore, this section of the research presents the findings obtained from the data collected during the study both at the beginning and at the end. This was done in order to know if the study of the results obtained indicates whether the independent work helps to improve the students' writing skills with the implementation of the didactic strategy.

It is possible to show that the students who participated in this research, in fact, demonstrated a positive change in the development of writing skills. The analysis of the results of

the hypothesis test showed that when independent work activities are applied, students improve in the proposed topic and in turn are motivated to learn.

Since the chi-square statistical value is significantly high, the null hypothesis was rejected and the alternative hypothesis was accepted. This implies support for the idea that the implementation of a didactic strategy focused on independent work will favor the development of writing skills in English, so it is worth mentioning that the application of didactic strategies oriented to independent work can improve writing in the ninth year students of General Basic Education parallel "D" of "Carmen Mora de Encalada" high school in the academic period 2023-2024.

CONCLUSIONS

The theoretical framework of this research explores the historical trajectory and the various approaches to independent work as a teaching strategy, conceptualizing it as a strategy focused on encouraging self-management and student responsibility for the process of their own learning with the help of the teacher. Likewise, the relevance of these strategies in the teaching of English is highlighted due to their capacity to improve linguistic competencies such as writing by allowing autonomous learning.

Implementing independent work orientation can verify the effectiveness of this didactic strategy in developing skills like writing, and in this way the research has achieved the proposed objectives. This research has achieved its goals. Also, It provided a theoretical basis for understanding how independent work orientation relates to writing skill development. Moreover, It assessed the students' writing skills through two pedagogical tests (pre test and post test) . Finally, It was possible to develop and test a teaching strategy for improving writing skills.

This research evaluated the effectiveness of the orientation of the independent work by using hypothesis testing and chi-square analysis. The implemented strategy improved a lot the writing skills in the students as shown by test results. This study also confirmed the importance of independent work in the teaching-learning process and provided insights into improving students' writing skills.

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ANNEXES

Annex 1

Assignment

Assignment: Exploring the World Through Writing

Instructions:

- Choose a topic from the available options that interests you the most.
- Take notes on key information you can use in your text.
- Organize your text into three sections: introduction, development, and conclusion.
- The introduction should capture attention, the development explores your chosen topic, and the conclusion summarizes your main ideas.
- The text should be approximately 200 words.
- Ensure clear expression of your thoughts and arguments.
- Be creative in approaching the topic. Add your own ideas and perspectives.
- Avoid plagiarism.
- Pay attention to grammar, spelling, and sentence structure.
- Try to use varied and precise vocabulary.

Suggested Topics:

Hobbies and personal interests

Favorite sport

Favorite singer

Your country

A country you would like to visit

Annex 2

Rubric

	Excellent (2,5)	Satisfactory (1,5)	Deficient (0,5)
Content	• Presents a clear and relevant central idea from the beginning. • Thoroughly and coherently develops the key points. The texts have 70 words or more in total.	• Presents a central idea, but it is not entirely clear or relevant. • Develops some key points, but in an incomplete manner and with little coherence. The texts have less than 70 words in total.	• Does not present a clear or relevant central idea. • Does not develop key points or does so in a confusing and incoherent manner. The texts have less than 40 words.
Organization	• Uses a logical structure that guides the reader smoothly. • Organizes paragraphs coherently, maintaining a natural sequence through the use of connectors (at least 3). Introduces and concludes effectively to give the text cohesion.	• Uses a structure with some logic but that does not guide the reader smoothly. Organizes paragraphs somewhat coherently, with limited use of connectors (1-2). • Has an introduction and conclusion, but they do not manage to give the text cohesion.	• Does not use a logical structure, the text seems disorganized. • Paragraphs are poorly organized, without coherence and without the use of connectors. Does not introduce or conclude the text clearly.
Grammar	• Employs verb conjugation and sentence structure correctly. • Uses punctuation precisely to improve clarity and fluency..	• Has some errors in verb conjugation and sentence structure. • Uses punctuation acceptably, but with some errors that slightly affect clarity and fluency.	• Has frequent errors in verb conjugation and sentence structure. • Does not use punctuation correctly, which greatly affects clarity and fluency.
Vocabulary	• Selects precise and varied words to convey ideas. • Avoids unnecessary repetitions, demonstrating an adequate vocabulary range. • Uses specific and appropriate terms for the context.	• Selects adequate but not very varied words to convey ideas. • Has some unnecessary repetitions, showing a limited vocabulary. • Uses few specific terms and some are inappropriate for the context.	• Selects imprecise words that do not convey ideas well. • Has many unnecessary repetitions, showing poor vocabulary. • Does not use specific terms or those used are inappropriate for the context

