UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del Trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

THEME:

BLACKOUT POETRY STRATEGY AND WRITING SKILL

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Ambato – Ecuador

2024

TUTOR APPROVAL

CERTIFY:

I, Mg, Edgar Guadia Encalada Trujillo, holder of the I.D No. 0501824171, in my capacity as supervisor of the Research dissertation on the topic: **"BLACKOUT POETRY STRATEGY AND WRITING SKILL"** investigated by Miss. Karla Mishell Sandoval Cárdenas with I.D No.0503350001, confirms that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"BLACKOUT POETRY STRATEGY AND WRITING SKILL"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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DEDICATION

First, I would like to dedicate this thesis to God for his blessings and for allowing me to complete my studies.

I dedicate this project to my parents, as they have been my support day after day, especially to my mother for her unconditional support, who with her love and trust has inspired me to be better and never give up. Also, to my best friend Andrés because he has always motivated me.

Karla.

ACKNOWLEDGMENTS

First of all, I thank God for my life and for helping me to achieve all my goals, and at the same time I thank my parents for their help and trust. To my family, for motivating, advising, and not allowing me to give up.

To the Technical University of Ambato, for giving me the knowledge and resources necessary to be a professional at the service of the country. To my professors, who guided me and shared all their knowledge, especially my tutor Edgar Encalada, who has guided me in this last step.

To my best friend Belen who has always motivated me and made this journey more enjoyable.

Karla.

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THEME: Blackout poetry strategy and writing skill

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ABSTRACT

The aim of this research was to determine the influence of the blackout poetry strategy on the improvement of the writing skill of 3BGU students of the "Alicia Marcuard de Yerovi" school (19 females and 5 males) in Salcedo. A quantitative approach based on an experimental method was used. The instruments for data collection were a pre-test and a post-test of the Cambridge Preliminary English Test A2 (KET), where two sections were evaluated with a Cambridge rubric, with three criteria: content, organization and language, on a scale of 1 to 5 for a total of 15 points. The mean score on the pre-test was 2.99, while the mean score on the post-test was 7.39. The experiment included 12 interventions, in which students created new texts after selecting some words from the original text and crossing out the rest, giving them an opposite or similar meaning. Data analysis and hypothesis testing were carried out using IBM SPSS. As a result, the effectiveness of the strategy was demonstrated in several aspects: Firstly, grammar, as the students could use the original text as a guide and follow it to write the other one. Secondly, students improved their vocabulary by having to replace the selected words with synonyms or antonyms. Thirdly, reading comprehension was developed, as at the beginning they had to read to understand the text and take that idea as a starting point. Finally, pupils felt confident and free to use their imagination and creativity.

Keywords: Blackout poetry; writing strategy; writing skill, creativity.

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RESUMEN

El objetivo de esta investigación fue determinar la influencia de la estrategia blackout poetry en el mejoramiento de la habilidad escrita de los alumnos de 3BGU del colegio "Alicia Marcuard de Yerovi" con (19 mujeres y 5 varones) en Salcedo. Se utilizó un enfoque cuantitativo basado en un método experimental. Los instrumentos para la recolección de datos fueron un pre-test y un post-test del Cambridge Preliminar English Test A2 (KET), donde se evaluaron dos secciones con una rúbrica de Cambridge, con tres criterios: contenido, organización y lenguaje, en una escala de 1 a 5 para un total de 15 puntos. La puntuación media en el pre-test fue de 2,99, mientras que en el post-test fue de 7,39. El experimento incluyó 12 intervenciones, en las que los alumnos crearon nuevos textos tras seleccionar algunas palabras del texto original y tachar el resto, dándole un significado opuesto o similar. El análisis de los datos y la comprobación de la hipótesis se llevó a cabo mediante el programa IBM SPSS. Como resultado, se demostró la eficacia de la estrategia en distintos aspectos: En primer lugar, la gramática, ya que los alumnos podían utilizar el texto original como guía y seguirlo para escribir el otro. En segundo lugar, los alumnos mejoraron su vocabulario al tener que sustituir las palabras seleccionadas por sinónimos o antónimos. En tercer lugar, se desarrolló la comprensión lectora, ya que al principio tenían que leer para entender el texto y tomar esa idea como punto de partida. Por último, los alumnos se sintieron más seguros de sí mismos y libres para utilizar su imaginación y creatividad.

