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Theme:

**SELF-REGULATED LEARNING STRATEGIES AND WRITING SKILL**

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## **DEDICATION**

**TO:**

To my dear parents, brother, and friends who support me during this long process.

Andrea.

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First of all, I thank my parents who supported me and gave me all their love, understanding and affection. To my teachers, for their teachings and transmit their knowledge.

Andrea.

## TABLE OF CONTENTS

<b>SUPERVISOR APPROVAL</b> .....	i
<b>DECLARATION PAGE</b> .....	ii
<b>BOARD OF EXAMINERS APPROVAL PAGE</b> .....	iii
<b>COPYRIGHT REUSE</b> .....	iv
<b>DEDICATION</b> .....	v
<b>ACKNOWLEDGEMENTS</b> .....	vi
<b>RESUMEN</b> .....	ix
<b>ABSTRACT</b> .....	x
<b>CHAPTER I. THEORETICAL FRAMEWORK</b> .....	11
<b>1.1 Research Background</b> .....	11
<b>Theoretical Framework</b> .....	14
<b>Independent variable</b> .....	14
<b>Dependent variable</b> .....	25
<b>1.2 Objectives</b> .....	29
<b>General objective</b> .....	29
<b>Specific objectives</b> .....	29
<b>1.1 Fulfillment of objectives</b> .....	29
<b>CHAPTER II. METHODOLOGY</b> .....	31
<b>2.1 Materials</b> .....	31
<b>2.2 Methods</b> .....	31
<b>2.2.1 Research approach</b> .....	31
<b>2.2.2 Pre-experimental design</b> .....	31
<b>2.2.3 Research modality</b> .....	32
<b>2.2.4 Level or type of research</b> .....	33
<b>2.2.5 Instruments</b> .....	33



2.2.6 Data collection .....	34
2.2.7 Procedure .....	35
2.2.8 Population .....	37
2.3 Hypothesis .....	37
2.3.1 Variable identification .....	37
<b>CHAPTER III. RESULTS AND DISCUSSION .....</b>	<b>38</b>
3.1 Analysis and discussion of the results.....	38
3.1.1 Pre-test results .....	39
3.1.2 Post-test results.....	43
3.1.3 Pre- test and post-test results .....	47
3.2 Verification of hypotheses .....	49
3.2.1 Null hypothesis .....	49
3.2.2 Alternative Hypothesis.....	49
3.2.3 Test of normality .....	49
3.2.4 Wilcoxon signed ranks test.....	50
3.2.5 Hypothesis test.....	51
3.3 Discussion.....	51
<b>CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>54</b>
4.1 Conclusions .....	54
4.2 Recommendations .....	55
<b>REFERENCES .....</b>	<b>56</b>
<b>ANNEXES.....</b>	<b>65</b>
Annex 1: Key categories .....	65
Annex 2: Pre-test and Post-test.....	66
Annex 3: Rubric .....	71
Annex 4: Lesson planning .....	72

## RESUMEN

### **Self-regulated learning strategies and writing skill**

El objetivo general de este estudio es analizar la influencia de las estrategias de aprendizaje autorregulado en el desarrollo de la habilidad de escritura. Esta investigación empleó un diseño pre-experimental, la población fue un pequeño grupo conformado por 26 estudiantes del tercer semestre del programa de formación PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) de la Universidad Técnica de Ambato. Además, el instrumento utilizado para diseñar el pre-test y el post-test fue una prueba estandarizada (examen KET) la cual es apropiada para el nivel intermedio. Las pruebas se dividieron en 3 partes (correo electrónico, artículo, historia), y cada parte se evaluó en 4 criterios (contenido, logro comunicativo, lenguaje y organización) Asimismo, el enfoque de esta investigación fue cuantitativo porque permite recolectar, analizar y presentar los datos obtenidos de los resultados del pre-test y post-test en cuadros y gráficos, y además permite contrastar las hipótesis. Para la evaluación de la hipótesis fue necesario utilizar la prueba de Wilcoxon debido a que los resultados de la prueba de normalidad dieron como resultado una distribución no paramétrica. Luego de esto, el resultado de la prueba de Wilcoxon reveló que el resultado fue menor a 0.05, por lo cual se aceptó la hipótesis alternativa y se rechazó la hipótesis nula. Los resultados mostraron que hubo una ligera mejora de 1,4 puntos en las puntuaciones de los estudiantes después del tratamiento, por lo que hubo una mejora en los diferentes tipos de escritura. Por ejemplo, los estudiantes tuvieron un mejor desempeño al escribir un correo electrónico porque el contenido estaba relacionado con el tema, de igual manera el artículo tuvo una mejor organización y la historia tuvo un claro logro comunicativo. Además, esta investigación presenta algunos hallazgos: las estrategias de aprendizaje autorregulado les permiten mejorar su habilidad de escritura y convertir a los estudiantes en aprendices autónomos y de por vida. En resumen, las estrategias de aprendizaje autorregulado no solo ayudan a los estudiantes a mejorar y desarrollar la habilidad de escribir, sino que también les ayuda a desarrollar las actitudes positivas necesarias para apoyar su desempeño en la escritura.

**Palabras clave:** Aprendizaje autónomo, estrategias de aprendizaje autorregulado, estudiantes universitarios de inglés como lengua extranjera, y habilidad de escritura.

## ABSTRACT

### **Self-regulated learning strategies and writing skill**

The main objective of this study is to analyze the influence of self-regulated learning strategies in the development of writing skills. This research employed a pre-experimental design, the population was a group of 26 students in the third semester of the PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) training program at Universidad Técnica de Ambato. Moreover, the instrument used to design the pre-test and post-test was a standardized test (KET exam) which is appropriate for the intermediate level. The tests were divided into 3 parts (email, article, story), and each part was evaluated into 4 criteria (content, communicative achievement, language, and organization) Also, the approach of this research was quantitative because it allows to collect, analyze and present the data obtained from the results of the pre-test and post-test in charts and graphics, and also allows to test the hypotheses. The results showed that there was a slight improvement of 1,4 points in the students' scores after the treatment, so there was an upgrade in the different types of writing. For the evaluation of the hypothesis it was necessary to use the Wilcoxon test because the results of the normality test gave a non-parametric distribution as a result. After this, the result of the Wilcoxon test revealed that the result was less than 0.05, for which the alternative hypothesis was accepted and the null hypothesis was rejected. As a result, the students had a better performance in writing an email because the content was related to the topic, in the same way the article had better organization and the story had a clear communicative achievement. In addition, this research presents some findings: self-regulated learning strategies allow them to improve their writing skill and turn students into autonomous and lifelong learners. Therefore, self-regulated learning strategies not only help students to improve and develop writing skill but also helps them to develop positive attitudes necessary to support their writing performance.

**Key words:** Autonomous learning, EFL university students, self-regulated learning strategies, and writing skill.

## **CHAPTER I. THEORETICAL FRAMEWORK**

### **1.1 Research Background**

Around the world, English is the most widely spoken language with more than 1,400 million speakers, most of whom have learned English as a second language (EF English Proficiency Index, 2021). However, according to recent reports obtained by the EF English Proficiency Index (EPI) in Latin America. The average English language index in LATAM is among the lowest averages compared to other regions of the world. Ecuador is one of the countries with a low level of the English language with a score of 440 on a scale of 1000, which is equivalent to an A1 level (Castillo, 2021). Therefore, the tests that were taken by both students and teachers evaluate the four skills of the English language, in which one of the most difficult or complicated was the written part, which evaluates the different criteria of writing. On the other hand, thirty years ago, Graham and Harris elaborated the SRSD model and SRL strategies to improve writing and self-regulation, it was created with three main objectives: to help students in the writing process, support students in the use of strategies to develop their own writings, and develop positive attitudes and self-confident to write (Harris & Graham, 1996). In the same way, Zimmerman designed SRL strategies (goal setting, reflection, planning, and organization) to increase motivation and improve academic performance (Zimmerman, 1989).

Therefore, this project will analyze the influence of applying self-regulated learning (SRL) strategies to improve writing skill. The main beneficiaries of this project will be the students of the Universidad Técnica de Ambato of the third semester (PINE career), who had difficulties in writing. Thus, the use of self-regulated learning strategies in writing performance will allow students to plan a task, monitor their performance, and then reflect on the result. All this process will help students to learn and become self-regular learners capable of learning everything they set out to do. Moreover, the investigation will fill in the gaps that previous investigations do not cover such as what are the specific areas (content, communicative achievement,

organization, and language) and sub-skills of writing skills that self-regulated learning strategies help to improve or what are the most useful SRL strategies to apply in the development of writing. Finally, the project will contribute to the development of effective learners and create a positive impact on the academic performance of the students through the use of self-regulated learning strategies.

The research “self-regulated learning strategies and writing skill” is developed with previous information found in some theses, journals, and academic magazines, all the information collected helps to support the investigation. In the same way, these resources have important information to explain the two variables (independent and dependent) and the results obtained in those investigations.

Firstly, Türkben (2021) conducted research to analyze the effect of Self-Regulated Strategy Education on the Writing Skills of Middle School Students, which presents the effect of education based on the Self-regulation strategy development model to develop writing skills. The investigation problem was that writing skill is complex and required specific strategies to develop an attitude towards writing, writing narrative text, and writing descriptive text. The design of this study was quasi-experimental to work with two groups (experimental and control group). The study was applied in two public schools in the city of Aksaray, 60 students of 6th grade (middle school), and the research was completed in 12 weeks, 2 lessons hours per week. Likewise, the instruments were the pre and post-test, the Informative Text Writing Scale and Narrative Text Writing Scale used in the study were prepared by the researcher, and the Ranked Scoring Key for Assessing Written Expression (RSKAW). Also, the data analysis was made in SPSS 24 package and applied Shapiro-Wilk normality test. The findings of this study suggest that was a significant difference between the pre-test and post-test scores between the experimental and control group in writing narrative text and attitude towards writing, but there was not any change in informative text writing. As a result, the application of self-regulated learning strategies were essential for lifelong learning and the experimental group developed positive writing attitudes levels and writing narrative texts.

In addition, Pionera et al. (2020) carried out an investigation to examine instructional methods and self-regulated learning in writing. The research problem was identify how significant CIRC and PWIM influenced learners' writing skill, and how affect learners' writing skill the use of self-regulated learning. The investigation was conducted as a quasi-experimental with a control group (140 students) and experimental group (140 students), 280 students of MTsN-1 Palangkaraya class VII semester. The instruments used to collect data were self-regulated learning questionnaires, and the improvement of writing was evaluated with essay tests. The method to analyze the data was Two-way analysis of Variances (ANOVA) to test the research hypotheses. Also, the results indicated that different self-regulated learning strategies of the learners affected their writing. To sum up, self-regulated learning strategies appeared in the learning process to improve learning outcomes in the students providing meaningful changes in writing skills.

To conclude, Wijaya (2021) developed a research focused on English Education Master Students' Self-Regulated Learning Strategies in Academic Writing and explained how language teachers handicapped graduated students as independent, competent, and strategic academic writers, therefore, was necessary the use new strategies to motivate students. The investigation was conducted under a qualitative approach to obtain specific and clear information on self-regulated learning strategies in academic writing. The population was 15 English master students and 3 interviewees. Furthermore, the instruments used were a Likert-scale questionnaire administered in Google Forms and interview protocols. In addition, the data analysis was made in Excel using bar graphics to make the analysis. The results showed in the questionnaire that the majority of participants agree with the idea that self-regulated learning strategies help students become life-long learners and become more proficient academic in writing. Afterward, the findings from these studies suggest that self-regulated learning strategies could have an effect on academic writing processes but had two limitations the number of participants and the results of the use of the self-regulated learning strategies was debatable to implement outside of classrooms.

All these previous research works contribute highly to this research because it allows to fill in the gaps that previous investigations do not cover such as what are the specific areas or sub-skills of writing skills that self-regulated learning strategies help to improve or what are the most useful SRL strategies to apply in the development of writing.

### **Theoretical Framework**

This chapter focuses on explaining the different concepts and definitions related to research. In addition, you can find a detailed description of the variables and the different theories that help to understand the nature of the research problem (see annex1). Therefore, it contains reliable and significant information to support the present investigation.

### **Independent variable**

#### **Language learning strategies**

The term language learning strategy has several definitions, but among the most important are the following. According to Martinez (1996), language learning strategies transforms external input into internal and develop personal resources and skills. Meanwhile, it has been defined as a set of operations, steps, plans, routines performed by students to obtain and use adequate information for learning (Zare, 2012). Also, learning strategies are viewed as the intentional thinking and behavior that students use to understand new information. For example, language learners use learning strategies consciously or unconsciously when they are learning (Graham et al.,2017). Also, learning strategies are subdivided into several strategies: metacognitive, cognitive and social affective strategies (O'Malley & Chamot, 1990). On the other hand, language learning strategies are divided into direct and direct strategies (Oxford, 1990).

### **Autonomous learning**

Autonomous learning allows showing the autonomy capacity of students. The autonomy is developed through self-directed learning models. In this way, the autonomous student builds their own knowledge through direct experience and not through traditional learning (Anugerahwat et al., 2021). Additionally, autonomous learning allows students to work in different tasks and acquired a foreign language more efficiently and the teacher has the role of a guide and facilitator (Gardner, 2011). In the same way, autonomous learning was developed through activities, learning outside and independent work (Du, 2020). Thus, students acquire knowledge about their learning styles and strategies, in this way students become less dependent on the teacher and acquire more independence in their learning.

### **Self-direct learning**

Self-direct learning is focused on how to learn concepts, the use of motivation, and the use of digital devices (Piper et al., 2018). Furthermore, it is a process where learners start planning, continuing, and evaluating learning experiences. Self-directed learning assumes that the human being grows in capacity and needs self-direction. That is, students have a personal development in which they individual selects and achieve through their own effort using any method in any circumstance and at any time (Aşkin & Demirel, 2018). In addition, self-directed learning allows students to develop great self-esteem. For instance, personal achievements, the satisfaction of achievement, the need to know something specific, and curiosity, are internal incentives for learners to self-direct their learning.

### **Self-regulated learning**

Self-regulated learning (SRL) has emerged as a new learning theory and model, which promotes the transfer of knowledge and skills to real-life situations and makes students independent of their teacher (Boekaerts, 1996). These strategies allow learners have more experience in the learning process and the teacher figurate like a guide in the classroom. In addition, Zimmerman (1986) said that self -regulated



learning is a core conceptual to understand the cognitive, motivational and emotional aspects of learning. Indeed, SRL is related whit students´ self-generated thoughts, feeling and actions in order to achieve personal goals (Zimmerman & Schunk, 1989). It helps students to understand and control the learning environment in which the learning is develop.

In addition, it is important to know the main components of self-regulated learning. First, the cognitive component. This component includes the skills and habits necessary to encode, memorize and remember information, and have critical thinking. Another important component is metacognition. It involves self-monitoring and correcting your own learning processes. Meanwhile, the motivation component. (Zimmerman,1990). This component allows knowing the beliefs and attitudes of the students and how these affect the use and development of both cognitive and metacognitive skills. In addition, self-regulated learning strategies have emphasis on how students select, organize, and create learning environment for themselves (Eslami & Sahragard, 2021). The self-regulated learning motivated students to be more participative in the learning process and develop their critical thinking through the beliefs and attitudes of the students.

### **Self-regulated learning models**

By combining instruction and academic learning strategies, self-regulation strategies are obtained. Students gain more security to develop reflective and flexible strategies when performing tasks or any type of academic activity (Cazan, 2013). Therefore, there are many self-regulated learning models developed for different authors which will be analyzed by only three; Zimmerman, Boekaerts, and Winne and Hadwin (Panadero, 2017). First, Zimmerman elaborated on three different SRL models where was explored how individual learners acquired cognitive models and became experts in different tasks (Zimmerman, 2013). Triadic Analysis of SRL was a model which describes how SRL is related to Bandura´s Triadic model of social cognition (Zimmerman, 1989). The second model the Cycle phases of SRL, explains the interrelation of the metacognitive and motivational processes of the learners

(Zimmerman & Campillo, 2003). The last model called Multi-level includes new metacognitive strategies in which the students acquired their self-regulatory competency (Zimmerman & Moylan, 2009).

Meanwhile, Boekaerts develops three models of SRL. The first model divided self-regulation into 6 components: domain-specific knowledge, cognitive strategies, cognitive self-strategies, motivational beliefs, motivation strategies, and motivational self-regulatory strategies (Boekaerts, 1996). This model has been used to gain more insight into a domain-specific component of SRL, and the construction of a new measurement instrument of evaluation (Panadero, 2017). The second model named the Adaptable Learning model describes the dynamic aspect in which the role of positive and negative emotions has an emphasis in SRL. Also, this last model has a Dual processing model which determines the goals that students will achieve in the learning process, it is divided into two aspects: top-down are the goals that students will master, and the second bottom –up, which are the strategies to achieve the goals. In the Dual Processing model, students determine which goal path they will activate through self-assessment (Boekaerts & Cascallar, 2006). Here, the goals are perceived as knowledge structures that are related to behavior, that is, if the students feel that the tasks are not useful, they will feel that they will prevent them from achieving the goals and will generate negative emotions (Boekaerts, 1996). On the other hand, if the tasks help the students to achieve their goals, they will show more interest in expanding their knowledge and allowing them to master their tasks, which generates positive emotions (Panadero, 2017).

On the other hand, Winne and Hadwin's model explores the cognitive and metacognitive aspects of SRL, and it is divided into four phases: task definition or understanding of the task performance, goal setting or planning, enacting study tactics and metacognitively adapting in which the students decides make important changes for the future (Hadwin & Winne, 1998). Furthermore, this model explains how students plan, perform, and evaluate a task but in comparison with, the other models it is not related to emotions and is only an illusion motivation (Pintrich, 2003). In

addition, according to Winne and Hadwin, SRL is divided into five facets which are identify by the acronym COPEs that means conditions, operations, products, evaluations, and standards (Panadero, 2017). Conditions are the resources of a person and limitations related to tasks or environments. Operations are the cognitive processes and strategies uses by the students. Products are the operations created with the previous information. Evaluations are related to the feedback and external sources use by the students. Finally, standard is the criteria that are helpful to monitoring the products (Verma et al., 2018).