Annex 3

Teacher interview

Objective: To obtain detailed and valuable information that will serve as a basis for the design of interventions and pedagogical adjustments aimed at optimizing the development of students' writing skills.

Questions:

1. are students able to express clear ideas when writing English texts?

2. Are students able to maintain a text organization that helps the reader read fluently? This includes the use of connectors.

3. Are students able to use verb conjugations correctly?

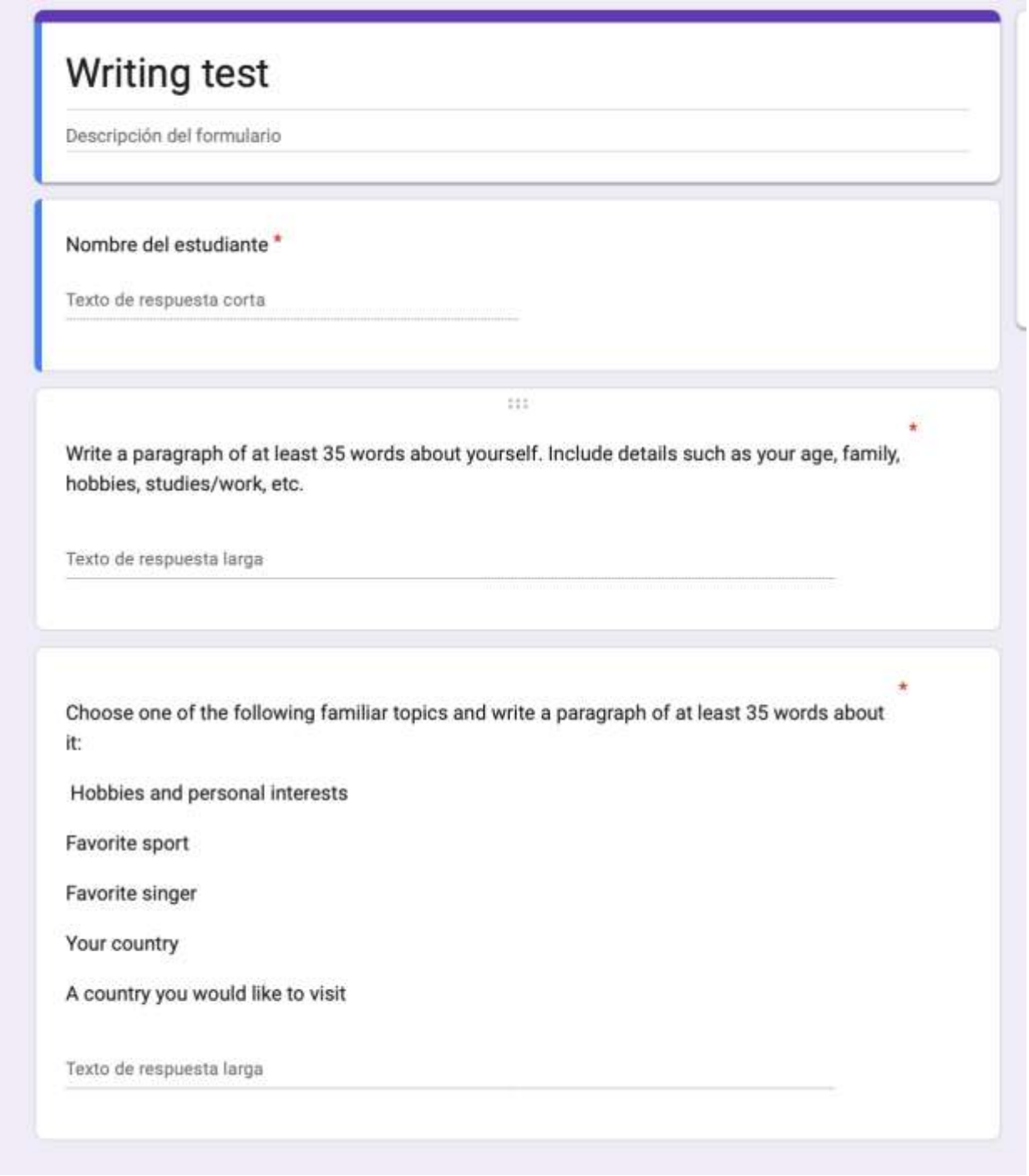
4. Are students able to use punctuation clearly and accurately?