Palabras clave: Poesía negra; estrategia de escritura; habilidad de escritura, creatividad.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Research Background

Several sources support the following research. This information was collected in different databases such as Google Scholar, Scielo, and ResearchGate. The information is about the application of blackout poetry strategy in writing skill.

Sulastri et al. (2023) developed research whose aim was to investigate students' views of online poem writing in a Children's Literature course. A descriptive case study was used to explore the advantages of writing blackout poems online in reading and writing skills and the obstacles to participating in it. The study population was 51 Children's Literature students writing blackout poems. The data collection instrument was a questionnaire with open-ended and closed-ended questions. Meanwhile, the results were analyzed thematically using Braun and Clarke's (2006) framework. The data showed that students have a positive perception of black poetry writing. They think that the activity challenges and fosters their creativity. Moreover, they see it as a medium that merges reading and writing activities. However, they were found that black poetry has limited expression of words, hence this study implies that black poetry can foster creativity and reading and writing activities in the context of English as a foreign language in the EFL context.

The study by Mardiningrum and Adriyanthi (2023) aimed to understand the experiences of student-teachers of the language career in the application of poetry as a means of self-expression and the development of creativity. The research was conducted with a qualitative approach, its population was 6 students of the English language study program of the University of South Yogyakarta, Indonesia. The interview was the instrument applied for data collection, which was subsequently analyzed by coding. Finally, the results were encouraging since poetry is shown as a place of self-reflection, exchange of personal experiences, self-knowledge, and freedom of expression.

The next research was developed by Rodas et al. (2021), with students of the Escuela Superior Politécnica de Chimborazo, Sede Morona Santiago, Ecuador. Their purpose was to analyze the incidence of applying the inverted classroom technique and blackout poetry in written production in English. The methodology used was quantitative and qualitative based on an embedded mixed method, in which the population was conformed by students in different levels from A1 to B2. The researchers applied the survey as an instrument that helped them to collect the results. In the final part of the study, the researchers concluded that the blackout poetry strategy is a good option to improve language skills in a fun and dynamic way, which in turn allows students to improve their reading comprehension, increase their vocabulary, and develop their creativity.

According to Susanti et al. (2019) conducted research with the objective of describing the improvement in students' poetry writing skills and activity using Prezi. This research employed a classroom action research method conducted in three cycles, each cycle consisting of 4 stages: planning, implementation, observation, and reflection, with 29 students belonging to the fifth grade of primary School in Inderalaya, 13 men and 16 women. In addition, teachers used a poetry writing test as a data collection instrument. Finally, the researchers concluded that poetry writing skills improved after the use of Prezi media in learning.

In the article developed by Ladenheim (2014), the main objective was to demonstrate pedagogically that poetry can be a way of teaching and learning to write. This study was applied at University of Nebraska using an experimental methodology on students in the first semester of honors civilizations sequence. Finally, this research concluded that blackout poetry turns students into active participants in the construction of knowledge and understanding.

Cole and Feng (2015) conducted a study with the main aim of providing research-based techniques to improve writing skills. The methodology was a mixed approach that was carried out with primary English learners. The data collection instrument was a survey. The results showed that through the use of technology, pre-taught vocabulary, various teacher influences and the implementation of various positive literacy practices, writing improved.