### **Self-regulated learning strategies: Zimmerman’s Cyclical Phases model**

Zimmerman’s Cyclical Phases Model is organized into three phases: forethought, performance, and self-reflection. In the first phase, the students analyzed the task, set goals, and reach a number of motivational beliefs. In the second phase, the students perform the task while monitoring their progress, and use a number of strategies to keep engaging students. In the last phase self-reflection, students asses how they performed the task and make an evaluation of the success or failure of the task (Zimmerman,2000). Self-regulatory learning is divided in three phases: forethought phase (task analysis and Self-motivation beliefs), performance phase (self-control and self – observation), and self-reflection phase (self –judgment and self-reaction) (Sirazieva et al., 2017).

### **Forethought Phase**

#### **Task analysis**

- **Goal setting strategy**

First, goals are set in the writing process. Goal setting involves setting challenges and objectives that students want to achieve at the end of any task. For example, goals generally help students understand what they want to accomplish and get out of homework. On the other hand, this provides information about the student's personal progress and helps them stay motivated to do their homework optimally (Butler, 2010). There are three ways to implement an effective goal setting. First, the

teacher communicates the learning goals for the class, it helps students set their goals. For instance, at the beginning of the lesson the teacher starts using acronym WALT (we are learning to), and makes students participate in the learning process using phrases (we saw in the last class about..., we can talk about...). Second, the students set their goals and the teacher has the role of guide and facilitator, so the teacher can help students to set appropriate goals. Third, the teacher promotes students to achieve proximal goals and enhances successful and feelings of self-efficacy (The Education Hub's, 2018).

- **Strategic planning**

Vargoa and Seville (2011), strategic planning helps students carry out their goals by dealing with weaknesses and strengths through the use of a range of strategies. Also, a strategic plan is a road map that describes the process in which the goals are achieved through the application of strategies (Albon et., 2016). There are four steps to implementing strategic planning. First, the teacher asks students to determine their strategies position to achieve their goals. Students plan their goals based on the tasks that need to achieve at the end of the class (Hasanah & Priyambodo, 2021). Second, the students engage their goals with their abilities and capacities (strengths and weaknesses). Third, students define a vision and create a plan to achieve their goals. Finally, students can monitor their progress and change some mistakes or errors (Rivas et al., 2022).

### **Self-motivation beliefs**

- **Self-efficacy strategy**

According to Bandura (1977), self-efficacy reflects the ability and control that students have to control their own motivation, behavior, and social environment. It refers to the general feelings and capacities to achieve a goal. In another hand, it helps students establish a specific learning strategy in which they note their progress in the task process (Schunk & Pajares, 2002). Additionally, self-efficacy is related to the beliefs that students have to complete specific tasks (Feifei, 2021). Therefore, is important to improve self-efficacy in the students. The teacher can use various

techniques to help students to have high self-efficacy (Kirk, 2022). For instance, the teacher could apply difficult tasks to give the opportunity to the students to show their abilities and capacities to solve the task. Further, the teacher will give specific instructions to avoid losing them during the learning process. Finally, students need to have the opportunity to make their own choices such as options to complete the assignments, how grade the tasks, and determine due dates (Margolis & McCabe, 2006).

- **Outcome expectations**

Outcomes expectancies are the positive or negative consequences of engaging in a behavior (Lippke, 2017). When a person decided to adopt a specific behavior to achieve goals, that person will understand that there are consequences (Bandura, 1986). The outcome expectations are organized into three dimensions: valence, temporal proximity, and are of consequences. First, valence is consequences that the person waits to happen. Eventually, temporal proximity is the consequence in the short or long term, but the short-term outcomes motivate the students because the results are obtained faster. Finally, are of consequences are evaluated in three areas: physical, self-evaluative, and social behavior. Physical area is how the students will perceive the negative or positive consequences. The self-evaluative outcome is how students perceived their feelings and emotional experiences, for example, if the student feels proud or not, meanwhile social behavior outcome is how students behave with their colleagues (Fasbender, 2018).

- **Task value**

Task value is the evaluation of values attributed to complete or make specific tasks, and describes the motivation that a person had at the moment to executed the task (Dietrich et al., 2019). Wigfield and Eccles (1992) defined that task evaluate like an incentive to participate in academic activities making that students have more probabilities to be motivated in classroom. Meanwhile, task value can have extern influence on students' achievement and create positive predictor in deep learning (Azar et al., 2010).The teacher will be enthusiastic in classes to motivate students, so

the teacher can use interesting material and new learning contents at class (Rosas & Esquivel, 2016).

## **Performance phase**

### **Self-control:**

- **Tasks strategies**

Task strategies refers to plans and methods order to perform a particular task and accomplish with the tasks goals. Also, it determines how best the strategies are focused and the available of the resources (Zimmerman & Campillo,2003). The teacher guides the students to know what they going to perform and what activities they will do during the task. In addition, the teacher helps to understand why they are doing the task, what benefits their will received at the end of the class. The students need to take account in how many time and what resources they will use to facilitate the performance of the task (Bandura, 1986).

- **Self-instruction**

Self-instruction allows students to reflect as they carry out any written activity. That is, this helps them to regulate their performance, organize, and structure their writing behavior. On the other hand, this helps students deal with individual difficulties such as impulsivity and with emotional reactions such as frustration and anxiety (Harris, 1994). There are some components that are beneficial to the students: the teacher will use the time efficiently, provides elements of control, and proportionate an adequate amount of time. In addition, there are some types of self-instruction: problem definition (defines the nature and demands of the task), focusing attention (increase the attention to complete the task), and strategy (how to engage a strategy) (Ried, 2022).

- **Imagery**

According to Richardson (1969), imagery is the ability to manage mental images in order to perform a task. Imagery plays a central role in the student's ability

to develop particular language skills, concepts, attitudes, and values (Broudy, 1986). Mental imagery is often used to anticipate the performance of an activity or task and helps to maintain concentration in a difficult task (Singer, 1975). If the teacher wants to explain a complex concept, he/she can explain it through the use of appropriate images. It will help students to analyze and relate images with previous knowledge to the present (Overman & Festle, 2022). For example, if the teacher asks students to imagine writing an e-mail to a friend recommending tourist places in the city, the students can visualize in their mind what the structure e-mail is, and what are the most tourist places in their city.

- **Time management**

Time management is the ability to organize and priorities time in an effective way through a process of how to use a plan of activities (Dos Santos et al., 2020). Therefore, there are many strategies that help students to manage their time. The Pomodoro technique is a system that encourages students to complete their tasks without the use of electronic devices to avoid distractions and work efficiently. Another technique, “eat that frog” is a motivational technique that refers to accomplishing the worst tasks of the day first to develop others in peace. Getting things done (GTD) is a technique in which the students complete the small tasks to continue whit the most complex tasks, it helps students reduce their levels of anxiety and stress (Future learn, 2022).

- **Environmental structuring**

Environmental structuring is how the physical environment may be arranged to avoid distractions in the learning process (Yen et al., 2016). The organization of the study area has a strong influence on the behavior of the learners, in the same way, the elements and factors in the class determine the productivity of the students. For instance, the organization of the desks will be according to the different tasks or activities, in the same way, the activities will carefully plan to avoid problems behavior, or distractions (Guinness et al., 2020).

- **Help-seeking**

Help-seeking is the process in which the students interact between them to obtain solutions to their problems and helps to become more independent to achieve learning outcomes (Rini & Wijanarko, 2020). However, it will be affected for different factors such as gender, age, skills, abilities and emotions. Therefore, there students goals could be classify in two groups: instrumental help-seeking and executive help-seeking. Executive help-seeking has like objective is to complete short tasks in short term, meanwhile the instrumental help-seeking is focuses on the comprehension and understanding of learning (Qayyum, 2018).

- **Interest incentives**

Interest incentives are defined as supplemental reward to motivate and incentive learning in students (Grove & Hadsell, 2012). The purpose is to motivate students to increase their devotion to achieving the task. There are some types of incentives to facilitate learning; school marks, exhibiting good marks, honor roll, and emulation (Mondal, 2021). School marks stimulate students to work to obtain good grades. Exhibiting good grades, the students feel more motivated and work more to receive the reward. The honor roll is implemented with students of secondary school who feels motivated when others recognize their efforts. Emulation is employed to allow students to recognize and select the best work in the class.

### **Self-observation:**

- **Self-monitoring**

Self-monitoring occurs when a student evaluates and records their results (Charlotte, 2016). Also, self-monitoring refers to the individual's capacities for reflecting in their cognitive processes (Spada, 2013). Two forms of written self-monitoring have been investigated: self-monitoring of attention (SMA) and self-monitoring of performance (SMP). The first implies that the students evaluate themselves in some aspect related to the writing tasks. While SMP, students self-assess their performance on a writing assignment (Zimmerman & Schunk, 2011). Self-monitoring helps learners to identify and correct mistakes to avoid them later (Al-



Mawzaiji & Alzubi, 2022). Therefore, students can use a checklist to monitor their errors in different areas of writing such as spelling, capitalization, punctuation, vocabulary, grammar and paragraph and sentences structures.

- **Self- recording**

Self-recording is useful to make a revision and helps to record information. Also, students can use this strategy to process and consolidate their knowledge (Zimmerman & Campillo, 2003). Episodic memory remembers the episode base on experiences, so students can attach information and remember it in specific contexts (Shearer, 2020). Therefore, the students can record their classes or instructions that the teacher gives to achieve different tasks.

### **Self-reflection phase**

#### **Self-judgment:**

- **Self-evaluation**

Self-evaluation is closely related to self-control and allows learners to control their language-learning process (Oxford, 1990). First, the writing behavior is scored over established time intervals and then compared to the external evaluation. That is, the students are reinforced according to the degree of agreement. Second, self-evaluation detects problems and discrepancies in the writing process. Self-evaluation as a resolution process is used in the content review of writing (Kim & Wang, 2015). Self-evaluation allows learners to evaluate their learning through journals, diaries, or checklists. The students can evaluate written organization, accuracy, and power of arguments (Al-Mawzaiji & Alzubi, 2022).

- **Causal attribution**

Casual attributions are the results of behavior based on internal factors (effort and skills) and external factors (luck and difficult task) ( International Encyclopedia of the Social & Behavioral Sciences, 2001). According to Tobin (2012), casual attributions explain why some events and behaviors occur, it is analyzed in two areas:

dispositional attributions occur when a person intervenes in an event, while situational attribution is when something in the environment has an effect on an event. Students can stop before the end of the task and analyze their behavior, perhaps if they feel tired, stressed or happy, take pride in the learning process, and identify what environmental factors were affecting their behavior.

### **Self-reaction**

- **Self-satisfaction**

Self-satisfaction is defined as a positive feeling about all aspects of their lives, this satisfaction can be obtained when a person meets their goals or does meaningful work (Bavani & Mohan, 2015). In addition, people who are more relaxed are able to solve and manage problems, because they have good control over their emotions and feel less stress or anxiety. (Pasupuleti, 2009). In the same way, Donovan (2002) found that people who are satisfied are more willing to be more creative in solving problems in their daily lives.

### **Dependent variable**

#### **English Language**

Nordquist (2020) concluded that English language is one of the most language used for international communication. English par excellence is one of the most widely used languages in the world. This is used in different areas such as education, business and travel. The demand for the use, learning and teaching of this language increases every day and all over the world that is why it is vital to learn it. For example, students use it for academic purposes, or for self-motivation to improve their English skills (Harmer, 2007).

#### **English language skills**

According to Pawlak (2018), language skills are essential to learning or acquiring a new language. Therefore, the capacity of a person to communicate depends

on the proficiency of four language skills, which are divided into two groups: productive skills and responsive skills. On the other hand, for English language acquisition, people generally acquire language skills in a specific order. First, listening, when people are exposed to a language they listen to it in a spoken way. Then, speaking, because after listening to it repeated times they will try to repeat words they have heard. After that, reading, they are able to see texts and understand what is written. Finally, writing, as they know the writing code they learn by reading, they are able to produce it by themselves (Nunan, 2003). The four language skills are important in the learning and acquisition of a language to become a competent communicator.

### **Productive Skills**

Productive skills, also known as active skills, are the ones used to produce language in spoken or written form. These two productive skills are speaking and writing. It is important to mention that productive skills would not exist without receptive skills (reading and listening) (Nayman & Bavli, 2022). Therefore, it is important for learners learn reading and listening, each skill complements language learning, and to have good efficient learning, Also, productive skills are important because those are observable, the proof to know that learning is happening (Burns & Siegel, 2018). Therefore, teacher can evaluate those skills through productive activities like scripts, audios and games.

Sreena and Ilankumaran (2018), speaking is a wide skill that makes one feel confident in the speaker to express ideas and feelings. It is a difficult skill because it involves more than just expressing words or phrases. Speaking is a skill that involves stress, rhythm, patterns, and intonation. All these subskill are fundamental to having a good mastery of speaking. In another hand, writing provides physical evidence of the achievement and improvement of the students (Husain, 2015). In the process of writing, the students make an effort to express ideas in the correct way.

## **Writing skill**

Writing skill is one of the macro skills of language and serves us to communicate in a written way. This is a process that requires conveying thoughts, feelings, and ideas using words, phrases, clauses, sentences, paragraphs, and discourses. Everything must be expressed according to what the writer wants to convey (Spratt et al., 2012). Writing is a complex skill, and it needs different and multiple processes to be performed. First, to write in a correct way, it is essential to understand the basic system of language, grammar, punctuation, and sentence structure but also the vocabulary necessary. According to Harmer (2007), writing consist of many aspects to take into account: genre, audience, and style. Then, coherence and cohesion play an important role too. Coherence is making ideas logical and consistent and it is related to cohesion. Meanwhile, cohesion helps to link ideas in a text, making this flow natural.

## **Writing sub-skills**

Writing skill has value for any ESL learner who wants to improve the English language. Taylor (1986) described the process of writing as an approach that encourages ESL youngsters to communicate their own written messages while simultaneously developing their literacy skills in speaking and reading rather than delaying involvement in the writing process, as advocated in the past until students have perfected their abilities in handwriting, spelling, grammar, and punctuation. In process writing the communication of the message is paramount and therefore the developing, but inaccurate, attempts at handwriting, spelling, and grammar are accepted. Therefore, the most important sub-skills of writing are:

**Accuracy:** It refers to the way learners use the language such as grammar, vocabulary, idioms, how to connect sentences and paragraphs.

**Spelling:** It is how a word is written, that is to say, the correct order of the letters. It plays an important role in writing since it makes a written message clear.

**Register:** It is the level of formality depending on where it is used or to whom it is addressed. Also, the selection of words or expressions makes it appropriate.

**Legibility:** If someone's written message can be read and understood, means that, it is legible. Words must have uniformity of the size of the letters and proper space in both letters and words.

**Punctuating:** It refers to the correct use of punctuation marks such as commas, period, exclamation point, and question mark, which allow the writer can stop, pause or emphasize the writing.

**Coherence:** It refers that reader can understand easily the content, which means that describes the way that the paragraph and sentences hang together to produce meaning making use of linking devices.

**Cohesion:** It refers to the way that the vocabulary and grammar are used to make connections between ideas, sentences, and paragraphs. Also, it provides to the reader to a sequence of the context.

### **The role of self-regulated learning in writing.**

Writing is a complex task and is one of the most challenging skills to learn. Also, it takes a long time to develop proficiency in the writing process and produce standardized written forms. Additionally, writing is a cognitive task that required learners to regulate the external (learning environments), and internal factors (writing factors, and specific skills) (Wijaya, 2021). Therefore, the learners need self-regulated strategies to subject-specific skills to elaborate good pieces of writing. Self-regulated learning perspectives in writing develop help learners monitor, revise and edit their writing products, and become autonomous learners. For instance, the use of discrete self-regulatory processes for writing including goal setting, self-monitoring and self-assessment, instructional self-monitoring, and self-reinforcement, all apply to broader and multiple writing interventions. In another hand, self-regulated learning promotes positive attitudes in the process of writing influenced by self-regulatory behavior. In addition, Glaser and Brunstein (2007) provided that self-regulated learning provides a better understanding in EFL learners and generates high-quality writing products through the use of self-regulated learning strategies. Zimmerman and Risemberg (1997), self-regulated learning in writing is a complex system in which the learners construct self-efficacy. The learners' efficacy is develop through the use of self-

regulated learning strategies that allows students to control and administrated their actions and internal thoughts. Therefore, motivation for writing is develop for the control that the learners have during the writing process.

## **1.2 Objectives**

### **General objective**

- To analyze the influence of self-regulated learning strategies on the development of writing skills.

### **Specific objectives**

- To identify the principals self-regulated learning strategies to improve writing skills.
- To apply self-regulated learning strategies in classes to improve writing skills.
- To determine the effectiveness of self-regulated learning strategies to develop writing.

## **1.1 Fulfillment of objectives**

The main objective of this research was to identify the influence of SRL (Self-regulated learning strategies) in the writing skill and to fulfill that, there were three main specific objective that support it. First, one of the specific objectives was to identify the main SRL strategies to improve writing. Thus, bibliographic research was applied to collect the necessary information to identify what were the most useful strategies for writing. All the information collected was taken from journals, books, and scientific magazines. After that, those strategies were applied in different interventions to teach writing.

Moreover, the second objective was to apply SRL strategies to improve writing, so it was achieve through 12 interventions applied which last 1 hour. Therefore, this objective took some time but there were positive results. In the same way, the lessons planning had CLT approach that allows to students to communicate

with others through writing texts, and TBI method with used to help students work and complete tasks in a sequence order. The CLT approach and TBI method combined with the SRL strategies made that students develop their writing skill.

Finally, the third objective was determined the effectiveness of SRL strategies to develop writing. A pre-test and post-test were applied, which show that students obtained positive results in the different criteria of writing (content, communicative achievement, organization and language).