5. Do students avoid unnecessary repetition?

6. Do students use specific and contextually appropriate terms?

Annex 4

Pedagogical test: Pre test



Writing test

Descripción del formulario

Nombre del estudiante *

Texto de respuesta corta

Write a paragraph of at least 35 words about yourself. Include details such as your age, family, hobbies, studies/work, etc. *

Texto de respuesta larga

Choose one of the following familiar topics and write a paragraph of at least 35 words about it: *

Hobbies and personal interests

Favorite sport

Favorite singer

Your country

A country you would like to visit

Texto de respuesta larga

Annex 5

Pedagogical test: Post test

Writing test

Descripción del formulario

Nombre del estudiante *

Texto de respuesta corta

Write a paragraph of at least 35 words about yourself. Include details such as your age, family, hobbies, studies/work, etc. *

Texto de respuesta larga

Choose one of the following familiar topics and write a paragraph of at least 35 words about it: *

- Your favorite sport/hobby
- Your typical morning routine
- Your last vacation
- Your family
- Your studies/work
- Your home/neighborhood
- Your plans for the future

Annex 6

Lesson plans

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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS

School: Carmen Mora de Encalada	**Subject:** English	**Grade:** 9th D	**Academic period:** 2023-2024
Teaching form: Virtual class	**Topic:** Orientation of the independent work	**Time:** 80 minutes	**Date:** January 10, 2024
Teacher: Bryan Carmona and Melanny Fárez			
Objective: By the end of the class, students will be able to understand the steps necessary to complete independent writing assignments in English.			

Content	Phases/Time	Activities	Resources	Assessment
Guidance for independent work to improve writing skills in English.	Introduction	Greet students and introduce ourselves Explain objective of the lesson Ask a few questions to gauge students' current experience with writing assignments	PowerPoint presentation. Examples of written work. Practical activities.	At the end of the class, students will be able to understand and correctly use basic linking words in their writing.
	Development	Pre test Show PowerPoint covering the steps to write Assign an independent work		
	Conclusion an feedback	Summarize the main steps in the writing process		

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School: Carmen Mora de Encalada	**Subject:** English	**Grade:** 9th D	**Academic period:** 2023-2024
Teaching form: Virtual class	**Topic:** Linking words	**Time:** 80 minutes	**Date:** January 17, 2024
Teacher: Bryan Carmona and Melanny Fárez			
Objective: By the end of the class, students will be able to understand and correctly use basic English connectors in their writing			

Content	Phases/Time	Activities	Resources	Assessment
Explanation of the basic connectors in the English language.	Introduction	Greet students and introduce ourself Explain objective of the lesson Do quick review of prior knowledge by asking students to provide examples of connectors they already know Explain importance of using linking words to improve flow and transition between	PowerPoint presentation. Video on Youtube. Practical exercises. Liveworksheets platform.	At the end of the class, students will be able to understand and correctly use basic English connectors in their writing.
	Development	Play a Youtube video about linking words Present a PowerPoint presentation Direct students to Liveworksheets online platform		
	Conclusion an feedback	Do quick recap of the linking words covered in class Answer any final questions		