Finally, according to Tuan (2010) carried out a study, whose aim was to challenge students to remove writing barriers by participating in a journal writing activity. The population of the study was 85 students from the Faculty of English Linguistics and Literature of the University of Social Sciences and Humanities in Ho Chi Minh City (USSH-HCMC), divided into two classes: one treated as the experimental group (EG) and the other as the control group (CG). Pretest and posttest in the form of essay writing were employed as instruments to measure students' writing proficiency level in terms of fluency and accuracy. The results obtained showed that journal writing as an extensive activity fosters students' motivation for writing, improves their writing skills, and creates a close bond between teachers and students.

In conclusion, the researches detailed above were carried out with the aim of determining the impact of the use of poetry as a resource in the improvement of writing. In addition, they focus on the implementation of the blackout poetry strategy as a means of breaking away from traditional writing, transforming it into creative writing, which encourages imagination and creativity. Blackout poetry is a new strategy that offers multiple benefits such as improving writing and reading comprehension, increasing vocabulary, developing creativity, and increasing students' motivation and confidence. Finally, the last two researches support the use of creative writing as a didactic resource to express students' ideas, thoughts, memories and feelings.

1.2 Theoretical framework

1.2.1Independent Variable

1.2.1.1 DIDACTICS

Didactics is a field of inquiry that encompasses the collective knowledge of all teachers at the point where theoretical knowledge and practice intersect (Fensham, 2004). Furthermore, it is understood both as the science of the profession of teaching and as the professional knowledge held by teachers, the latter often referred to as the art of teaching (Ingerman & Wickman, 2015).

According to Costel (2010) didactics follows general rules that plan, organize and implement teaching-learning-assessment activities in order to achieve the objectives and competences at the level of the educational dimension. At the same time, it should provide relevant tools for deliberation in decision-making on the planning, implementation or evaluation of learning outcomes of studies. Meanwhile, Moate (2015) explained that education is the backbone of the entire universe. Therefore, the transformation of education is an infinite process. There are two main teaching methods which are didactics and pedagogy, with great differences. First, didactics is focused on the teacher, while pedagogy focuses on the student and involves devising teaching strategies that work according to the different ways of learning. Another stark difference is why versus how. Didactics focuses on how to teach students, while pedagogy focuses on why students should be learned or educated. Finally, didactics gives relevance to the content of its curriculum, on the contrary pedagogy emphasizes strategies to instruct students.

The importance of didactics lies in its functions, as it is the set of strategies and resources used to facilitate student learning in a creative and effective way. Within its multiple objectives, it pursues the innovation of teaching and the improvement of student learning, however its main objective is to determine how the contents should be taught and how the results of the teaching process should be evaluated, complying with the three elementary phases: planning, implementation and evaluation (Casasola,2020).

1.2.1.2 TEACHING STRATEGY

According to Senthamarai (2018), using interactive teaching and learning strategies with students involves grounding content on resilience and wellness, education, and safety in each of the knowledge areas. Teaching strategies were designed to foster together other skills that a learner should have such as developing critical and reflective thinking, taking positive action to protect, enhance and defend their health, well-being and the safety of others. Therefore, students used their personal and social skills to work and collaborate with others in learning activities, to appreciate their strengths and abilities to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership, and appreciation of diverse perspectives.

According to Bibi (2019), the use of teaching strategies within the classroom offers opportunities for students to improve their academic results, as they are a plan or a guide for teachers to follow. However, not all strategies can be applied to all students as each student has a different learning style. Senthamarai (2018) mentioned interactive teaching strategies offer several advantages in the classroom, such as: encouraging student participation, as the learning process involves both the teacher and the students. In addition, students develop independent learning, while providing them with hands-on experience. Finally, the teaching strategy helps to achieve the learning objectives by taking into account different learning styles. By using these strategies, the classroom will have a dynamic and stimulating environment that fosters a love of learning.