## **CHAPTER II. METHODOLOGY**

This chapter helps to understand the process or techniques used in data collection. It means what sources were used to carry out the research, in the same way, the instrument, techniques and methods applied. In addition, it is focused on explaining how the information is organized to be evaluated later.

### **2.1 Materials**

The present research considers different types of resources such as human resources, economic resources, and materials. Human resources are the students of the third level at “Universidad Técnica de Ambato”. Additionally, economic resources invested in the research such as copies and impress of worksheets. Finally, material resources were required like books, computers, pens, and cell phones.

### **2.2 Methods**

#### **2.2.1 Research approach**

The methodological approach of this research project was quantitative. The quantitative methodology allows researchers to collect information and facts immediately, which is very beneficial for dissertations (Bryam & Bell, 2007). Also, the quantitative approach was efficient because it tested hypotheses and was focused on clarifying everything the researcher observed through detailed statistical models (Hakim, 2000). The use of this approach allows the verification of the previously stated hypothesis and the collection of statistical data established patterns or behaviors of the participants.

#### **2.2.2 Pre-experimental design**

The research design was pre-experimental. This design allows working with a single experimental group that will receive social service jobs (Thyer, 2012). Also, the pre-experimental research was carried out in a controlled environment which facilitates the verification of how effective the application was. Similarly, this type of



research helped in the development of knowledge, the testing of hypotheses and the creation of theories through the use of tests such as the post-test and pre-test (Campbell & Stanley, 2005). Therefore, the present investigation could be apply in a small group of individuals who will be evaluated through post and pre-tests to check whether the application of self-learning strategies is feasible or not for the development of writing skills within of a controlled environment and time. In addition, it was ideal because it improves the general expectations of the case with other observed events through the use of a pre-test and a pro-test.

### **2.2.3 Research modality**

#### **Field research**

The research was carried out at “Universidad Técnica de Ambato” where the participants in this research project were the teacher in charge and the students from the third semester of the PINE Career of the Universidad Técnica de Ambato, between 20 and 22 years old. Students had to take a pre-test to assess their writing level. After two months the students was evaluated again to see if there was any progress. In this way, after the instruction of the language learning strategies, the changes was more evident.

#### **Bibliographic and documentary**

Likewise, the modality of this research was bibliographic. Bibliographic research is defined as a process in which concepts are collected in order to obtain systematized knowledge. Being its main objective to process the main writings on a particular topic in this case everything related to self-regulated learning strategies. Also, this type of research was of great relevance, since it was used with a quantitative or qualitative approach, bibliographic research must be present (Hernández & Fernández, 2017).

## **2.2.4 Level or type of research**

### **Descriptive research**

The research was descriptive. Descriptive research is to observe and describe particular behaviors of the research subject or subjects (Shuttleworth, 2016). This research project has this uniqueness and the purpose will be to explain how the use of self-regulated learning strategies in the classroom develop writing skills. Also, this will allow identifying the existing relationships between the two established variables. All this is through the collection of data that will be studied and analyzed. Additionally, this study will have a correlational research-level since the researcher will work with two variables whose purpose is to measure the extent of the relationship that exists between the use of self-regulated learning strategies and the development of written skills.

### **Exploratory research**

Exploratory research investigates a problem that is not clearly defined. Therefore, the researcher starts with a general idea to identify the main issue that can be focused on the future research (Singh, 2007). The present research was focused on identifying the main issues and giving possible solutions to the problem through the analysis of data collection. In the same way, it determined the relationship between the two variables and showed if the independent variable (self-regulated learning strategies) has a positive or negative effect on the dependent variable (writing skill).

## **2.2.5 Instruments**

The instruments applied in the research were a pre-test and a post-test in order to evaluate the writing level of the students before and after the application of the treatment (self-regulated learning strategies). The instrument was selected from the standardized test called Cambridge Preliminary English Test (PET). The test was divided into four sections (listening, reading, writing, and speaking). In fact, the writing section chosen was divided into three parts. The first part consisted of writing an email, meanwhile, in the second part the students had to write an article, and the last question asked them to write a story. This part was selected because students could write about familiar topics. The written part was evaluated on four scales: content,

communicative achievement, organization, and language (see annex 3). Content means that students must write a fully informed and relevant text, the communicative achievement was using the conventions of an article, email, and story. For its part, the organization was related to the use of link devices and cohesion devices. Finally, language criteria, students had to do with the use of appropriate vocabulary, spelling, and grammar. In addition, the pre-test and post-test had a total of three questions and a duration of 1 hour and 30 minutes. The qualifications were presented in two ways, the tests were evaluated on 10 points and using a rubric of more than 20 points. The rubric was taken from the PET (Preliminary English Test) that evaluated the four criteria (organization, communicative achievement, language, and organization) on a scale of 0 to 5 for each one.

#### **2.2.6 Data collection**

The collection of information was carried out through the pre-test and post-test. The results of both the post-test and pre-test were organized in descriptive tables made in the Excel program. The information was classified in 3 tables (email, article, and story). Additionally, each table contained the students' grades for each evaluation criterion (content, organization, communicative achievement and language). In the same way, a comparative table was elaborated between the pre-test and post-test 'scores. The results obtained were positive since there was a slight difference of 1.4 points.

After that, the hypothesis was evaluated by using SPSS (Statistical Package for Social Sciences), that is, through the use of this program it was possible to reject or accept the null and alternative hypotheses. Due to the fact that the distribution of the information turned out to be non-parametric, the Wilcoxon test was applied, with which it can be verified that the result obtained accepted the alternative hypothesis and rejected the null hypothesis.

### **2.2.7 Procedure**

The procedure of collecting information was for a long time. It consisted of 14 interventions lasting 60 minutes. Therefore, there were 12 lessons based on the use of self-regulated learning strategies to improve writing skills (see annex 4). Additionally, the lesson plan had a CLT approach because this research seeks to help students develop a productive skill in this case writing skill furthermore CLT focuses on learning the language to communicate meaning to others rather than linguistic proficiency (Richards, 2006). Also, the lesson used a TBI (Task-Based Instruction) method because students needed to work together to complete different tasks in a real context during the learning process. Moreover, the teacher was only a guide in the learning process giving students the opportunity to work on their own. Finally, the lessons were focused on how to write an email, a story, and an article.

First, the pre-test was applied to the students, then the teacher started with a series of interventions focused on how to write an email. The first intervention was focused on the structure of the email. At the beginning of the lesson, the teacher used one of the strategies “goal setting” where the students set the goals they wanted to achieve in the lesson. Then the teacher used other strategic ”planning” here the students paid attention and got ready to compete for the agenda of that day. Then, students developed some tasks to learn by themselves (self-efficacy strategy, self-instruction, and task strategy), and at the end, the teacher gave feedback to reinforce learning and correct mistakes (self-reflection face). The second intervention was about the expression to use in an email, as the last intervention the students started setting goals, then got ready to complete some tasks like finding information on the internet, elaborating charts, and making a presentation. Lastly, the students received feedback from both their classmates and the teacher. The third intervention was focused on linking words and connectors, in the same way, the students looked for information on the internet and made by themselves the different tasks assigned. At the end of the lesson, the teacher gave feedback to reinforce their knowledge. The fourth intervention was focused on the writing of the email, the students had to write an email and present it to the class.

After that, there was more intervention focused on how to write an article. The fifth intervention was focused on the structure of the article where the students had to write their goals for the class and then they completed the agenda for that day. In the sixth intervention, the teacher started the class with an activity known as brainstorming to introduce the topic in this way the students were motivated. Afterwards, the students completed their activities independently and at the end of the class the teacher gave feedback on the topics that the students could not understand. In the seventh intervention, the teacher asked the students to elaborate a glossary with the vocabulary of various topics, the students worked in groups (task strategy) and completed the task by themselves (self-instruction). Lastly, the teacher made some corrections and give extra information. The eighth intervention was focused on the writing of an article, the teacher asked the students to think about a topic. The students wrote the topic on a piece of paper and made little balls, then tossed them into the air. Students had to pick up from the floor any small paper and wrote an article on the topic. It helped to motivate and encouraged students to make their tasks.

Additionally, the last interventions were focused on how to write a story. In the ninth intervention, the students saw some pictures and were asked to guess the topic. After that, they found more information and made the tasks. The tenth intervention was focused on expressions to write a story, students analyzed the agenda and get ready for the different activities. The eleventh intervention was about the past simple, past continuous, and past perfect. The teacher presented two stories where the students had to analyze and recognized the different past tenses. Additionally, they searched for more information and made a comparative chart between them, at the end the teacher gave feedback to clarify information or doubts. In the last intervention, students had to write a story, teacher asked students to think of a topic that started with the first letter of their names. In the beginning, students set their goals for the class, and the students visualized the agenda and started planning what they had to do. Finally, the teacher gave feedback to correct mistakes.

### 2.2.8 Population

The research was carried out at “Universidad Técnica de Ambato”. The participants were 26 students from the third semester of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE). The age of the students was between 19-22 years old. The population was selected randomly from two courses of third semester but only one was selected for the research project.

**Table 1**

*Population*

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Female</b>	17	65,4%
<b>Male</b>	9	34,6%
<b>Total</b>	26	100%

**Note:** Information taken from students of the third semester at Universidad Técnica de Ambato.

### 2.3 Hypothesis

#### **Null hypothesis**

Self-regulated learning strategies do not influence the development of writing skill in students in the third semester of Universidad Técnica de Ambato.

#### **Alternative hypothesis**

Self-regulated learning strategies influence the development of writing skill in students in the third semester of Universidad Técnica de Ambato.

#### **2.3.1 Variable identification**

Self-regulated learning strategies (Independent variable)

Writing skill (Dependent variable)

## CHAPTER III. RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of the results

The current chapter has a detailed analysis and interpretation of the statistical information collected from the pre-test and post-test, which were applied to 26 students at PINE program. The information was presented in charts in a specific order. First, the results of the pre-test were divided into 3 parts (email, article, and story), and each part was evaluated in four criteria (content, communicative achievement, organization, and language) in the same way, as the results of the post-test. Then, the results obtained from the pre-test and post-test were compared to analyze the range of differences between them.

Subsequently, the verification of hypothesis was validated through the use of several statistical tests. The normality test helped to identify the normality or not of the two variables of the research and is used to determine the normal distribution of a set of data (Augusto, 2019). Furthermore, Shapiro –Wilk was useful to determine the distribution of data from a small group of 30 students or less meanwhile the other test is used to analyze big groups. Therefore, the test of normality presented that the distribution had non-parametric data.

Finally, the Wilcoxon test is useful in the verification of the hypothesis with non-parametric data, where if the p-value is less than 0.05 the null hypothesis is rejected and the alternative hypothesis is accepted (Abad, 2016). Thus, the information was evaluated in a static program called SPSS (Statistical Package for the Social Sciences) so the hypothesis was determined for the level of significance of the Wilcoxon test.

### 3.1.1 Pre-test results

**Table 2**

*Descriptive statistic- Part1: Email.*

	Descriptive Statistics					
	N	Mini mum	Maxi mum	Mean	Expecte d Average	Std. Deviat ion
<b>Content</b>	26	0,00	3,00	2,5	5	,85934
<b>Communicative</b>	26	0,00	5,00	2,6	5	,90213
<b>Organization</b>	26	2,00	4,00	2,6	5	,57110
<b>Language</b>	26	2,00	4,00	2,8	5	,49147

**Note:** This shows the maximum and minimum scores that the students obtained in the different evaluation criteria in part 1.

#### **Analysis and Interpretation**

Table 2 shows that in part 1 the students had to write an **email**, so the average of the students in the **content** criteria was 2,5 points, where the minimum was 0,0 and the maximum was 3, which means that some students did not follow the instructions and the content was not relevant, and the majority of students did not answer appropriate to the email and the content was not related to the topic asked.

After that, the average of the **communicative achievement** criteria was 2,6 points, where the minimum was 0,0 points and the maximum was 5 points, some learners did not use the conventions of an email and communicated confused ideas, due to the learners did not know what the conventions of an email are (greeting, opening paragraph, main paragraphs, closing paragraphs, and signature), and they did not use expressions (It is nice to hear you, hi, see you soon, etc.) so the communication was poor.

Additionally, the **organization** criteria obtained 2,6 points, where the minimum was 2,0 points and the maximum was 4 points, the students used few linking words and cohesive devices, therefore the email did not have coherence and cohesion between the ideas or paragraphs.

Finally, regarding the **language** criteria, the learners obtained an average of 2,8 points, where the minimum was 2,0 points and the maximum was 4 which means



that some students used a simple vocabulary, some grammar structures were wrong and there were spelling mistakes that created confusion in the meaning of some words.

**Table 3**

*Descriptive statistic- Part2: Article.*

Descriptive Statistics						
	N	Mini mum	Maxi mum	Mean	Expecte d Average	Std. Deviat ion
<b>Content</b>	26	0,00	4,00	2,8	5	,95111
<b>Communicative</b>	26	0,00	3,00	2,3	5	,96157
<b>Organization</b>	26	0,00	3,00	2,2	5	,81524
<b>Language</b>	26	2,00	3,00	2,8	5	,36795

**Note:** This shows the maximum and minimum scores that the students obtained in the different evaluation criteria in part 2.

### **Analysis and Interpretation**

Table 3 shows that in part 2 the learners had to write an article, the average of the students in the **content** criteria was 2,8 points, where the minimum was 0,0 points and the maximum was 4, which means that students did not write an appropriate article according to the instruction of the question and the content was relatively related to the topic.

The average of the **communicative achievement** criteria was 2,3 points, where the minimum was 0,0 points and the maximum was 3, which means the learners did not use the main conventions of an article and did not communicate straightforward ideas, therefore the learners did not know what the conventions of an article are (title, introduction, main paragraphs, and conclusion), and they did not know about expressions to use in an article (Do you ever...?, To sum up) so the message was not clear.

Additionally, the **organization** criteria graded 2,2 points, where the minimum was 0,0 points and the maximum was 3, which means the students did not use linking words and cohesive devices, therefore the article did not have coherence and cohesion between the ideas or paragraphs.

Finally, the learners obtained an average of 2,8 points in the **language** criteria, where the minimum was 2,0 points and the maximum was 3, which means that the students used a simple vocabulary, some grammar structures were wrong and there was confusion about the meaning of some words.

**Table 4**

*Descriptive statistic- Part 3: Story.*

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Expected Average	Std. Deviation
<b>Content</b>	26	0,00	4,00	2,2	5	,95111
<b>Communicative</b>	26	0,00	4,00	2,8	5	,96157
<b>Organization</b>	26	0,00	4,00	2,8	5	,81524
<b>Language</b>	26	,00	4,00	2,8	5	,36795

**Note:** This shows the maximum and minimum scores that the students obtained in the different evaluation criteria in part 3 of the pre-test which consisted of writing a story.

### **Analysis and Interpretation**

Table 4 shows part 3 where the learners wrote a story, in the **content** criteria students graded 2,2 points, where the minimum was 0,0 points and the maximum was 4, which means that learners did not the instruction and did not accomplish all the points required, also the content was not related to the topic.

The average of the **communicative achievement** criteria was 2,8 points, where the minimum was 0,0 points and the maximum was 4, which means the learners used some of the conventions of an article but did not communicate straightforward ideas, therefore the learners did not know what the conventions of a story are (title, introduction, knot paragraphs, and denouement), and they did not use expressions to write a story (It all began, after, suddenly, etc.) so the message was not clear.

Then the **organization** criteria graded 2,8 points, where the minimum was 0,0 points and the maximum was 4, which means the students did not linking words and cohesive devices, therefore the story did not coherence and cohesion between the ideas or paragraphs.

Finally, the learners obtained an average of 2,8 points in the **language** criteria, where the minimum was 0,0 points and the maximum was 4 which means that the students used a simple vocabulary, some grammar structures were wrong and there was confusion about the meaning of some words.

**Table 5**

*Pre-test results*

<b>Criteria</b>	<b>N</b>	<b>Content</b>	<b>Communica tive achievement</b>	<b>Organization</b>	<b>Langu age</b>	<b>Sco re /20</b>	<b>Scor e /10</b>
<b>Part 1 (email)</b>	26	2,5	2,6	2,6	2,8	10,5	5,6
<b>Part 2 (article)</b>	26	2,8	2,3	2,2	2,8	10,1	5,1
<b>Part 3 (story)</b>	26	2,2	2,8	2,8	2,8	10,6	5,3

Note: This table shows the results obtained from the previous test of parts 1, 2 and 3 and the respective evaluation criteria of each one.

### **Analysis and Interpretation**

Table 5 shows the results obtained from the pre-test that was applied to 26 students. The pre-test was divided into 3 parts and each part was evaluated into 4 criteria with a scale of 5, where 0 is the lowest grade and 5 is the highest grade. The total of each part point out of 10 where 0 is the lowest grade, 5 is average, 7 is good and 10 is the highest. According to table 5 in part 1 the grades of the students were 5,6 points, which means that the level of the students is average and they need to improve their writing skills in some aspects such as the content, and the organization of an email. After that, in part 2 the grade was 5,1 points, the students have an average level because they had difficulties in the organization and communicative achievement of the article. Lastly, in part 3 the students obtained 5,3 points, the students had some problems with the content and language (vocabulary and grammar) to write a story.

The results show that the majority of students had a low level of writing because they did not meet the evaluation criteria. In the first part, the students had a low performance in the content of the email, that is, the main topic had no relationship

with the content of the letter and in the same way the ideas were confusing. In part 2 the students presented some difficulties in the organization of the article because they did not use connectors or union words. Finally, in part 3 the students had problems to develop a good content in the writing of a story mainly because the writing was not related to the main topic.

### 3.1.2 Post-test results

**Table 6**

*Descriptive statistic- Part 1: Email*

	Descriptive Statistics					
	N	Mini mum	Maxi mum	Mean	Expecte d Average	Std. Deviat ion
<b>Content</b>	26	3,00	5,00	3,8	5	,69393
<b>Communicative</b>	26	3,00	5,00	3,5	5	,58177
<b>Organization</b>	26	2,00	4,00	2,9	5	,48358
<b>Language</b>	26	1,00	4,00	3,4	5	,75753

**Note:** This shows the maximum and minimum scores that the students obtained in the different evaluation criteria in part 1.