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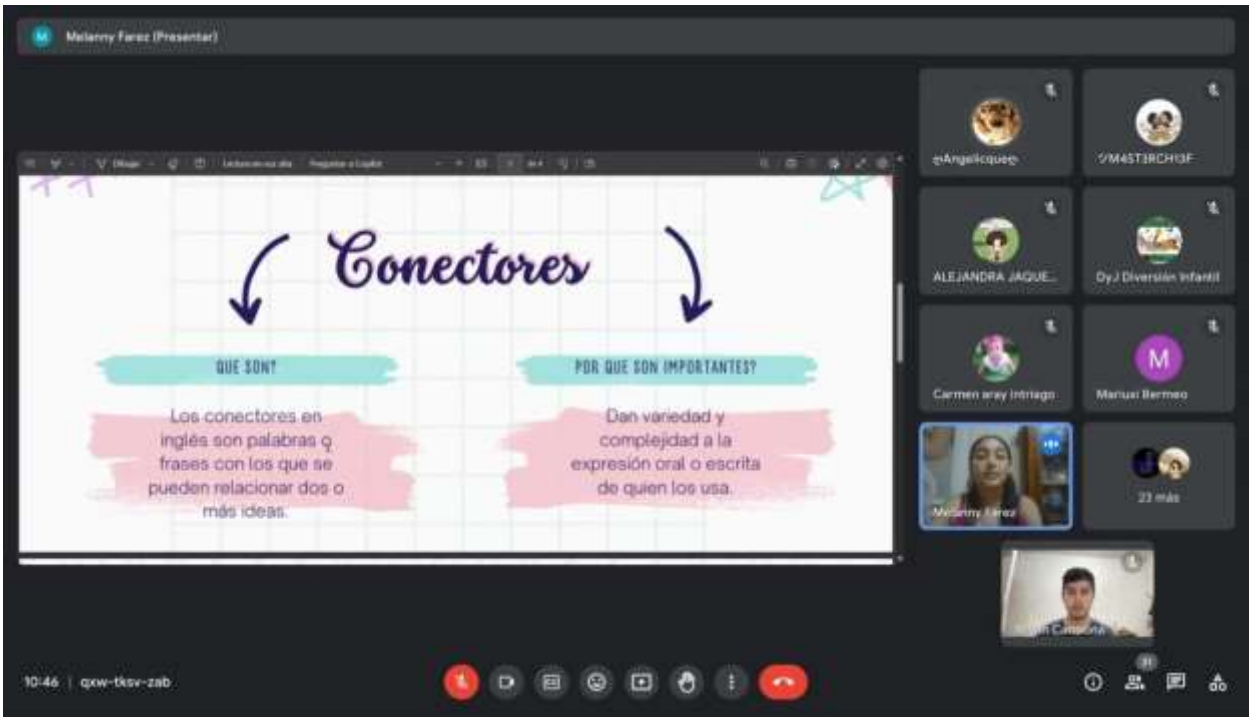
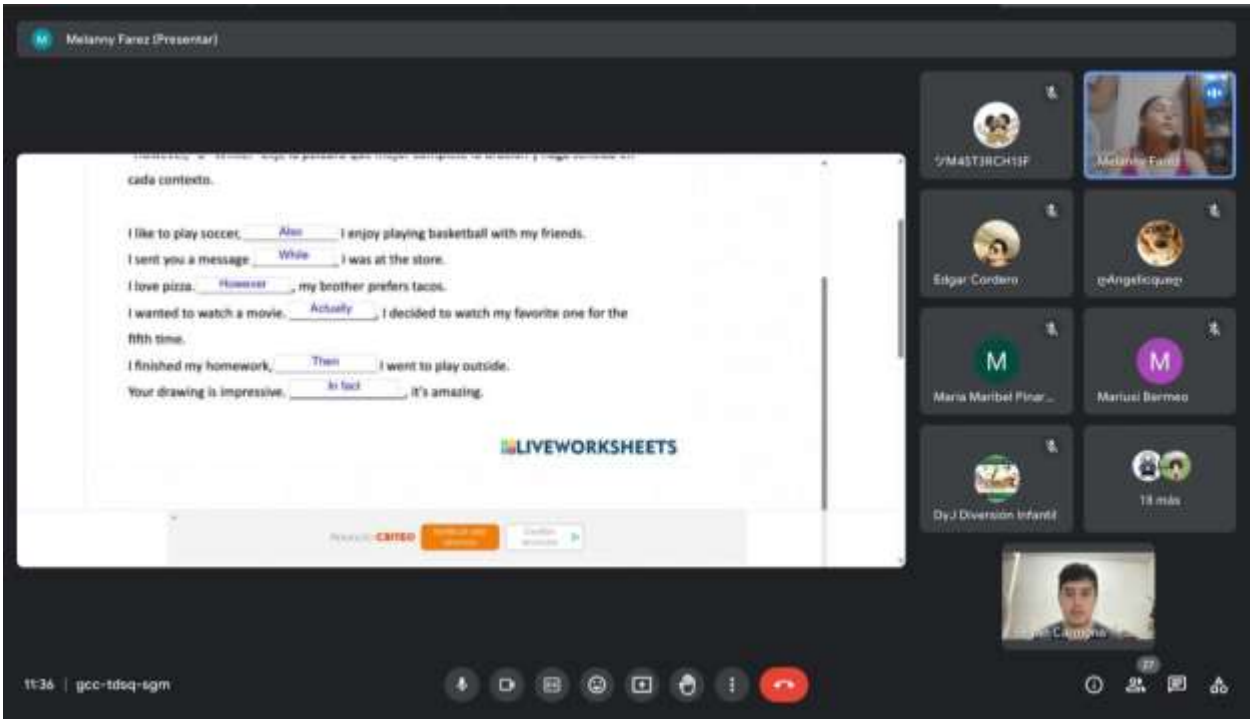
School: Carmen Mora de Encalada	**Subject:** English	**Grade:** 9th D	**Academic period:** 2023-2024
Teaching form: Virtual class	**Topic:** How to write better	**Time:** 80 minutes	**Date:** January 24, 2024
Teacher: Bryan Carmona and Melanny Fárez			
Objective: By the end of the class, students will be able to write texts in English effectively			