Writing strategies

Cole and Feng (2015), writing is an essential part of all the activities that are done, which is why it is crucial that teaching is effective. According to the needs, strategies have been developed that aim to encourage the active participation of students in the writing process and break down the barriers that prevent a successful outcome. Some strategies are as follows:

Journal writing: it encourages creativity and imagination. Students can use their journals as a space to explore new ideas, create fictional stories, or brainstorm creative solutions to problems.

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Activating prior-knowledge: it conducts brainstorming sessions related to the writing topic. Encourage students to recall any relevant vocabulary, phrases, or concepts they already know.

Pre-viewing vocabulary: This strategy helps students to become familiar with vocabulary before reading or viewing unfamiliar material.

Graphic organizers: are visual tools that summarize information in a practical and simple way.

Scaffolded instruction: It is a strategy that teachers use to take advantage of the strengths of the students, where the activity is presented and then given the opportunity to try it themselves.

Listing: it helps students generate topic ideas quickly.

Freewriting: It is a process that promotes the writer's freedom, where self-authored ideas are generated.

Group discussion: This strategy makes students feel happier and the burden of learning becomes less difficult.

1.2.1.3 BLACKOUT POETRY STRATEGY

Poetry is one of the most artistic, pure and beautiful forms of language. For this reason, according to Stromner (2013), poetry as a literary genre with a high degree of difficulty. Furthermore, he added that words cannot explain the beauty of poetry, which is why they try to give it abstract values of art and emotions. On the other hand, poetry is defined as another way of producing knowledge. The close relationship between poetry, poet, and poem is the method of seeking the possibility of another way of knowing the world, man, and God (Tabares, 2013).

Poetry in education

Defining what poetry is and understanding its impact on education is a crucial step in appreciating its value in educational development. According to Gallardo (2010), poetry in the classroom requires compliance with several rules, such as verse measure, meter, and literary figures. However, the educational model that currently exists has undergone several transformations. Now, poetry can be analyzed from its

content and function, that is, to value the emotions and feelings it transmits. Moreover, Liberman and Miller (1986) added that during this process of educational change, teachers have made modifications to the traditional way of presenting a poem. The new activities are:

Match a picture with a poem: it consists in create a relationship between images and poetry, it helps to develop the students 'critical thinking.

Open-ended discussions with a poem of the day: in this activity the teacher has the opportunity to assess students through open-ended questions. In addition, these questions help students develop their reading comprehension.

Analyze poetry with color: this involves generating a relationship between color and feelings, or any type the association.

Create found poems: Found poems generally remove the barriers to writing a poem, as this type of poem is created by putting together phrases or verses from other sources, such as a newspaper or magazine.

Benefits of poetry in education

According to Khatib et al. (2011), poetry offers great benefits to teachers, as it enables them to teach their pupils to write, read, and understand any text. That is why poetry is said to be the language of imagination and passion, where pupils find a gateway to other forms of writing. On the other hand, Mardiningrum and Adriyanthi (2023) added that poetry is attractive as a language learning aid for several reasons: Firstly, the authenticity offered by creative texts. Secondly, motivation, this factor encourages learners to keep practicing. Thirdly, it develops intensive and extensive reading. Fourthly, it enhances critical thinking, which means that learners will start to reflect on their life, their learning and their language. Finally, it expands vocabulary, both expressive and comprehensive.

Types of poetry

Poetry comprises an infinite literary world, where poems are presented in different forms and functions. Poetry can be written in different styles. The birth of poetry dates back to prehistoric times.

Dramatic poetry: it creates theme-based situations that are discussed among a group of characters.

Epic poetry: it is a narrative of real historical events, such as the exploits of heroes or battles. Its goal is to exalt. As for the form, his verses are long and are divided into songs.

Lyric poetry: It originated in Ancient Greece to be recited as a song. Its main characteristic is to express the poetic voice, that is, the subjectivity of the author. This type of poetry uses rhetorical figures, literary devices, and metrical in stanzas and verses. It is now known as general poetry (Owton, 2017).