### Analysis and Interpretation

Table 6 shows that in part 1 the students wrote an email, so the average of the students in the **content** criteria was 3.8 points, where the minimum was 3,0 points and the maximum was 5, which means that students follow the instructions, and the content was relevant because the students answered appropriately to the email and the content is related to the topic.

The average of the **communicative achievement** criteria was 3,5 points, where the minimum was 3,0 points and the maximum was 5, the learners the majority of the conventions of an email and also used some expression to communicate clear ideas.

After that, the **organization** criteria graded 2,9 points, where the minimum was 2,0 points and the maximum was 4, which means the students used linking words and cohesive devices, therefore the email had coherence and cohesion between the ideas or paragraphs.

Finally, regarding the **language** criteria, the learners graded 3,4 points, where the minimum was 1,0 points and the maximum was 4, which means that some students used an appropriate vocabulary, and simple grammar structures and there were few spelling mistakes.

**Table 7**

*Descriptive statistic- Part 2: Article*

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Expected Average	Std. Deviation
<b>Content</b>	26	2,00	4,00	3,4	5	,69725
<b>Communicative</b>	26	2,00	5,00	3,4	5	,64331
<b>Organization</b>	26	3,00	4,00	3,1	5	,32581
<b>Language</b>	26	3,00	4,00	3,5	5	,50839

**Note:** This shows the maximum and minimum scores that the students obtained in the different evaluation criteria in part 2.

### **Analysis and Interpretation**

Table 7 shows that in part 2 the learners had to write an article so the average of the students in the **content** criteria was 3,4 points, where the minimum was 2,0 points and the maximum was 4, which means that students wrote an appropriate article according to the instructions and the content was related to the topic.

The average of the **communicative achievement** criteria was 3,4 points, where the minimum was 2,0 points and the maximum was 5, the majority of the learners used some conventions of an article and communicated clear ideas.

The **organization** criteria graded 3,4 points, where the minimum was 3,0 points and the maximum was 4, which means the students used linking words and cohesive devices, therefore the article has good coherence and cohesion between the ideas or paragraphs.

Finally, the learners graded 3,5 points in the **language** criteria, where the minimum was 3,0 points and the maximum was 4, which means that the students used adequate vocabulary, and grammar structures, and there were a few spelling mistakes.

**Table 8**

*Descriptive statistic- Part 3: Story*

Descriptive Statistics						
	N	Mini mum	Maxi mum	Mean	Expecte d Average	Std. Deviat ion
<b>Content</b>	26	2,00	5,00	3,5	5	,76158
<b>Communicative</b>	26	2,00	4,00	3,2	5	,56704
<b>Organization</b>	26	3,00	4,00	3,3	5	,45234
<b>Language</b>	26	3,00	5,00	3,3	5	,56159

**Note:** This shows the maximum and minimum scores that the students obtained in the different evaluation criteria in part 3.

### **Analysis and Interpretation**

Table 8 shows that in part 3 the learners wrote a story, in the **content** criteria students graded 3,5 points, where the minimum was 2,0 points and the maximum was 5, which means that learners had a high understanding of the instruction and accomplished all the points required, also the content had a good relation to the topic.

The average of the **communicative achievement** criteria was 3,0 points, where the minimum was 2,0 points and the maximum was 4, which means the learners used the conventions of a story and communicated clear ideas, therefore the learners made good use of the expression.

Additionally, the **organization** criteria graded 3,2 points, where the minimum was 3,0 points and the maximum was 4, which means the students use linking words and cohesive devices, therefore the story had coherence and cohesion between the ideas or paragraphs.

Finally, the learners obtained an average of 3,3 points in the **language** criteria, where the minimum was 3,0 points and the maximum was 5, which means that the

students used basic vocabulary, and well-organized grammar structures and there were few grammatical errors.

**Table 9**

*Post-test results*

<b>Criteria</b>	<b>Content</b>	<b>Communicat ive achievement</b>	<b>Organizati on</b>	<b>Langu age</b>	<b>Score /20</b>	<b>Score /10</b>
<b>Part 1 (email)</b>	3,8	3,5	2,9	3,4	13,6	6,8
<b>Part 2 (article)</b>	3,4	3,4	3,4	3,5	13,4	6,7
<b>Part 3 (story)</b>	3,5	3,2	3,2	3,3	13,3	6,7

Note: This table shows the results obtained from the pre-test of parts 1, 2, and 3. Part 1.

### **Analysis and Interpretation**

Table 9 shows the results obtained from the post-test that was applied to 26 students. The pre-test was divided into 3 parts and each part was evaluated into 4 criteria with a scale of 5 where 0 is the lowest grade and 5 was the highest grade. Additionally, the total of each part is graded over 10 where 0 is the lowest grade, 5 is average, 7 is good and 10 is the highest. According to table 9 in part 1 the graded of the students were 6,8 points, which means that the level of the students is above average, therefore, they improve their writing skills in some aspects such as the content, and the organization of an email. After that, in part 2 the grade was 6,7 points, the students have an above-average level because they made good use of the linking devices to create a good organization, also they used the conventions was made students communicate a clear message. Lastly, in part 3 the students obtained 6,7 points, the students made good use of the vocabulary and grammar to write a story.

The results show that the majority of students had a considerable increase in the writing level because they had a better performance in the evaluation criteria. In

the first part, the students had a good performance in the content of the email, that is, the writing and the ideas were related to the main topic. in part 2 the students performed well on the language criterion because there were not many grammatical errors or verb conjugations. finally, in part 3 the students had a better development in the content of the writing of the story mainly and in the same way the use of the language was acceptable because the students made a good use of the grammatical tenses.

### 3.1.3 Pre- test and post-test results

**Table 10**

*Comparative results pre-test and post –test.*

<b>Results</b>	<b>Criterion</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Difference</b>
<b>Part 1</b> <b>Email</b>	Content	2,5	3,8	<b>1,3</b>
	Communicative	2,6	3,5	0,9
	Organization	2,6	2,9	<b>0,3</b>
	Language	2,8	3,4	0,6
<b>Total</b>		<b>5,6</b>	<b>6,8</b>	<b>1,2</b>
<b>Part 2</b> <b>Article</b>	Content	2,8	3,4	<b>1,2</b>
	Communicative	2,3	3,4	1,1
	Organization	2,2	3,1	<b>1,2</b>
	Language	2,8	3,5	<b>0,7</b>
<b>Total</b>		<b>5,1</b>	<b>6,7</b>	<b>1,4</b>
<b>Part 3</b> <b>Story</b>	Content	2,2	3,5	<b>1,3</b>
	Communicative	2,8	3,2	<b>0,4</b>
	Organization	2,8	3,3	0,5
	Language	2,8	3,3	0,5
<b>Total</b>		<b>5,3</b>	<b>6,7</b>	<b>1,4</b>
<b>Average total</b>		5,6	6,8	1,4

Note: This table shows a comparison between the results of the different evaluation criteria of part 1, 2 and 3 of the pre-test and post-test respectively.



## **Analysis and Interpretation**

Table 10 and graphic 1 show a comparison between the pre-test and post-test averages of the part 1, 2, and 3.

### **Part 1-Email**

First, the average of the post-test of part 1 was 5,6 meanwhile in the post-test the result was 6,8 points, which means that there was a difference of 1,2 points. Therefore, there was a good improvement in the students after using the treatment of “Self-regulated learning strategies”. Moreover, the most significant change was in content criteria because there was a difference of 1,3 points, which means that students had better management of the content. However, the lowest change was in the organization because students didn’t use linking words and cohesive devices to create a good organization.

### **Part 2 –Article**

In the same way, in part 2 the difference between the pre-test and post-test was significant, in the pre-test, the average was 5,1 points and the post-test graded 6,7 points so the difference was 1,6 points. Indeed, the best improvements were in organization criteria and content criterion because there was a difference of 1,2 points, which means that students made good use of some linking works or cohesive devices, and wrote good content. Meanwhile, there was not a significant improvement in language criteria, because the difference was a minimum of 0,7 points, which means that students had some grammatical mistakes and spelling errors.

### **Part 3-Story**

Lastly, part 3 had a similar level of difference that in the part 2. The average of the pre-test was 5,3 and the post-test graded 6,7 points thus the difference was 1,4 points. Finally, the total average of the pre-test was 5,2 and the total average of the post-test was 6,7 as a result the difference was 1,4 points. It means that the treatment and the

interventions were useful and helped students to improve their writing. Further, there were good results in the content criteria because the difference was 1,3 points, which means students followed instructions and the content was relevant. However, there was not an improvement in the communicative achievement criteria because there was a difference of 0,4 points, which means that story did not have a good structure.

### 3.2 Verification of hypotheses

#### 3.2.1 Null hypothesis

(HO): Self-regulated learning strategies does not influence the development of writing skill in students in the third semester of Universidad Técnica de Ambato.

#### 3.2.2 Alternative Hypothesis

(H1): Self-regulated learning strategies influences the development of writing skill in students in the third semester of Universidad Técnica de Ambato.

#### 3.2.3 Test of normality

**Table 11**

*Test of normality*

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,131	26	,200*	,903	26	,018
Post-test	,127	26	,200*	,934	26	,096

Note: It shows the result of the test of normality obtained from SPSS Statistical software had a non-parametric distribution.

Table 11 shows the results of the normality test between the pretest and the posttest to find out if the data distribution was parametric or non-parametric. The normality test was divided into two tests: Kolmogorov-Smirnov and Shapiro-Wilk, the latter was considered because it is used with a sample of less than 30 subjects, and the

research sample is 24 subjects ( $24 < 30$ ). Likewise, the Shapiro-Wilk result showed that the p-value was 0.018 ( $p \leq 0.05$ ) in the pretest and 0.096 ( $p > 0.05$ ) in the posttest. It means that it had a non-parametric distribution and it rejects the null hypothesis ( $H_0$ ) because if one of the p-values is less than 0.05 ( $p \leq 0.05$ ) it is necessary to reject the null hypothesis and accept the alternative hypothesis and it has a non-normal distribution. Therefore, the results showed a non-parametric distribution, so a Wilcoxon test was applied.

### 3.2.4 Wilcoxon signed ranks test

**Table 12**

*Related-sample Wilcoxon signed rank*

<b>Ranks</b>				
		N	Mean Rank	Sum of Ranks
Post-test Pre-test	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	26 <sup>b</sup>	13,50	351,00
	Ties	0 <sup>c</sup>		
	Total	26		

**Note:** It shows the negative rank, positive rank, and ties of the Wilcoxon test.

Table 12 indicates the ranks of the pre-test and the post-test. First, the negative ranks were 0, it means that all the students had better grades in the post-test rather than the pre-test so everybody had a positive improvement. Further, the positive ranks were 26, it means that all the students had a significant advance in writing. Finally, there was not ties because all the ranks were positive.

### 3.2.5 Hypothesis test

**Table 13**

*Hypothesis test*

Test Statistics <sup>a</sup>	
	Post-test Pretest
Z	-4,458 <sup>b</sup>
Asymp. Sig. (2-tailed)	<,001

Note: It shows the validity of the hypothesis

Table 13 indicates that the results of the pre-test and post –test helps to identify if the null hypothesis is rejected or accepted. Thus, the significance was 0,001, it means that the null hypothesis is rejected and the alternative hypothesis is accepted because the value of significance was less than 0, 05 ( $0,001 \leq 0,05$ ). In other words, the self-regulated learning strategies influences the development of writing skill in students in the third semester of Universidad Técnica de Ambato.

### 3.3 Discussion

After the analysis and interpretation of the data collected, there were key findings that support the hypothesis theory that self-regulated learning strategies influence the development of writing skill in students in the third semester of Universidad Técnica de Ambato.

Firstly, during this research, it was determined that self-regulated learning strategies were effective in developing students' positive attitudes towards writing. The attitude towards writing, is one of the important factors in achieving writing ability. Among the main positive attitudes that students developed are self-confidence to learn, self-confidence to improve writing, the need to seek help, be careful and organized when writing a paper, receive feedback and correct mistakes through feedback. In other words, during the interventions it was possible to observe that the students gradually developed these positive attitudes due to the use of self-regulated learning strategies. Therefore, the students when developing these attitudes had a positive

change and improved in writing performance. This is supported by Zimmerman (1998) who says that self-regulation strategies develop a high interest and motivation to learn because they believe that they can achieve their own personal development which allows students to have a better performance of writing. In addition, Bai et al. (2021) found that SRL strategies improved the writing skill of the students with the use of motivational variables. Likewise, the students were able to improve because the SRL strategies focus on both the development of attitudes and the improvement of writing. However, there were some limitations like the fact the students were not always motivated and can generate negative attitudes to learn making that SRL strategies will be more difficult to apply. Thus, it is necessary to keep students motivate with activities and give them more opportunities to experiment with new things that contribute to their knowledge.

Second, SRL strategies promote students to become lifelong learners in writing. Self-regulated learning strategies are essential for lifelong learning, and it is a process in which the student controls, monitors and influences his/her own thinking process that requires knowledge and skills (Dabbagh & Kitsantas, 2012). During the application of the self-regulated learning strategies, it was possible to observe how the students, when carrying out work independently, acquired more autonomy and efficiency on how they would complete their work. In the same way, this was projected in the results of the post-test because the students improved in each part and evaluation criterion. In other words, the students could monitor and control their writing because they previously acquired knowledge through autonomous work. Additionally, it is related to the motivational process where students feel more encouraged with learning. Therefore, through self-regulated learning strategies, students can develop critical thinking that allows them to become autonomous and complete any assigned task or work effectively. Despite, students may encounter some problems when work alone and lose interest in learning. Overall, students need to receive guidance in the process of achieving their goals, therefore, the teacher will be a guide and support for their students.

Self-regulated learning strategies make it possible to improve written performance in the different evaluation criteria. During the application of the

treatment, a change was evidenced that the students worked autonomously and improved in some aspects of writing criteria. After that, the students were able to write different types of texts with minimal errors. Eslami and Sahragard (2021), SRL strategies emphasize how students themselves organize, select, and create their learning environment. The students were able to make decisions for themselves and propose some tips to learn better. The strategies are useful for developing autonomous learners in any type of learner because writing is a complex skill and requires student engagement (Taylor, 1986). Therefore, the main strategies applied were goal setting strategy, planning strategy, task strategy, self-efficacy, task strategy, self-instruction strategy, self-monitoring and self-evaluation. The use of these strategies allowed students to have a better performance in their writings, so it can be shown how students improved in various evaluation criteria such as content, communicative achievement, organization and language in different types of writings. For example, the self-assessment strategy allowed students self-assess grammar and vocabulary to spot problems and improve. The planning strategy makes students to fulfill their tasks, and know what the main activities they will carry out are. Although there are some limitations, students required a lot of time to become autonomous learners in writing, and the teacher does not have enough time. Therefore, students need a lot of time to practice and be able to improve on the different evaluation criteria of writing.

## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

The present research was conducted to analyze the influence of the self-regulated learning strategies in writing skill. After an extensive study were obtained some results from where conclude that:

- The main strategies that were identified were goal setting strategy, planning strategy, homework strategy, self-efficacy, homework strategy, self-instruction strategy, self-monitoring and self-assessment. All these strategies allowed students to improve their writing skills on different assessment criteria (content, communicative achievement, organization, and language) of three different types of writing (email, article, and story).
- During the application of the self-regulated learning strategies the students worked by themselves to achieve their goals and at the same time worked with their classmates to share information. Also, the students completed tasks to reinforce their learning and writing skills, and at the end, they received feedback from the teacher. Therefore, self-regulated learning strategies improve writing skills in many aspects they can write competent writing which contains good content, communicative achievement, and organization and make good use of vocabulary and grammar.
- The use of self-regulated learning strategies were effective in the learning and development of writing. The students had an evident improvement in each one of the evaluation criteria during the performance of the writing. Most of the students produced outstanding writings because there was a better organization, a clear communication objective, and content, unlike the performance they developed prior to the application of the treatment.

## 4.2 Recommendations

After the study previously conducted to determine the influence of the Self-regulated learning strategies on the development of writing skill, the following recommendations are made:

- It is important that teachers use different strategies and adapt them according to the students' necessities during their lesson planning. Therefore, the use of SRL strategies are recommended to improve writing skill, because these strategies can be adapted to achieve the student's goals in writing skill, and also become autonomous learners. Thus, teachers should use the most appropriate self-regulated strategies to improve the writing skill of their students.
- Writing is a complex skill to develop in students therefore teachers should apply new and authentic strategies. Therefore, teachers should apply SRL strategies because they are not only focused on developing writing skills but also motivating students to work by themselves. Additionally, teachers can combine these strategies with approaches and methodologies to obtain better performance in writing.
- Writing is composed of aspects or criteria that are necessary to perform good writing and communicate a clear message. Thus, self-regulated learning strategies should be applied to improve different aspects of writing such as writing clear content, having good organization using linking words and cohesive devices, making appropriate use of the language (grammar and vocabulary, and using the conventions of each type of writing to achieve communication.