Content	Phases/Time	Activities	Resources	Assessment
How to write better and Recap	Introduction	Greet students and introduce ourself Explain objective of the lesson	Video on Youtube Practical exercises	Students are capable of creating texts in a satisfactory way
	Development	Recap of previous classes Show a video about tips on how to write better in English Post test		
	Conclusion an feedback	Fareware		

Annex 7


Melanny Farez (Presentar)
Conectores
QUE SON?
Los conectores en inglés son palabras o frases con los que se pueden relacionar dos o más ideas.
POR QUE SON IMPORTANTES?
Dan variedad y complejidad a la expresión oral o escrita de quien los usa.
10:46 | qxw-tksv-zab


Melanny Farez (Presentar)
cada contexto.
I like to play soccer, Also I enjoy playing basketball with my friends.
I sent you a message While I was at the store.
I love pizza. However, my brother prefers tacos.
I wanted to watch a movie. Actually, I decided to watch my favorite one for the fifth time.
I finished my homework, Then I went to play outside.
Your drawing is impressive. In fact, it's amazing.
LIVEWORKSHEETS
11:36 | gcc-tdsq-sgm

Mishell Pacheco
Maikel Cuenca
Mariuxi Bermeo
Edgar Cordero
25 más
Mensajes de la llamada
Johann Medina
Bye bye melany
Melany Perez
Bye bye
cr7 steven
Bay bay
Johann Medina
Ya ya cajas ya
cr7 steven
Yaya
Marcel Torres
Bye bye :D
Mariuxi Bermeo
Envía un mensaje
11:29 | yqg-exrs-wna