Origin of blackout poetry strategy

To develop a successful writing process, it is essential to break down the barriers that students face. Therefore, in response to all these challenges, the blackout poetry strategy has been created and adopted to improve written production.

Blackout poetry is a strategy invented around the 18th century by a neighbor of Benjamin Franklin. Caleb Whiteford produced a work using newspaper columns. The process was basic: he first read the narrow columns and came up with some great puns that he finally published (Miller, 2017). On the other hand, King (2012) mentioned that the use of the blackout strategy gains momentum with the artist Tom Phillips, who bought a book with the intention of using it to draw and paint the pages in such a way that they looked like a work of art and left important words. From that moment Phillips began his life project called "A Humument". However, Austin Kleon was the one who completely popularized this strategy. Kleon proposed a different way of reading and writing the passages. First, he started choosing words from a newspaper and crossing out the ones he did not like. In the end, I published a book called "Newspaper Blackout Poetry."

After knowing the many advantages offered by poetry alone in education, proposing the use of blackout poetry strategy in the classroom becomes an interesting and effective idea. According to Miller (2017), black poetry as the most recent form of poetry in which one chooses words from a passage to generate free-form poems. Moreover, Carroll (2018) added that blackout poetry is the action of removing or deleting words from an existing text to create a new text with the same

or opposite meaning. On the other hand, Davenport (2020) mentioned that blackout poetry is a kind of "art of appropriation", i.e. something new is created from something already created before, through the correct selection of words that can serve for the construction of a new creative text.

The process of applying blackout poetry

Miller (2017), applying the strategy of blackout poetry in any text is not only a process but a decision, since the result will depend on the personal vision of each student, which is why the new creations will be totally different. First do a quick reading to understand the text. Second, choose the most important words and enclose them in a figure, either a circle or a rectangle. Third, read again before crossing out or covering the rest of the text. Fourth, write the selected words on a separate sheet of paper, to decide whether to use the same words or substitute synonyms or antonyms, in order to create a text similar or opposite in meaning to the original.

Advantages and disadvantages of blackout poetry strategy

Writing is a technique and an art, it is called a technique since they are the result of the application of rules, while it is considered an art because it is a matter of aptitude. Furthermore, writing is a reflective activity that requires time to think about a specific topic and analyze and classify any previous knowledge. That is why this process becomes challenging for many. Writing poems is an innovative practice that offers students the possibility to explore language, organize ideas, manipulate sentence structure, select vocabulary, and reflect on the placement of elements in the sentence, so it is an exercise in developing linguistic competence. At the same time, poetry provides multiple benefits on an emotional and intellectual level (Donnovan, 2022).

Senel (2018) mentioned that the blackout poetry strategy provides great advantages and disadvantages such as:

Boosts motivation: Students feel motivated because they perform playful activities in the writing process, choosing words that they like and that they know. In addition, they can use multiple colors or create shapes referring to the text before starting.

Develop creativity: In the teaching and learning of languages, the teacher and student must try new things, so this new strategy provides the opportunity to create texts with a personal and free vision. Creative writing is an alternative way to spark inspiration and prevent negative factors that students have.

Practice reading: During the application process of blackout poetry students must read, that is, at the end they will develop two skills in a single process.

Encourage student participation: Students will not be afraid to participate, as each work is different and the most important thing is the process and not the final result.

Develop critical thinking: Students should use synonyms or paraphrasing to give it a similar meaning. In addition, they can create opposite text by using antonyms.

Take students out of their comfort zone: This strategy proposes a challenging activity for them since using underlined words in the new creation is mandatory.

As in any process, there will be obstacles, so writing applying the blackout poetry strategy is not the exception. This strategy has some disadvantages such as:

1. *Long time:* the blackout poetry process exceeds the time determined for creative writing, considering each establishment's pedagogical time.