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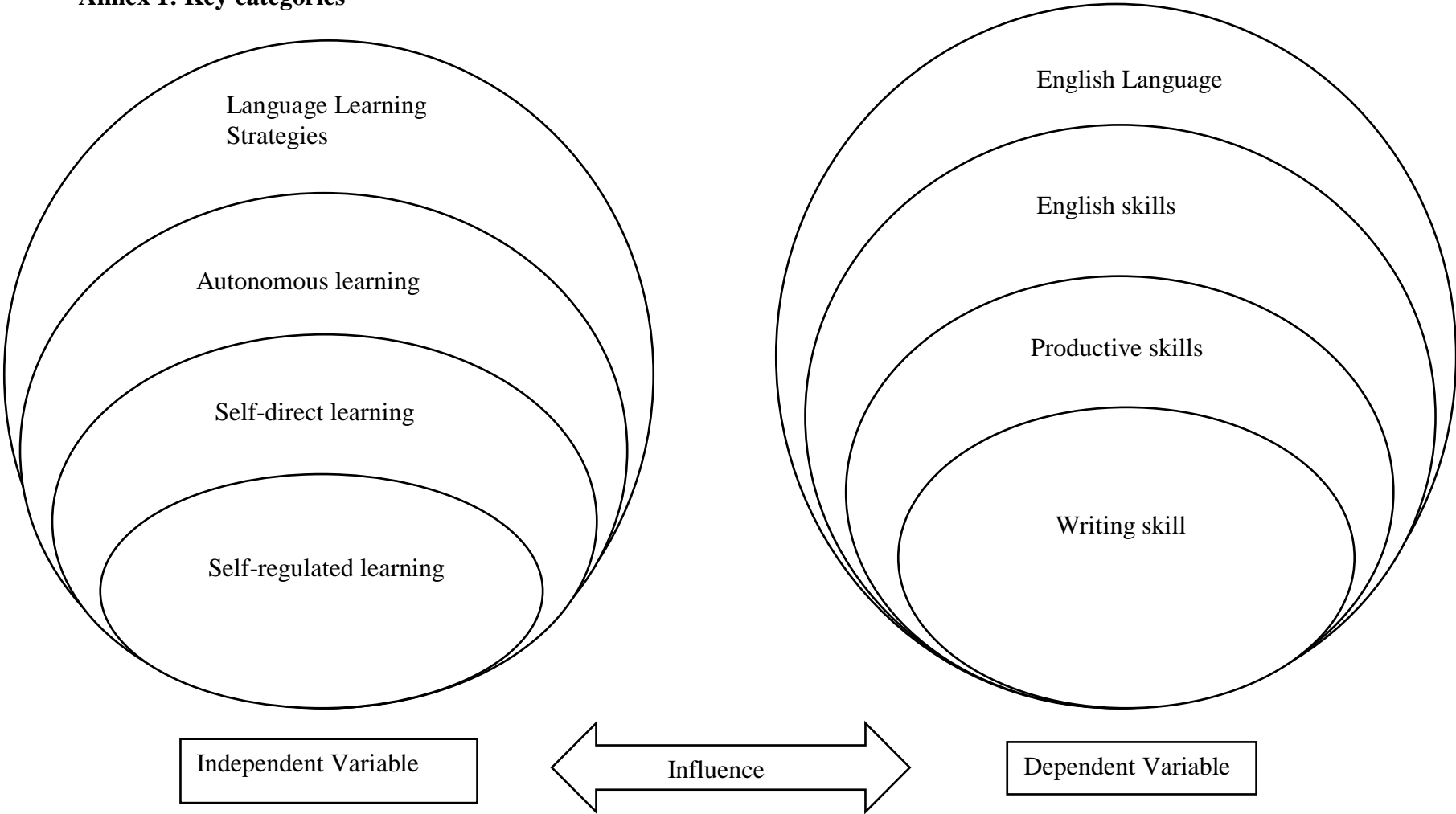
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**ANNEXES**


**Annex 1: Key categories**



## Annex 2: Pre-test and Post-test

Pre-test: <https://forms.gle/Jhm5zJpyyo6FKaes6>

# PRE-TEST OF WRITING

andreatotoy06@gmail.com [Cambiar de cuenta](#) 

\*Obligatorio

Correo \*


Tu dirección de correo electrónico \_\_\_\_\_

**PART 1** \*

You must answer this question.

**Question 1**

- Write your answer in about **100 words**.
- Read this email from your English-speaking friend Katy and the notes you have made.
- Write your **email** to Katy **using all the notes**.

 **EMAIL**

<b>From:</b>	Katy
<b>Subject:</b>	Camping trip

Hi,

I'm so happy that you are coming with my family and me on our camping trip. Are you excited?

We go to this campsite in the mountains every year. It's a lot of fun. There are different types of activities we can do while we're there. Do you like adventure activities like rafting and rock climbing?

In the evenings, my family always prepare a big meal for us to eat together. I hope you like burgers and barbeque!

Do you want to do anything special during the trip?

See you later!

Katy

*Thank Katy*

*No, but...*

*I love it!*

*Suggest ...*

**PART 2**

\*

Choose one of these questions.

**Question 2**

- Write your answer in about **100 words**.
- You see this notice on an English-language website.
- Write your **article**.

**Articles wanted!**

**Famous Fashion**

Are you a fashionable person? Do you follow fashionable celebrities?  
What are the best and worst famous fashion trends at the moment?

The most interesting articles will be published in next month's magazine.

Tu respuesta

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**Question 3**

\*

- Write your answer in about **100 words**.
- Your English teacher has asked you to **write a story**.
- Your story **must begin with this sentence**.
- Write your **story**.

*It was raining when I arrived at the beach to meet my friends.*

Tu respuesta

---

# POST-TEST

Name: ..... Date: .....

## Question 1

- Write your answer in about **100 words**.
- Read this email from your English-speaking friend Paul and the notes you have made.
- Write your **email** to Paul **using all the notes**.

**EMAIL**

**From:** Paul

**Subject:** Sports club

Hi,

It's really exciting that it's going to be summer soon!  
I'm going to join a sports club this summer. Do you want to join with me?

I've found some information about different sports clubs in the area. There are so many good ones! Do you want to do something relaxing like swimming? Or do you prefer team sports like football and volleyball?

We have to think about how long to go, so do you want to do only one week or more?

Let me know if you have any questions!

See you soon!

Paul

*Suggest ...*

*Yes please!*

*Tell Paul*

*Ask ...*

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**POST-TEST**

**Name:** ..... **Date:** .....

**Question 2**

- Write your answer in about **100 words**.
- You see this notice on an English –language website.
- Write your **article**.

<b>Articles wanted!</b>
<p style="text-align: center;"><b>Your school</b></p> <p style="text-align: center;">We want to know about your school! What is/was it like? Do/Did you have a favourite teacher or subject?</p> <p style="text-align: center;">We'll publish the best articles in our magazine.</p>

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**POST-TEST**

Name: .....

Date: .....

Question 3

- Write your answer in about **100 words**.
- Your English teacher has asked you to write a **story**.
- You must **begin with this sentences**.
- Write your **story**.

*All my family were there for the special occasion.*

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### Annex 3: Rubric

#### The assessment scale

B1	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas	Text is generally well-organized and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of Bands 3 and 5			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Performance shares features of Bands 1 and 3.			
1	Relevance and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed			

Note: It was taken from Cambridge PET (Preliminary English Test).



#### Annex 4: Lesson planning

<b>LESSON PLAN 1</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Class:</b> PINE -Third Semester	
<b>Topic:</b> Writing an email	
<b>Approach:</b> Communicative language teaching <b>Methodology:</b> Task-based instruction	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to write an email.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of an email.</li> <li>Students will be able to use different expression to write an email.</li> <li>Students will be able to make use of connectors and appropriate punctuation.</li> </ul>
<b>Materials:</b> Computer, cell phones, Padlet, Google classroom	
<p><b>-Greetings</b>  <b>Pre-task (Introduce topic and task)</b>            Goal settings            -The teacher asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>Do you know what an email is?</li> <li>Who can tell me what is the structure of the email?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.            -The teacher asks students:</p> <ul style="list-style-type: none"> <li>What do you think will we do?</li> <li>Well, students, today we are going to study what is the structure of an email.</li> </ul> <p><a href="https://rb.gy/uuebcc">https://rb.gy/uuebcc</a></p> <p>Strategic planning            - The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have clear what they are going to do.</p> <ul style="list-style-type: none"> <li>Research on the internet the structure of email.</li> <li>Elaborate a graphic organizer with the information found.</li> <li>Complete the worksheet.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.            -Students write their goals on Padlet.  <a href="https://padlet.com/andreatotoy06/ifvi5e5cl32y6zqs">https://padlet.com/andreatotoy06/ifvi5e5cl32y6zqs</a></p> <p>Self-efficacy strategy            - Students can search on the internet and books or ask the teacher to find the required information.            -Students can apply the graphic organizer that they think is best to complete the task.            - Students can create the graphic organizer using the computer or by hand on a piece of paper.</p>	<p><b>TIME:</b></p> <p>15 minutes</p>

<p><b>Task cycle (task, planning, report)</b></p> <p>Task strategy</p> <ul style="list-style-type: none"> <li>- The teacher asks students to research information about the structure of email and elaborate graphic organizer, they will have 15 minutes to do the task. Meanwhile, the worksheet will be completed when they finish the previous task it will take 10 minutes.</li> <li>-The teacher asks students, elaborate graphic organizer, using the computer or by hand on a piece of paper.</li> <li>-The teacher asks students to upload the task on Google classroom (Task 1- E-mail structure).</li> <li>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</li> <li>-The teacher explains that students have to form groups of 3 or 4 students to present one task for group.</li> <li>-The teacher explains that two or three groups will be chosen to present their graphic organizers in front of the class.</li> </ul> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>- Students search on the internet the email structure.</li> <li>-Students elaborate the graphic organizer.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 1- E-mail structure). <a href="https://classroom.google.com/c/NDkxNjExNzgwODgy?cjc=idtk5l">https://classroom.google.com/c/NDkxNjExNzgwODgy?cjc=idtk5l</a></li> <li>-Students form groups of three or four students and chose one organizer graphic to present in front of the class.</li> <li>-Some groups present their graphic organizers and give a small explanation about the email structure. Meanwhile, the rest of students give comments and ask questions.</li> </ul>	<p>30 minutes</p>
<p><b>Language focus (Analysis, practice)</b></p> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>- Students work individually to complete the worksheet on Google classroom (Task 2 – E-mail structure). <a href="https://es.liveworksheets.com/eb3237699xm">https://es.liveworksheets.com/eb3237699xm</a></li> <li>-Students upload their task on Google classroom (Task 2- E-mail structure)</li> <li>-The teacher asks students review the Task 2- Email structure.</li> <li>-The teacher gives a feedback to the students about the structure email. <a href="https://rb.gy/uuebcc">https://rb.gy/uuebcc</a></li> <li>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class.</li> </ul>	<p>15 minutes</p>
<p><b>Total</b></p>	<p>60 minutes</p>

PowerPoint presentation

## WHAT IS AN E-MAIL?



- Email stands for electronic mail.
- It is a communication method.
- The best email communication is the one that is simple and clear.

## E-MAIL STRUCTURE

- **Greetings:** we *greet* the other person (i.e. say «hi» or «hello»).
- **Opening paragraph:** we react to the other person's news and ask them how they are feeling and whatever else you feel is appropriate.
- **Main paragraph 1:** in this paragraph we deal with the first important point.
- **Main paragraph 2:** if there is a different point to deal with, this paragraph will do so.
- **Closing paragraph:** in this paragraph we «start» to say goodbye by wishing the other person well and asking them to reply to your email.
- **Goodbye:** we use a short expression to say goodbye.
- **Signature:** we sign the email with our name.

<b>Greeting</b>	<i>Hi Sandy,</i>
<b>Opening p.</b>	<i>Thanks a lot for writing back. I'm also really excited about visiting you!</i>
<b>Main p. 1</b>	<i>On my first evening, I'd like to relax at home. I will probably be very tired from the trip, so I need to rest and get ready for the other days. Is that okay?</i>
<b>Main p. 2</b>	<i>As for climbing, I'm afraid I can't. I forgot to tell you, but I hurt my knee last week, so I can't do sport now.</i>
<b>Main p. 3</b>	<i>How about visiting some art galleries in your town? If you want, we could go. You know I love art! What do you think?</i>
<b>Closing p.</b>	<i>Well, I have to go now, but please let me know what you think.</i>
<b>Farewell</b>	<i>Take care,</i>
<b>Signature</b>	<i>Luis</i>


## Padlet

Padlet


Andy Totoy • 18h


### Goals of Lesson 1

Write the goals that you want to achieve at the end of the class.



## Google classroom

 Andy Totoy ha publicado una nueva tarea: Task 2 – E-mail structure  
3:27 ⋮

 Andy Totoy ha publicado una nueva tarea: Task 1- E-mail structure  
2:37 ⋮

<b>LESSON PLAN 2</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Class:</b> PINE -Third Semester	
<b>Topic:</b> Writing an email	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to write an e-mail.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of an email.</li> <li>Students will be able to use different expression to write an email.</li> <li>Students will be able to make use of connectors and appropriate punctuation.</li> </ul>
<b>Materials:</b> Computer, cell phones, Padlet, Google classroom	
<p><b>- Greetings</b>  <b>Pre-task (Introduce topic and task)</b>            -Goal settings            -The teacher presents some pictures and asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>Who can tell me what is the structure of the email or elements?</li> <li>Do you know what expressions are used in each part of the email?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.            -The teacher asks students:</p> <ul style="list-style-type: none"> <li>What do you think will we do?</li> <li>Well, students, today we are going to study about the expressions that are useful to write an email <a href="https://rb.gy/uuebcc">https://rb.gy/uuebcc</a></li> </ul> <p>Strategic planning            - The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.  <a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFlXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;d=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFlXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;d=true</a></p> <ul style="list-style-type: none"> <li>Research on the internet the main expressions to use in an email (Greetings, opening paragraph, closing paragraph, and saying goodbye).</li> <li>Elaborate a chart about the main expressions of each part of the e-mail.</li> <li>Complete the worksheet.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.            -Students write their goals on Padlet.  <a href="https://padlet.com/andreatotoy06/2k8qbjg2tj0ay04f">https://padlet.com/andreatotoy06/2k8qbjg2tj0ay04f</a></p> <p>Self-efficacy strategy            - Students can search the internet and books or ask the teacher to find the required information.</p>	<p><b>TIME:</b></p> <p>15 minutes</p>

<ul style="list-style-type: none"> <li>- Students can elaborate the graphic organizer using the computer or by hand on a piece of paper.</li> </ul>	
<p><b>Task cycle (Task, Planning, Report)</b></p> <p>Task strategy</p> <ul style="list-style-type: none"> <li>- The teacher asks students to elaborate a chart about the main expressions of each part of the e-mail (Greetings, opening paragraph, closing paragraph, and saying goodbye), they will have 15 minutes to do the task.</li> <li>- The worksheet will be completed when they finish the previous task it will take 10 minutes.</li> <li>-The teacher asks students, elaborate the chart, using the computer or by hand on a piece of paper.</li> <li>-The teacher asks students to upload the task on Google classroom (Task 3- Expressions to use in your email).</li> <li>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</li> <li>- The teacher explains that students have to form groups of 3 or 4 students to present one task for group.</li> <li>-The teacher explains that two or three groups will be chosen to present their charts in front of the class.</li> </ul> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>- Students search on the internet the main expressions of each part of the e-mail (Greetings, opening paragraph, closing paragraph, and saying goodbye).</li> <li>-Students elaborate a chart with the information found.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 3- Expressions to use in your email).</li> <li>-Students work individually to complete the worksheet.</li> <li>- Students upload the worksheet on Google classroom (Task 4- Expressions to use in your email).</li> <li>-Students form groups of three or four students and chose one chart to present in front of the class.</li> <li>-Some groups present their charts and give a small explanation about the main expressions of each part of the e-mail. Meanwhile, the rest of students give comments and ask questions.</li> </ul>	<p>30 minutes</p>
<p><b>Language focus (Analysis, practice)</b></p> <p><b>Self-reflection phase</b></p> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>- Students work individually to complete the worksheet.</li> <li>- Students upload the worksheet on Google classroom (Task 4- Expressions to use in your email)</li> <li>-Students check the task 4- Expressions to use in your email with the teacher.</li> <li>-The teacher gives a feedback to the students about the main expressions of email.</li> </ul> <p><a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFlXow-uTv/edit?usp=share_link&amp;oid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFlXow-uTv/edit?usp=share_link&amp;oid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></p>	<p>15 minutes</p>

-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class	
<b>Total</b>	60 minutes

## ANNEX

### PowerPoint presentation

Expressions to use in your email.	
Parts of E-mail	Expressions
Greetings	Hi [name], Hello [name], Dear [name]
Opening paragraph	<i>It's nice / great / good to hear from you.</i> <i>It's nice / great / good to read your email.</i> <i>I'm glad to hear your new</i>
Closing paragraph	<i>Well, it's time to say goodbye.</i> <i>Anyway, I have to go now.</i> <i>Well, it's time to go.</i> <i>Anyway, gotta go.</i> <i>I really hope to hear from you soon.</i>
Saying Goodbye	<i>Best wishes,</i> <i>Best,</i> <i>Sincerely,</i> <i>Take care,</i> <i>All my love,</i>

### Padlet

Padlet

Andy Totoy • 18h

## Goals of lesson 2

Write the goals you want to achieve at the end of the class.



## Worksheet



# Task 4

## Expressions to use in your e-mail

Name: .....

Date: .....

.- Classify the expressions on the box into the chart.

See you soon.	Dear	Hi	I'm glad to hear your news.	I'm really sorry to read your news.	Sincerely	How's it going?
All my love.	Well, it's time to go.	Take care	Make sure you write back soon.	Regards	I'm looking forward to hearing from you.	It's nice to hear from you.
Anyway, I have to go now	I'm sorry to hear that...	How are things (going)?	I really hope to hear from you soon.	Hope you are doing well.	Hello	Thanks a lot for writing!

Greetings	Opening paragraph	Closing paragraph	Saying Goodbye
.....	.....	.....	.....
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<b>LESSON PLAN 3</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Class:</b> PINE -Third Semester	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>Topic:</b> Writing an e-mail	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>• Students will be able to write an e-mail.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify the structure of an email.</li> <li>• Students will be able to use different expression to write an email.</li> <li>• Students will be able to make use of connectors and appropriate punctuation.</li> </ul>
<b>Materials:</b> Computer, cell phones, Padlet, Google classroom	
<p><b>Greetings</b>  <b>Pre-task (Introduce topic and task)</b>            Goal settings            -The teacher asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>• Do you know what connectors and linking words are?</li> <li>• Who can tell me what is function of the connectors and linking words?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.            -The teacher asks students:</p> <ul style="list-style-type: none"> <li>• What do you think will we do?</li> <li>• Well, students, today we are going to study about the connectors and linking words. <a href="https://rb.gy/uuebcc">https://rb.gy/uuebcc</a></li> </ul> <p>Strategic planning            - The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.  <a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></p> <ul style="list-style-type: none"> <li>• Research on the internet about connectors (reason, result, contrast, addition) and linking words (reason, result, contrast, time, and addition).</li> <li>• Elaborate a comparative table to compare the connectors and linking words.</li> <li>• Complete the worksheet.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.            -Students write their goals on Padlet.  <a href="https://padlet.com/andreatotoy06/9apmr5jcrk46s6um">https://padlet.com/andreatotoy06/9apmr5jcrk46s6um</a></p> <p>Self-efficacy strategy            - Students can search the internet and books or ask the teacher to find the required information.            - Students can create a comparative table using the computer or by hand on a piece of paper.</p>	<p><b>TIME:</b></p> <p>15 minutes</p>

<p><b>Task cycle (Task, Planning, Report)</b></p> <p>Task strategy</p> <ul style="list-style-type: none"> <li>- The teacher asks students to research information connectors (reason, result, contrast, addition) and linking words (reason, result, contrast, time, and addition).</li> <li>-The teacher asks students, elaborate a comparative tables, using the computer or by hand on a piece of paper.</li> <li>-The teacher asks students to upload the task on Google classroom (Task 5- Connectors and linking words).</li> <li>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</li> <li>- The teacher explains that students have to form groups of 3 or 4 students to present one task for group.</li> <li>-The teacher explains that two or three groups will be chosen to present their charts in front of the class.</li> </ul> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>- Students search on the internet the email structure.</li> <li>-Students elaborate the graphic organizer.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 5- Connectors and linking words).</li> </ul> <p><a href="https://classroom.google.com/c/NDkxNjExNzgwODgy?cjc=idtk51">https://classroom.google.com/c/NDkxNjExNzgwODgy?cjc=idtk51</a></p> <ul style="list-style-type: none"> <li>-Students form groups of three or four students and chose one comparative table to present in front of the class.</li> <li>-Some groups present their charts and give a small explanation about the main expressions of each part of the e-mail. Meanwhile, the rest of students give comments and ask questions.</li> </ul>	<p>30 minutes</p>
<p><b>Language focus (Analysis, practice)</b></p> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>- Students work individually to complete the worksheet on Google classroom (Task 6 – Connectors and linking words).</li> <li>- Students upload their task on Google classroom. (Task 6 – Connectors and linking words).</li> <li>-Students check the Task 6- Connectors and linking words with the teacher.</li> <li>-The teacher gives a feedback to the students about connectors and linking words.</li> </ul> <p><a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFlXow-uTv/edit?usp=share_link&amp;oid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFlXow-uTv/edit?usp=share_link&amp;oid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></p> <ul style="list-style-type: none"> <li>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class.</li> </ul>	<p>15 minutes</p>
<p><b>Total</b></p>	<p>60 minutes</p>

## PowerPoint presentation

Connectors		
Types	Function	Examples
<b>Reason and result</b>	Express reasons and motivates: because, because of, as, since. Express the results of something: so, therefore. Explain the reason of something: to, in order to.	<i>She didn't tell him <b>because/as/since</b> she was afraid to.</i> <i>Jack knew Laura <b>because of</b> his brother.</i> <i>I'm really tired <b>so</b> I won't go out tonight.</i> <i>I have joined an academy <b>to learn</b> English.</i>
<b>Contrast</b>	Connect two contrasting ideas in a sentence: but, although, though, however. Contrast two ideas: in spite of or, despite.	<i>The hotel was excellent, <b>but</b> the food was not good.</i> <i>The hotel was excellent <b>despite</b> the food being bad/the bad food.</i>
<b>Addition</b>	Add more information: also, in addition, moreover, too.	<i>Buying car is a long-term commitment. <b>Also</b>, a car is very expensive to run.</i>

Linking words		
Types	Function	Examples
<b>Reason and result</b>	Express reasons and motivates: because, because of, as, since. Express the results of something: so, therefore. Explain the reason of something: to, in order to.	<b>Because</b> you asked me, I will come. <b>Since</b> you asked me, I will come. <b>As</b> you asked me, I will come. <b>Because of</b> bad weather, the game was delayed.
<b>Contrast</b>	Connect two contrasting ideas in a sentence: but, although, though, however. Contrast two ideas: in spite of or, despite.	<b>Despite the</b> bad weather, I will go out. <b>However</b> , I prefer the other one. <b>Although</b> I am tired, I am going to the gym.
<b>Addition</b>	Add more information: also, in addition, moreover, too.	<b>In addition</b> to the free tour, you will receive a lunch discount. <b>Moreover</b> , my friend will give you a free tour
<b>Time</b>	They are used to indicate the sequence of events: <i>then, after that, yesterday, this morning, last summer.</i>	<b>Last night</b> , I watched a very good action film. <b>Next</b> , I study during all morning

## Padlet

:Padlet

Andy Totoy • 1h

### Goals of lesson 3

Write the goals you want to achieve at the end of the class.

**Worksheet**

## Task 6 – Connectors and linking words

Name: .....

Date: .....

**Write a sentence for each linking words and connector.**

**-Connector**

**Reason and result**

Because: .....

Therefore: .....

In order to: .....

**Contrast**

But: .....

Despite: .....

Although: .....

However: .....

**Addition**

Also: .....

In addition: .....

Moreover: .....

**-Linking words**

**Reason and result**

Because: .....

Therefore: .....

In order to: .....

**Contrast**

Despite: .....

Although: .....

However: .....

**Addition**

Also: .....

In addition: .....

Activar Windows  
Ir a Configuración de PC p

<b>LESSON PLAN 4</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Class:</b> PINE -Third Semester	<b>Date:</b>
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>Topic:</b> Writing an email	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to write an email.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of an email.</li> <li>Students will be able to use different expression to write an email.</li> <li>Students will be able to make use of connectors and appropriate punctuation.</li> </ul>
<b>Materials:</b> Computer, cell phones, Padlet, Google classroom	
<p><b>Greetings</b></p> <p><b>Pre-task (Introduce topic and task)</b></p> <p>Goal settings</p> <p>-The teacher presents some pictures and asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>Do you know how to answer an email?</li> <li>Who can tell me what the elements to write an email are?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.</p> <p>-The teacher asks students:</p> <ul style="list-style-type: none"> <li>What do you think will we do?</li> <li>Well, students, today we are going to study how to write an email.</li> </ul> <p><a href="https://rb.gy/uuebcc">https://rb.gy/uuebcc</a></p> <p>Strategic planning</p> <p>- The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.</p> <p><a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXOW-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXOW-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></p> <ul style="list-style-type: none"> <li>Research on the internet how to write an email at the B1 level or intermediate level.</li> <li>Analyzed an example of an email.</li> <li>Write an email.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.</p> <p>-Students write their goals on Padlet.</p> <p><a href="https://padlet.com/andreatotoy06/lt8sofzhfezptwd0">https://padlet.com/andreatotoy06/lt8sofzhfezptwd0</a></p> <p>Self-efficacy strategy</p> <p>- Students can search the internet and books or ask the teacher to find the required information.</p> <p>- Students can analyzed the email through various examples.</p> <p>-Students can collect information through different techniques.</p>	<p><b>TIME:</b></p> <p>15 minutes</p>

<p><b>Task cycle (Task, Planning, Report)</b></p> <p>Task strategy</p> <ul style="list-style-type: none"> <li>- The teacher asks students to research how to write an email in B1 level or intermediate level, and search some examples, they will have 10 minutes to do the task.</li> <li>-The teacher asks students, research how to write an email in B1 level or intermediate level.</li> <li>-The teacher asks students take notes and collect information using the computer or by hand on a piece of paper (Task 7- Write an email).</li> <li>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</li> <li>-The teacher asks students to write an email. (Task 8 – Write an email).</li> </ul> <p><a href="https://forms.gle/ZgBzYkSAsMA1F13dA">https://forms.gle/ZgBzYkSAsMA1F13dA</a></p> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>- Students research how to write an email in B1 level or intermediate level.</li> <li>-Students take notes collect information using the computer or by hand on a piece of paper.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 7- Write an email).</li> </ul> <p><a href="https://classroom.google.com/c/NDkxNjExNzgwODgy?cjc=idtk5l">https://classroom.google.com/c/NDkxNjExNzgwODgy?cjc=idtk5l</a></p> <ul style="list-style-type: none"> <li>-Students work individually to complete the worksheet on Google classroom (Task 8 – Write an email).</li> </ul> <p><a href="https://forms.gle/ZgBzYkSAsMA1F13dA">https://forms.gle/ZgBzYkSAsMA1F13dA</a></p>	<p>320 minutes</p>
<p><b>Language focus (Analysis, practice)</b></p> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>-Students check the Task 8-Write an email.</li> <li>-The teacher gives a feedback to the students in the writing of an email.</li> </ul> <p><a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></p> <ul style="list-style-type: none"> <li>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class.</li> </ul>	<p>15 minutes</p>
<p><b>Total</b></p>	<p>60 minutes</p>

## PowerPoint presentation

### Email

Read this email from your English-speaking friend Sandy and the notes you have made.

**EMAIL**

From: Sandy  
Subject: Your visit!

Hi,

I'm so excited that you're coming to stay with me for a week!

On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

Also, shall we go climbing in the mountains while you're here?

Let me know if you have any questions.

See you soon

Sandy

**Me too!** → On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

**No, because...** → Let me know if you have any questions.

**Say which I prefer** → On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

**Ask Sandy ...** → Let me know if you have any questions.

**Greeting** → Hi Sandy,

**Opening p.** → Thanks a lot for writing back. I'm also really excited about visiting you!

**Main p. 1** → On my first evening, I'd like to relax at home. I will probably be very tired from the trip, so I need to rest and get ready for the other days. Is that okay?

**Main p. 2** → As for climbing, I'm afraid I can't. I forgot to tell you, but I hurt my knee last week, so I can't do sport now.

**Main p. 3** → How about visiting some art galleries in your town? If you want, we could go. You know I love art. What do you think?

**Closing p.** → Well, I have to go now, but please let me know what you think.

**Farewell** → Take care,

**Signature** → Luis

Write your email to Sandy using all the notes.

Activar Windows  
Ir a Configuración de PC para más información.

## Padlet

:Padlet

Andy Totoy - 1m

### Goals of lesson 4

Write the goals that you want to achieve at the end of the class.

Worksheet: <https://forms.gle/ZgBzYkSAsMA1F13da>

-Write your answer in about **100 words**.  
-Read this email from your English-speaking friend Nina and the notes you have made.  
-Write your **email** to Katy using all the notes.

**From:** Nina  
**Subject:** Olivia's party

Hello Jane,

I'm writing because, as you know, Olivia is leaving our school and moving to Canada. I thought we could organize a surprise party for her. Do you think it's a good idea? **(Great Idea!)**

If so, can you think of a good place to have the party? **(Suggest ...)**

Would it be best to have it on a weekday or at the weekend? **(Answer...Why?)**

Also, I'm thinking of hiring a DJ for the party. Do you know what sort of music Olivia likes best? **(Answer)**

Email me soon!

Nina



<b>LESSON PLAN 5</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>Class:</b> PINE -Third Semester	
<b>Topic:</b> Writing an article	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>• Students will be able to write an article.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify the structure of an article.</li> <li>• Students will be able to use different expression to write an article.</li> <li>• Students will be able to make use of appropriate vocabulary.</li> </ul>
<b>Materials:</b> Computer, cell phones, Padlet, Google classroom	
<p><b>-Greetings</b>  <b>Pre-task (Introduce topic and task)</b>            Goal settings            -The teacher asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>• Do you know what an article is?</li> <li>• Who can tell me what is the structure of the article?</li> </ul> <p>-The teacher asks students to write their answers in a piece of paper.            -The teacher asks students to make a ball of paper and throw it into the air.            -The teacher chose some papers and read the answers.</p> <p>Strategic planning            - The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.  <a href="https://cutt.ly/e1MOPLW">https://cutt.ly/e1MOPLW</a></p> <ul style="list-style-type: none"> <li>• Research on the internet the structure of the article.</li> <li>• Elaborate a graphic organizer with the information found.</li> <li>• Complete the worksheet.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.            -Students write their goals on Padlet.  <a href="https://padlet.com/andreatotoy06/jh5zc9ltnybk8bpc">https://padlet.com/andreatotoy06/jh5zc9ltnybk8bpc</a></p> <p>Self-efficacy strategy            - Students can search the internet and books or ask the teacher to find the required information.            -Students can apply the graphic organizer that they think is best to complete the task.            - Students can create the graphic organizer using the computer or by hand on a piece of paper.</p>	<p><b>TIME:</b></p> <p>15 minutes</p>

<p><b>Task cycle (Task, Planning, Report)</b></p> <p>Task strategy</p> <ul style="list-style-type: none"> <li>- The teacher asks students to research information about the structure of the article and elaborate graphic organizer, they will have 15 minutes to do the task. Meanwhile, the worksheet will be completed when they finish the previous task it will take 10 minutes.</li> <li>-The teacher asks students, elaborate graphic organizer, using the computer or by hand on a piece of paper.</li> <li>-The teacher asks students to upload the task on Google classroom (Task 9- Article structure).</li> <li>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</li> </ul> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>- Students search on the internet the article structure.</li> <li>-Students elaborate the graphic organizer.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 9- Article structure).</li> </ul> <p><a href="https://cutt.ly/e1MOPLW">https://cutt.ly/e1MOPLW</a></p> <ul style="list-style-type: none"> <li>-Students work individually to complete the worksheet on Google classroom (Task 10 – Article structure).</li> </ul> <p><a href="https://es.liveworksheets.com/vx3265383zo">https://es.liveworksheets.com/vx3265383zo</a></p>	<p>30 minutes</p>
<p><b>Language focus (Analysis, practice)</b></p> <p>Self-reflection phase</p> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>-The teacher asks students review the grades of the task 10</li> <li>-The teacher gives a feedback to the students about the structure article.</li> <li>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class.</li> </ul>	<p>15 minutes</p>
<p><b>Total</b></p>	<p>60 minutes</p>

**PowerPoint presentation**



## WHAT IS AN ARTICLE?

- An article is a piece of writing written for a large audience
- It may be the topics of interest of the writer or it may be related to some current issues.
- An article is a piece of writing written for a large audience.

## AGENDA

- Research on the internet the structure of the article.
- Elaborate a graphic organizer with the information found.
- Complete the worksheet.

## ARTICLE STRUCTURE

- Title: provides a succinct description of the content of the article.
- Introduction: is the first section of the paper, and the main function of an introduction is to answer the question 'why?': why was the study performed, and why is it interesting and/or important?
- Body: is where the writer presents the central idea in greater detail. Here the writer develops ideas 1 and 2.
- Conclusion, recommendation or closing: is usually one paragraph that simply and succinctly restates the main ideas and arguments.

# Article

Name:.....

Date:.....

Connect with lines the concepts on the left with the parts of the email on the right.

Parts of the article
Title
Body
Introduction
Conclusion/Recommendation/ Closing.

Concepts
It is the first section of the paper, and the main function of an introduction is to answer the question 'why?': why was the study performed, and why is it interesting and/or important?
It is usually one paragraph that simply and succinctly restates the main ideas and arguments.
Provides a succinct description of the content of the article.
It is where the writer presents the central idea in greater detail. Here the writer develops ideas 1 and 2.

Write the correct parts of the article

Don't you enjoy eating out?



Do you ever get tired of laying the table? Do you enjoy washing the dishes? I really don't. That's why I believe eating out is great.

I know that eating out is expensive, but do it a couple of times a week. Instead of spending money in nightclubs or clothes, I'd rather spend money in a good restaurant, because the food is nice and it's convenient.

My favourite restaurants are usually Italian (I love pasta!), but my favourite restaurant in my city is a Japanese restaurant called «Kirin». They serve the best sushi!

If you're ever in my city, I recommend you go to Kirin or any of the Italian restaurants in the centre. You won't regret it!