2. *Difficult vocabulary:* if the teacher works exclusively with poems there will be many sentences or verses of difficult understanding, so it is intended to present this strategy in easier texts such as stories.

3. *Demotivation:* many of the students will lose interest when they observe that the selection of words did not generate a pleasant visual work.

1.2.2 Dependent Variable

1.2.2.1 ENGLISH LANGUAGE SKILLS

Language learning is a fundamental tool for everyday activities. However, among all languages, English is considered the world language exposed to science and technology (Gordin, 2015). Furthermore, Mullany and Stockwell (2010) defined that learning English is no longer a privilege but a necessity, which is coupled with the globalization process.

Husain (2015) mentioned that language is the unique and exclusive ability of human beings to express themselves and communicate. Moreover, this communicative process is born out of the union of several words that form sentences in search of a common understanding. The words are combined in a special way to give a very systematic order from which their meaning is derived. Language cannot be random as it would not make any sense. On the other hand, Mahan (2017) claimed that language skill is an innate capacity of the human being that begins to develop from gestation and develops as the individual maintains a relationship with the social world in which he or she develops. The communicative purpose of spoken or written language is to provide information, to narrate a real or fictitious fact, to persuade or convince an audience, and to describe an object, among others. Therefore, one skill leads to another; according to their interaction. Language is the form that thought takes and makes it possible to live together with others to form part of a cultural community.

According to Sadiku (2015), language plays an important role in all human activities, whether while reading, writing, listening or speaking. The four skills are united with an inseparable bond. Speaking and writing are called productive skills because, by using these skills, the learner generates sounds when speaking and symbols when writing, while listening and reading are considered receptive skills because the learner is a passive individual and only receives information by listening or reading. Additionally, language is a tool for information and communication between people, and through language, people can express feelings and desires. With all this, it can be said that language is the most important part of human identity (Saravia, 2022).

1.2.2.2 PRODUCTIVE SKILL

Stollhans (2016) referred to productive skills is the innate abilities that only human beings possess to provide information in written or spoken form. Furthermore, to develop the communication process, the human being uses certain resources to transmit information such as the use of the system of logical graphics with meaning, for example: consonants and vowels, this will depend on the language, the form of the text, use, and purpose. On the other hand, Majeed and Ilankumaran (2022) stated that productive skills are more important than receptive skills, as they

allow direct communication in real-life practices and can especially support transfer in foreign countries. In the classroom, productive skills are the most evaluated since they directly show students' learning progress.

Furthermore, productive skills such as speaking and writing are defined by Golkova and Hubackova (2014), as an important form of expression used to persuade or convince other people as well as to share ideas and feelings. In addition, they mentioned that productive skills would not exist without the support of receptive skills, since passive knowledge, such as listening and reading, symbolizes a step towards active knowledge, which is writing and speaking. This theoretical basis applies to any language studied, which is why it is concluded that neither skill could exist without the other. According to Alvarado (2014), learning a foreign language begins with receptive skills and then with the practical application of productive skills. Likewise, in developing and learning these skills, there are some difficulties: the curriculum, the culture, the lack of motivation, syntax, pronunciation, grammar, vocabulary, use of the native language, and others. On the other hand, productive skills differ from each other in many aspects. First, spoken language is unconscious while written language leaves a legacy. Second, misunderstandings when speaking can be clarified immediately, which does not happen in writing. Third, when you speak, you reduce the interaction time; when you write, you are more reflective and the process takes more time. Therefore, each individual learns differently (Sharma, 2015).

Tamayo and Cajas (2020) mentioned that more effort should be devoted to the development of students' receptive competence than to their productive competence since it teaches that productive skills take more time and effort. Good writing involves coordination between content, grammar, vocabulary, spelling, organization, and mechanics. English language competence in the area of writing cannot be developed if all these elements are not met (Brown, 2014).