<b>LESSON PLAN 6</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>Class:</b> PINE -Third Semester	
<b>Topic:</b> Writing an article	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to write an article.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of an article.</li> <li>Students will be able to use different expression to write an article.</li> <li>Students will be able to make use of appropriate vocabulary.</li> </ul>
<b>Materials:</b> Computer, cell phones, Padlet, Google classroom	
<p><b>- Greetings</b></p> <p><b>Pre-task (Introduce topic and task)</b></p> <p>Goal settings</p> <p>-The teacher asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>Who can tell me what is the structure of the article?</li> <li>Do you know what expressions, and linking words are used in each part of the article?</li> </ul> <p>-The teacher elaborates a chart to write the students' answers on the board.</p> <p>Strategic planning</p> <p>- The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.</p> <p><a href="https://cutt.ly/e1MOPLW">https://cutt.ly/e1MOPLW</a></p> <ul style="list-style-type: none"> <li>Research on the internet the main expressions, and linking words to use in an article (To start an article, to hook the reader, to introduce and separated ideas, and to conclude).</li> <li>Elaborate a chart about the main expressions of each part of the article.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.</p> <p>-Students write their goals on Canva.</p> <p><a href="https://shorturl.at/binWY">shorturl.at/binWY</a></p> <p>Self-efficacy strategy</p> <p>- Students can search on the internet and books or ask the teacher to find the required information.</p> <p>- Students can elaborate the graphic organizer using the computer or by hand on a piece of paper.</p>	<b>TIME:</b>  15 minutes
<p><b>Task cycle (Task, Planning, Report)</b></p> <p>Task strategy</p> <p>- The teacher asks students to elaborate a chart about the main expressions, linking words and connectors to use in an article (To start an article, to hook the reader, to introduce and separated ideas, and to conclude).</p>	30 minutes

<ul style="list-style-type: none"> <li>-The teacher asks students, elaborate the chart, using the computer or by hand on a piece of paper.</li> <li>-The teacher asks students to upload the task on Google classroom (Task11- Expressions to use in your article).</li> <li>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</li> </ul> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>- Students search on the internet the main expressions of each part of the e-mail (Greetings, opening paragraph, closing paragraph, and saying goodbye).</li> <li>-Students elaborate a chart with the information found.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 11- Expressions to use in your article).</li> <li>-Students work individually to complete the worksheet.</li> <li>- Students upload the worksheet on Google classroom (Task 12- Expressions to use in your article).</li> </ul>	
<p><b>Language focus (Analysis, practice)</b></p> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>-Students check the Task 12- Expressions to use in your article with the teacher.</li> <li>-The teacher gives a feedback to the students about the main expressions of email.</li> </ul> <p><a href="https://cutt.ly/e1MOPLW">https://cutt.ly/e1MOPLW</a></p> <ul style="list-style-type: none"> <li>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class.</li> </ul>	<p>10 minutes</p>
<p><b>Total</b></p>	<p>60 minutes</p>

## ANNEX

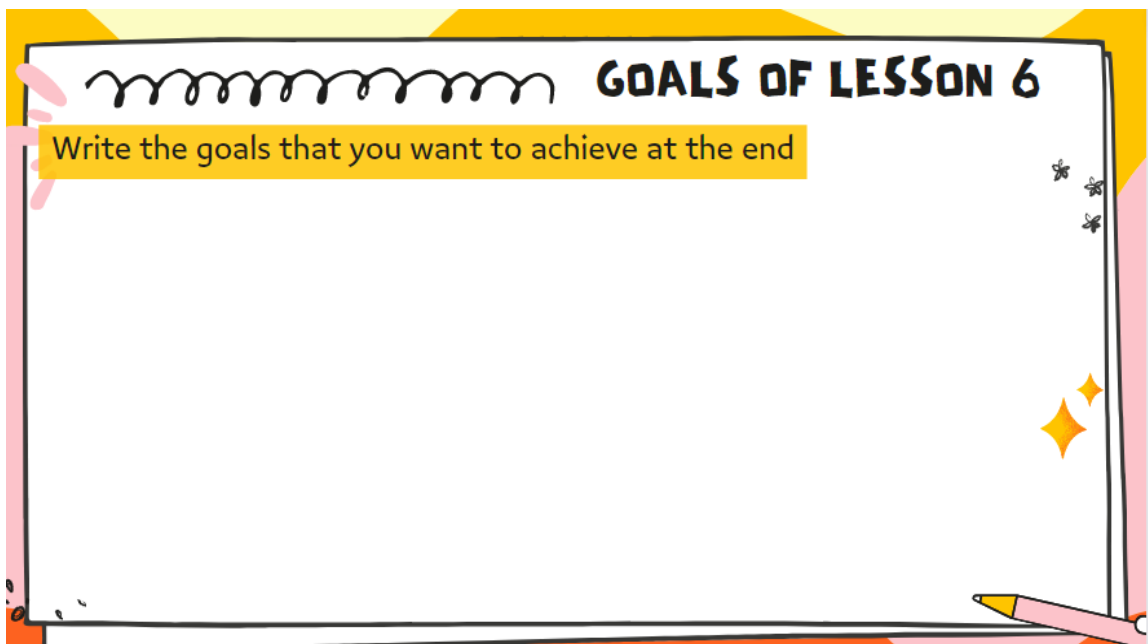
### PowerPoint presentation

Expressions to write an article	
Function	Expressions
<u>To start an article</u>	<i>Have you ever...? Do you ever wonder...? What do you think about...? Are you one of those people who...</i>
<u>To hook the reader</u>	<i><u>Don't worry!</u> / <u>Isn't that great?</u> <u>Keep on reading!</u> / <u>What about you?</u> <u>Imagine that...</u> (imperative)</i>
<u>To conclude</u>	<i>In conclusion, To sum up, On the whole,</i>

Linking words	
Function	Linking words
<u>To introduce and separated ideas</u>	<i>First /In the first place /Second/Finally</i>

### Canva



**Worksheet**

# Task 11

## Expressions to use in your article

Name: .....

Date: .....

**.- Classify the expressions on the box into the chart.**

<i>Have you ever...?</i>	<i>Don't worry!</i>	Do you ever wonder...?	Keep on reading!
What do you think about...?	Imagine that...	Isn't that great?	To sum up
In conclusion	I'm sorry to hear that...	Are you one of those people who...?	On the whole

<u>To start an article</u>	<u>To hook the reader</u>	<u>To conclude</u>
.....	.....	.....
.....	.....	.....
.....	.....	.....
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<b>LESSON PLAN 7</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Class:</b> PINE -Third Semester	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>Topic:</b> Writing an article	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>• Students will be able to write an article.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify the structure of an article.</li> <li>• Students will be able to use different expression to write an article.</li> <li>• Students will be able to make use of appropriate vocabulary.</li> </ul>
<b>Materials:</b> Computer, cell phones, Canva, Google classroom	
<p><b>- Greetings</b>  <b>Pre-task (Introduce topic and task)</b>            Goal settings            -The teacher asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>• Who can tell me what topics are the most common to write an article?</li> <li>• Do you know what vocabulary is the most appropriate to write an article?</li> </ul> <p>-The teacher asks students to write a topic with the first letter of his /her name in a piece of paper.            -Students make paper balls and throw them, the teacher choose one and write down on the board.</p> <p>Strategic planning            - The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.  <a href="https://cutt.ly/e1MOPLW">https://cutt.ly/e1MOPLW</a></p> <ul style="list-style-type: none"> <li>• Elaborate a glossary with the vocabulary of common topics (education, sport, fashion, hobbies, travel, and occupations) to write an article. <a href="https://langeek.co/en/vocab/category/7/b1-level">https://langeek.co/en/vocab/category/7/b1-level</a></li> <li>• Complete the worksheet.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.            -Students write their goals on Canva.  <a href="https://shorturl.at/binWY">shorturl.at/binWY</a></p> <p>Self-efficacy strategy            - Students can search the internet and books or ask the teacher to find the required information.            - Students can elaborate the glossary using the computer or by hand on a piece of paper.</p>	<p><b>TIME:</b></p> <p>15 minutes</p>
<p><b>Task cycle (Task, Planning, Report)</b>            Task strategy            -- The teacher explains that students have to form groups of 3 or 4 students.</p>	<p>30 minutes</p>

<ul style="list-style-type: none"> <li>- The teacher asks students to elaborate a glossary with the vocabulary of common topics (education, sport, fashion, hobbies, travel, and occupations) to write an article. <a href="https://langeek.co/en/vocab/category/7/b1-level">https://langeek.co/en/vocab/category/7/b1-level</a></li> <li>- The worksheet will be completed when they finish the previous task it will take 10 minutes.</li> <li>-The teacher asks students, elaborate the chart, using the computer or by hand on a piece of paper.</li> <li>-The teacher asks students to upload the task on Google classroom (Task 13-Vocabulary).</li> <li>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</li> </ul> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>-Students forms the groups and search information.</li> <li>- Students elaborate a glossary with the vocabulary of common topics (education, sport, fashion, hobbies, travel, and occupations) to write an article.</li> <li>-Students elaborate a glossary with the information found.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 13-Vocabulary). <a href="https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMjQ5Nzc2Njcy/details">https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMjQ5Nzc2Njcy/details</a></li> </ul>	
<p><b>Language focus (Analysis, practice)</b></p> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>-Teacher asks students to compare their glossaries with others groups and add new words if they don't have.</li> <li>-The teacher gives a feedback to the students about vocabulary of common topics (education, sport, fashion, hobbies, travel, and occupations) to write an article. <a href="https://cutt.ly/e1MOPLW">https://cutt.ly/e1MOPLW</a></li> <li>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class <a href="https://www.examenglish.com/vocabulary/appliances.htm">https://www.examenglish.com/vocabulary/appliances.htm</a></li> </ul>	<p>15 minutes</p>
<p><b>Total</b></p>	<p>60 minutes</p>

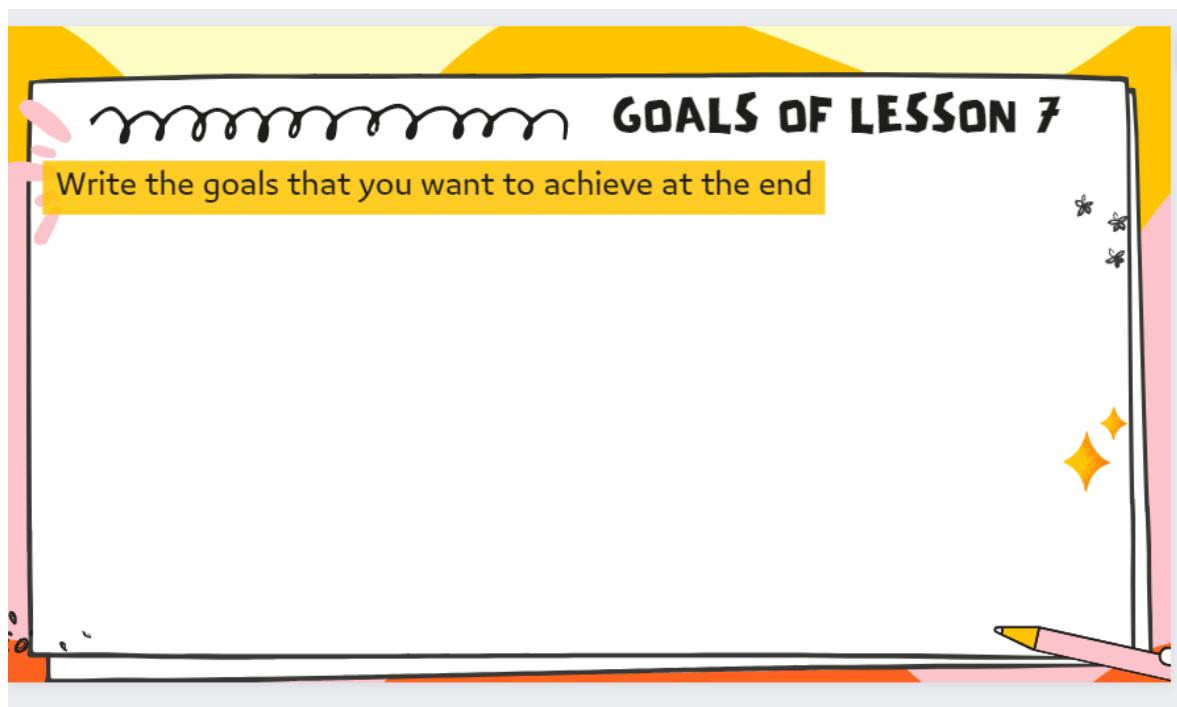
PowerPoint Presentation

# AGENDA

- Elaborate a glossary with the vocabulary of common topics (education, sport, fashion, hobbies, travel, and occupations) to write an article.

<https://langeek.co/en/vocab/category/7/b1-level>

Canva



<b>LESSON PLAN 8</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Class:</b> PINE -Third Semester	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>Topic:</b> Writing an article	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>• Students will be able to write an article.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify the structure of an article.</li> <li>• Students will be able to use different expression to write an article.</li> <li>• Students will be able to make use of appropriate vocabulary.</li> </ul>
<b>Materials:</b> Computer, cell phones, Canva, Google classroom	
<p><b>Greetings</b></p> <p><b>Pre-task (Introduce topic and task)</b></p> <p>Goal settings</p> <p>-The teacher asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>• Do you know how to write a story?</li> <li>• Who can tell me what the story structure is?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.</p> <p>Strategic planning</p> <p>- The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.</p> <p><a href="https://cutt.ly/e1MOPLW">https://cutt.ly/e1MOPLW</a></p> <ul style="list-style-type: none"> <li>• Research on the internet the structure of the story.</li> <li>• Elaborate a graphic organizer with the information found.</li> <li>• Complete the worksheet</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.</p> <p>-Students write their goals on Canva.</p> <p><a href="http://shorturl.at/binWY">shorturl.at/binWY</a></p> <p>Self-efficacy strategy</p> <p>- Students can search the internet and books or ask the teacher to find the required information.</p> <p>-Students can apply the graphic organizer that they think is best to complete the task.</p> <p>- Students can create the graphic organizer using the computer or by hand on a piece of paper.</p>	<p><b>TIME:</b></p> <p>10 minutes</p>

<p><b>Task cycle (Task, Planning, Report)</b></p> <p>Task strategy</p> <ul style="list-style-type: none"> <li>- The teacher asks students to research how to write an email in B1 level or intermediate level, and search some examples, they will have 10 minutes to do the task.</li> <li>-The teacher asks students, research how to write an email in B1 level or intermediate level.</li> <li>-The teacher asks students take notes and collect information using the computer or by hand on a piece of paper (Task 14- Write an article).</li> <li>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</li> <li>-The teacher asks students to write an article (Task 15-Write an article)  <a href="https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzgxNjYwODIy/details">https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzgxNjYwODIy/details</a></li> </ul> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>- Students research how to write an email in B1 level or intermediate level.</li> <li>-Students take notes collect information using the computer or by hand on a piece of paper.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 14- Write an article).  <a href="https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg0MTEzNzEz/details">https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg0MTEzNzEz/details</a></li> <li>-Students write an article checking their previous information.</li> </ul>	<p>30 minutes</p>
<p><b>Language focus (Analysis, practice)</b></p> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>-Students check the Task 14-Write an article.</li> <li>-The teacher gives a feedback to the students in the writing of an article.  <a href="https://cutt.ly/e1MOPLW">https://cutt.ly/e1MOPLW</a></li> <li>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class.</li> </ul>	<p>15 minutes</p>
<p><b>Total</b></p>	<p>60 minutes</p>

PowerPoint Presentation

# AGENDA

- Research on the internet how to write an article at the B1 level or intermediate level.
- Analyzed an example of an article.
- Write an article.

You see this notice on an English-language magazine.

**ARTICLES WANTED**

**EATING OUT** → Title

→ Main idea 1: **Do you eat out often? Why do you like it?**

→ Main idea 2: **What kind of restaurant do you enjoy?**

Conclusion: **Is there one you would recommend in your town?**

Write your article.

**Don't you enjoy eating out?** → Title

Introduction: *Do you ever get tired of laying the table? Do you enjoy washing the dishes? I really don't. That's why I believe eating out is great.*

Main idea 1: *I know that eating out is expensive, but do it a couple of times a week. Instead of spending money in nightclubs or clothes, I'd rather spend money in a good restaurant, because the food is nice and it's convenient.*

Main idea 2: *My favourite restaurants are usually Italian (I love pasta!), but my favourite restaurant in my city is a Japanese restaurant called «Kirin». They serve the best sushi!*

Recommendation: *If you're ever in my city, I recommend you go to Kirin or any of the Italian restaurants in the centre. You won't regret it!*

## Worksheet

# Article

Descripción del formulario

Correo \*

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

Write your answer in about **100 words**.  
-You see this notice on an English-language website.  
-Write your **article**.



☰ Párrafo ▼

⋮ see this post on an English language website

*What types of books do you most enjoy?*

Do you prefer reading or watching TV and what is the best way to take advantage of your free time?

Texto de respuesta larga



Obligatorio



<b>LESSON PLAN 9</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Class:</b> PINE -Third Semester	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>Topic:</b> Writing a story	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to write a story.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of a story.</li> <li>Students will be able to use different expression to write a story.</li> </ul> <p>Students will be able to make use appropriate verb tenses</p>
<b>Materials:</b> Computer, cell phones, Canva, Google classroom	
<p><b>- Greetings</b></p> <p><b>Pre-task (Introduce topic and task)</b></p> <p>Goal settings</p> <p>--The teacher asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>Do you know what an story is?</li> </ul> <p>-The teacher asks students to write their answers in a piece of paper.</p> <p>-The teacher asks students to make a ball of paper and throw it into the air.</p> <p>-The teacher chose some papers and read the answers.</p> <ul style="list-style-type: none"> <li>Who can tell me what is the structure of the article?</li> </ul> <p>- The teacher elaborates a brainstorming to write the students' answers on the board.</p> <p>Strategic planning</p> <p>- The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.</p> <p><a href="https://cutt.ly/e1MOPLW">https://cutt.ly/e1MOPLW</a></p> <p>The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have clear what they are going to do.</p> <ul style="list-style-type: none"> <li>Research on the internet the structure of story.</li> <li>Elaborate a graphic organizer with the information found.</li> <li>Complete the worksheet.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.</p> <p>-Students write their goals on Canva.</p> <p><a href="https://shorturl.at/binWY">shorturl.at/binWY</a></p> <p>Self-efficacy strategy</p> <p>- Students can search the internet and books or ask the teacher to find the required information.</p> <p>- Students can elaborate the glossary using the computer or by hand on a piece of paper.</p>	<p><b>TIME:</b></p> <p>15 minutes</p>
<p><b>Task cycle (Task, Planning, Report)</b></p> <p>Task strategy</p> <p>- The teacher asks students to research information about the structure of the story and elaborate graphic organizer, they will have 15 minutes to do the task.</p> <p>-The teacher asks students, elaborate graphic organizer, using the computer or by hand on a piece of paper.</p> <p>-The teacher asks students to upload the task on Google classroom (Task 16- Story structure).</p> <p><a href="https://classroom.google.com/c/NDkxNjExNzgWODgy/a/NTQwMzg0MjEyMjA4/details">https://classroom.google.com/c/NDkxNjExNzgWODgy/a/NTQwMzg0MjEyMjA4/details</a></p> <p>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</p>	<p>30 minutes</p>



<p>The teacher explains that students have to form groups of 3 or 4 students to present one task for group.</p> <p>-The teacher explains that two or three groups will be chosen to present their graphic organizers in front of the class.</p> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>- Students search on the internet the article structure.</li> <li>-Students elaborate the graphic organizer.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 16- Story structure).</li> </ul> <p><a href="https://cutt.ly/e1MOPLW">https://cutt.ly/e1MOPLW</a></p> <p>Students form groups of three or four students and chose one organizer graphic to present in front of the class.</p> <p>-Some groups present their graphic organizers and give a small explanation about the email structure. Meanwhile, the rest of students give comments and ask questions.</p>	
<p><b>Language focus (Analysis, practice)</b></p> <p>Self-assessment</p> <p>Students work individually to complete the worksheet on Google classroom (Task 17 – Story structure).</p> <p><a href="https://es.liveworksheets.com/eb3237699xm">https://es.liveworksheets.com/eb3237699xm</a></p> <ul style="list-style-type: none"> <li>-Students upload their task on Google classroom (Task 17 – Story structure)</li> <li>-The teacher asks students review the task.</li> <li>-The teacher gives a feedback to the students about the structure email.</li> </ul> <p><a href="https://rb.gy/uuebcc">https://rb.gy/uuebcc</a></p> <p>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class.</p>	15 minutes
<p><b>Total</b></p>	60 minutes

## ANNEX

PowerPoint Presentation

### WHAT IS A STORY?



- A story is an account of events by real or imaginary people that is told to entertain.
- A story must follow a structure that makes sense to the reader.

### ARTICLE STRUCTURE

- **Title:** The title should summarize the whole story (no spoilers!) or, at least, be related to the main theme.
- **Presentation:** This is the beginning of the story, where the characters and the place of action are introduced. It is basically the introduction to the next part, the knot, and the plot of the story.
- **Knot:** In this part the characters deal with the main action and look for ways to resolve the plot.
- **Denouement:** This is where the action is resolved and the story concludes with an ending, usually with no loose ends. A story is an account of events by real or imaginary people that is told to entertain.

# AGENDA

- Research on the internet the structure of story.
- Elaborate a graphic organizer with the information found.
- Complete the worksheet.

## Story

Name:.....

Date:.....

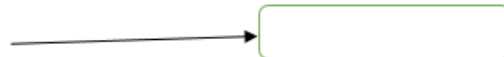
Connect with lines the concepts on the left with the parts of the story on the right.

<u>Parts of the story</u>
<u>Title</u>
<u>Presentation</u>
<u>Knot</u>
<u>Denouement</u>

<u>Concepts</u>
In this part the characters deal with the main action and look for ways to resolve the plot.
The title should summarize the whole story (no spoilers!) or, at least, be related to the main theme.
This is where the action is resolved and the story concludes with an ending, usually with no loose ends.
This is the beginning of the story, where the characters and the place of action are introduced.

Write the correct parts of the story

The broken train



Tim felt angry as he got off the train. The train had broken down and they had stopped in the middle of the country.



Everyone was getting off the train, speaking to each other. But Tim was tired and he did not want to talk much. So he sat under a tree and decided to take a nap. Tim was sleeping when, without a warning, he heard the sound of a train moving away. He shouted, "Stop the train please", but nobody heard him. Although he ran and ran, Tim could not reach the train.



In the end, he gave up running and called his parents, who picked the train.



<b>LESSON PLAN 10</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Class:</b> PINE -Third Semester	
<b>Topic:</b> Writing a story	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to write a story.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of a story.</li> <li>Students will be able to use different expression to write a story.</li> <li>Students will be able to make use appropriate verb tenses.</li> </ul>
<b>Materials:</b> Computer, cell phones, Canva, Google classroom	
<p><b>- Greetings</b>  <b>Pre-task (Introduce topic and task)</b>  <b>-Goal settings</b>            -The teacher presents some pictures and asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>Who can tell me what is the structure of the story?</li> <li>Do you know what expressions are useful to write a story?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.            -The teacher asks students:</p> <ul style="list-style-type: none"> <li>What do you think will we do?</li> </ul> <p>Strategic planning            - The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.  <a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;oid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;oid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></p> <ul style="list-style-type: none"> <li>Research on the internet the main expressions to use in a story (To start a story, time expressions, to create suspense, and ending story).</li> <li>Elaborate a chart about the main expressions to use in a story (To start a story, time expressions, to create suspense, and ending story).</li> <li>Complete the worksheet.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.            -Students write their goals on canva.  <a href="https://shorturl.at/binWY">shorturl.at/binWY</a></p> <p>Self-efficacy strategy            - Students can search the internet and books or ask the teacher to find the required information.            - Students can elaborate the graphic organizer using the computer or by hand on a piece of paper.</p>	<b>TIME:</b>  15 minutes
<p><b>Task cycle (Task, Planning, Report)</b>  <b>Task strategy</b>            - The teacher asks students to elaborate a chart about the main expressions to use in a story (To start a story, time expressions, to create suspense, and ending story), they will have 15 minutes to do the task.</p>	30 minutes

<ul style="list-style-type: none"> <li>- The worksheet will be completed when they finish the previous task it will take 10 minutes.</li> <li>-The teacher asks students, elaborate the chart, using the computer or by hand on a piece of paper.</li> <li>-The teacher asks students to upload the task on Google classroom (Task 17- Expressions to use in your story). <a href="https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1NDg0NDkz/details">https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1NDg0NDkz/details</a></li> <li>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</li> <li>- The teacher explains that students have to form groups of 3 or 4 students to present one task for group.</li> <li>-The teacher explains that two or three groups will be chosen to present their charts in front of the class.</li> </ul> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>- Students search on the internet the main expressions to use in a story (To start a story, time expressions, to create suspense, and ending story). <a href="https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1NDg0NDkz/details">https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1NDg0NDkz/details</a></li> <li>-Students elaborate a chart with the information found.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 17- Expressions to use in your story).</li> <li>-Students work individually to complete the worksheet.</li> <li>- Students upload the worksheet on Google classroom.</li> <li>-Students form groups of three or four students and chose one chart to present in front of the class.</li> <li>-Some groups present their charts and give a small explanation about the main expressions of each part of the e-mail. Meanwhile, the rest of students give comments and ask questions.</li> </ul>	
<p><b>Language focus (Analysis, practice)</b></p> <p><b>Self-reflection phase</b></p> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>- Students work individually to complete the worksheet.</li> <li>- Students upload the worksheet on Google classroom (Task 18- Expressions to use in your story) <a href="https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1OTIwNDE5/details">https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1OTIwNDE5/details</a></li> <li>-Students check the task 18- Expressions to use in your story.</li> <li>-The teacher gives a feedback to the students about the main expressions of story <a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></li> <li>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class</li> </ul>	<p>15 minutes</p>
<p><b>Total</b></p>	<p>60 minutes</p>

## ANNEX

PowerPoint presentation

### AGENDA

- Research on the internet the main expressions to use in a story (To start a story, time expressions, to create suspense, and ending story).
- Elaborate a chart about the main expressions to use in a story (To start a story, time expressions, to create suspense, and ending story).
- Complete the worksheet.

### EXPRESSIONS TO WRITE A STORY

Function	Expressions
To start an story	<i>It all began...</i> <i>When I first...</i> <i>At the beginning...</i> <i>It was a hot summer</i>
Time expressions	<i>Then /After that</i> <i>Not long afterwards / As soon as</i> <i>While /Meanwhile</i>
To create suspense	<i>Suddenly</i> <i>All of a sudden</i> <i>Without warning</i> <i>Just at that moment</i> <i>Unexpectedly</i>
Ending story	<i>In the end / Finally</i> <i>After everything that happened</i>

# Task 17

## Expressions to use in your story

Name: .....

Date: .....

**1.- Classify the expressions on the box into the chart.**

<i>In the end...</i>	<i>After that</i>	Out of nowhere	<i>When I first...</i>
Unexpectedly.....	<i>After everything that happened</i>	Isn't that great?	At the beginning...
Just at that moment	<i>Suddenly ...</i>	<u>Some time later</u>	<i>Without warning ...</i>

<b>To start a story</b>	<b>Time expression</b>	<b>To create suspense</b>	<b>To conclude</b>
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
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.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

<b>LESSON PLAN 11</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Class:</b> PINE -Third Semester	
<b>Topic:</b> Writing a story	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to write a story.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of a story.</li> <li>Students will be able to use different expression to write a story. Students will be able to make use appropriate verb tenses.</li> </ul>
<b>Materials:</b> Computer, cell phones, Canva, Google classroom	
<p><b>- Greetings</b>  <b>Pre-task (Introduce topic and task)</b>            -Goal settings            -The teacher presents some pictures and asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>Who can tell me what is seen in these images?</li> <li>Do you know what tenses are used in the stories?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.            -The teacher asks students:</p> <ul style="list-style-type: none"> <li>What do you think will we do?</li> </ul> <p>Strategic planning            - The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.  <a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></p> <ul style="list-style-type: none"> <li>Research on the internet the function and examples of tenses (simple past, continuous past, and past perfect)</li> <li>Elaborate a chart about the function and examples of tenses (simple past, continuous past, and past perfect)</li> <li>Presentations of the tenses.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.            -Students write their goals on Canva.  <a href="http://shorturl.at/binWY">shorturl.at/binWY</a></p> <p>Self-efficacy strategy            - Students can search the internet and books or ask the teacher to find the required information.            - Students can elaborate the graphic organizer using the computer or by hand on a piece of paper.</p>	<p><b>TIME:</b></p> <p>15 minutes</p>
<p><b>Task cycle (Task, Planning, Report)</b>            Task strategy            - The teacher asks students to elaborate a chart about the main expressions to use in a story (To start a story, time expressions, to create suspense, and ending story), they will have 15 minutes to do the task.            - The worksheet will be completed when they finish the previous task it will take 10 minutes.</p>	<p>30 minutes</p>



<p>-The teacher asks students, elaborate the chart, using the computer or by hand on a piece of paper.</p> <p>-The teacher asks students to upload the task on Google classroom (Task 19- Verb tenses).  <a href="https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1NDg0NDkz/details">https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1NDg0NDkz/details</a></p> <p>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</p> <p>- The teacher explains that students have to form groups of 3 or 4 students to present one task for group.</p> <p>-The teacher explains that two or three groups will be chosen to present their charts in front of the class.</p> <p>Self-instruction</p> <p>- Students search on the internet the main expressions to use in a story (To start a story, time expressions, to create suspense, and ending story).  <a href="https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1NDg0NDkz/details">https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1NDg0NDkz/details</a></p> <p>-Students elaborate a chart with the information found.</p> <p>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</p> <p>-Students upload their task on Google classroom (Task 19- Expressions to use in your story).</p> <p>-Students work individually to complete the worksheet.</p> <p>- Students upload the worksheet on Google classroom.</p> <p>-Students form groups of three or four students and chose one chart to present in front of the class.</p> <p>-Some groups present their charts and give a small explanation about the main expressions of each part of the e-mail. Meanwhile, the rest of students give comments and ask questions.</p>	
<p><b>Language focus (Analysis, practice)</b></p> <p><b>Self-reflection phase</b></p> <p>Self-assessment</p> <p>- Students work individually to complete the worksheet.</p> <p>- Students upload the worksheet on Google classroom (Task 20- Verb tenses)  <a href="https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1OTIwNDE5/details">https://classroom.google.com/c/NDkxNjExNzgwODgy/a/NTQwMzg1OTIwNDE5/details</a></p> <p>-Students check the task 20- Verb tenses.</p> <p>-The teacher gives a feedback to the students about the main expressions of story  <a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFlXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFlXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></p> <p>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class</p>	<p>15 minutes</p>
<p><b>Total</b></p>	<p>60 minutes</p>

## AGENDA

- Research on the internet the function and examples of tenses (simple past, continuous past, and past perfect)
- Elaborate a chart about the function and examples of tenses (simple past, continuous past, and past perfect)
- Presentations of the tenses.

### THE BROKEN TRAIN

Tim felt angry as he got off the train. The train had broken down and they had stopped in the middle of the countryside.

Everyone was getting off the train, speaking to each other. But Tim was tired and he didn't want to talk much. So he sat under a tree and decided to take a nap. Tim was sleeping when, without a warning, he heard the sound of a train moving. All of a sudden, Tim woke up and saw the train moving away. He shouted, "Stop the train, please!", but nobody heard him. Although he ran and ran, Tim couldn't reach the train.

In the end, he gave up running and called his parents, who picked him up a few hours later.

### THE CALL

I felt nervous when the phone rang. It was midnight and I was trying to sleep. Who could it be?

I got up and ran to the phone. However, as I was running, the phone stopped ringing. I was angry, but I decided to go to bed again. But when I was falling asleep, the phone started ringing again. "Oh, my God! This is so annoying!" I thought. This time I picked up the phone quickly and shouted, "Hello?!". Nobody said anything at first, but all of a sudden I heard, "Happy birthday, brother!".

I had completely forgotten that it was my birthday. My sister was always the first person to congratulate me.

<b>LESSON PLAN 12</b>	
<b>Teacher:</b> Andrea Totoy	
<b>Class:</b> PINE -Third Semester	
<b>Approach:</b> Communicative language teaching	<b>Methodology:</b> Task-based instruction
<b>Topic:</b> Writing a story	
<b>General objective:</b>	<b>Specific objectives:</b>
<ul style="list-style-type: none"> <li>Students will be able to write a story.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the structure of a story.</li> <li>Students will be able to use different expression to write a story.</li> <li>Students will be able to make use appropriate verb tenses.</li> </ul>
<b>Materials:</b> Computer, cell phones, Canva, Google classroom	
<p><b>Greetings</b></p> <p><b>Pre-task (Introduce topic and task)</b></p> <p>Goal settings</p> <p>-The teacher presents some pictures and asks some questions to introduce the topic.</p> <ul style="list-style-type: none"> <li>Do you know what a story is?</li> <li>Who can tell me what the elements to write a story are?</li> </ul> <p>-The teacher elaborates a brainstorming to write the students' answers on the board.</p> <p>Strategic planning</p> <p>- The teacher presents the agenda with the activities to develop in class and asks the students to copy them to have a clear what they are going to do.</p> <p><a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFlXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFlXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></p> <ul style="list-style-type: none"> <li>Research on the internet how to write a story at the B1 level or intermediate level.</li> <li>Analyzed an example of a story.</li> <li>Write a story.</li> </ul> <p>-The teacher asks students to set what goals they want to achieve at the end of the class.</p> <p>-Students write their goals on Canva. shorturl.at/binWY</p> <p>Self-efficacy strategy</p> <p>- Students can search the internet and books or ask the teacher to find the required information.</p> <p>- Students can analyzed the email through various examples.</p> <p>-Students can collect information through different techniques.</p>	<p><b>TIME:</b></p> <p>15 minutes</p>

<p><b>Task cycle (Task, Planning, Report)</b></p> <p>Task strategy</p> <ul style="list-style-type: none"> <li>- The teacher asks students to research how to write a story in B1 level or intermediate level, and search some examples, they will have 10 minutes to do the task.</li> <li>-The teacher asks students, research how to write a story in B1 level or intermediate level.</li> <li>-The teacher asks students take notes and collect information using the computer or by hand on a piece of paper (Task 21- Write a story).</li> <li>-The teacher says to students if they do the task by hand it will be collected at the end of the class but they have to take a picture to upload the task on Google classroom.</li> <li>-The teacher asks students to write an email. (Task 22 – Write a story).</li> </ul> <p><a href="https://forms.gle/ZgBzYkSAsMA1F13dA">https://forms.gle/ZgBzYkSAsMA1F13dA</a></p> <p>Self-instruction</p> <ul style="list-style-type: none"> <li>- Students research how to write an email in B1 level or intermediate level.</li> <li>-Students take notes collect information using the computer or by hand on a piece of paper.</li> <li>- Students self-monitoring their task, checking the errors such as punctuation, grammar and spelling.</li> <li>-Students upload their task on Google classroom (Task 21- Write a story).</li> </ul> <p><a href="https://classroom.google.com/c/NDkxNjExNzgwODgy?cjc=idtk5l">https://classroom.google.com/c/NDkxNjExNzgwODgy?cjc=idtk5l</a></p> <ul style="list-style-type: none"> <li>-Students work individually to complete the worksheet on Google classroom (Task 22 – Write a story).</li> </ul> <p><a href="https://forms.gle/j4AuzDfHpMWNPeTS8">https://forms.gle/j4AuzDfHpMWNPeTS8</a></p>	<p>30 minutes</p>
<p><b>Language focus (Analysis, practice)</b></p> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>-Students check the Task 22 – Write a story.</li> <li>-The teacher gives a feedback to the students in the writing of an story.</li> </ul> <p><a href="https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1NukLBOUYWUPwEG0XrDjZYQoFIXow-uTv/edit?usp=share_link&amp;ouid=106720771746307502238&amp;rtpof=true&amp;sd=true</a></p> <ul style="list-style-type: none"> <li>-The teacher asks the students to check their objectives and write if they achieve or not their objectives at the end of the class.</li> </ul>	<p>15 minutes</p>
<p><b>Total</b></p>	<p>60 minutes</p>

## ANNEX

### PowerPoint Presentation

# AGENDA

- Research on the internet how to write a story at the B1 level or intermediate level.
- Analyzed an example of a story.
- Write a story.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:  

*Tim felt angry as he got off the train.*
- Write your **story** in about 100 words on your answer sheet.

<b>Title</b>	<b>THE BROKEN TRAIN</b>
<b>Exposition</b>	Tim felt angry as he got off the train. The train had broken down and they had stopped in the middle of the countryside.
<b>Action</b>	Everyone was getting off the train, speaking to each other. But Tim was tired and he didn't want to talk much. So he sat under a tree and decided to take a nap. Tim was sleeping when, without a warning, he heard the sound of a train moving. All of a sudden, Tim woke up and saw the train moving away. He shouted, "Stop the train, please!", but nobody heard him. Although he ran and ran, Tim couldn't reach the train.
<b>Resolution</b>	In the end, he gave up running and called his parents, who picked him up a few hours later.

# Story

andreatotoy06@gmail.com [Cambiar de cuenta](#)



\*Obligatorio

Correo \*

Tu dirección de correo electrónico

- Write your answer in about **100 words.** \*
- Your English teacher has asked you to **write a story.**
- Your story **must begin with this sentence.**
- Write your **story.**

*As the plane flew lower, Lou saw the golden beaches of the island below.*

Tu respuesta