1.2.2.3 WRITING
Definitions

According to Klimova (2014), writing is one of the language skills, which requires practice and knowledge such as listening, reading, and speaking. In addition,

the author mentions that good writing requires planning, that is, thinking about its design, function, and logical structure. On the other hand, Ampa and Akib (2019) defined that writing is the formal way of transmitting thoughts or feelings. It is a process that consists of words, phrases, clauses, sentences, paragraphs, and speeches. Therefore, the more the language is used, the easier it will be to understand the thoughts we express.

In addition, Graham et al. (2013) stated that writing is a specific skill, which fulfills the function of exposing the writer's thoughts in a textual way. It should be noted that there are some different definitions of writing explained by some linguists. Writing is a crucial skill in teaching and learning English as a Second Language (ESL), as its characteristics are vocabulary, grammar, thinking, planning, editing, and revision. Furthermore, it is a skill that helps improve all others such as listening, speaking, and reading, since they are all interrelated. On the other hand, writing is the representation of language in textual form through a set of signs or symbols. Several people consider writing one of the most difficult skills, as it consists of creating words and ideas with critical thinking (Elbow,1981).

Oshima and Hogue (2007) indicated that writing is a thought process that demands an intellectual effort that must be maintained over a period of time. They considered the process of writing as an enabling process, in which the writer engages to shape his raw materials into coherent messages and work towards an acceptable and appropriate way to express them.

Process of writing

Serrano and Peña (2003), writing is a dynamic process of expression of ideas, emotions, worldviews, knowledge, and experiences. Therefore, it is not transcribing, nor copying, nor is it producing single sentences or disordered paragraphs with the intention of fulfilling an assigned task. Writing is often the result of thinking, writing, and revising procedures that require specialized skills, that not all speakers develop naturally (Brown, 2003). For this reason, the writing process is a challenging act, as the text will change from the first ideas to the finished text. Always writers return to earlier stages of the process to make additions, corrections, and revise their

texts. Then, Harmer (2006) mentioned that there are steps to writing: brainstorming, planning, drafting, editing, proofreading, and final version.

Brainstorming: It is a great first step to starting to write.

Planning: Students must plan on what to write, here they must analyze what will be the register and content.

Drafting: The first redaction is made, at this stage, the free flow of new ideas should be allowed, instead of stopping to review aspects of vocabulary, agreement, and, grammar.

Editing: it is time to correct and improve the content. Here, students should pay attention not only to aspects such as vocabulary, grammar, syntax, and punctuation but also to the content of the writing itself and the way ideas are organized.

Proofreading: review errors in accuracy. It consists of making the substitution of everything that was found to be improved.

Final version: students notice that the final version is very different from the main plan.

If the students follow the stages, their writing will be successful.

Purpose of Writing

Littlefair (1992), paragraphs and essays can be written in different types or styles. Therefore, it is important to understand the different writing styles and their purposes. Under this postulate, there are four main types of writing styles: persuasive, narrative, expository, and descriptive.

Persuasive writing: it is the most common type of writing in classrooms. Here the writer tries to convince the reader that his opinion is valid. To achieve this, the writer must develop a limited, well-defined, and debatable topic, however, he may present opposing information, but it must be summarized at first and then quickly refuted.

Narrative writing: it tells a true story, of a predetermined moment in your life. Its goal is to tell some brief challenges that the hero faces and hopefully survives.

Expository writing: it is a text that explains things about a topic, that is, it gives clear reasons, facts, and statistical information. Its main characteristics are that they are objective, written without emotion, and generally written in the third person.

Descriptive writing: it is a text that seeks to detail the traits or attributes of an element or person, that is, it tells us how it looks, feels, knows, sounds, or smells something.

Another researcher adds the informative text. It is a writing of an informative nature, that is, its purpose is to share knowledge or information, at the same time it can serve to express ideas to others. It involves actions such as describing events or experiences. The selection of the topic must be precise and adapted to the condition of the readers (Pierce, 2015).

Types of writing

Senel (2018) stated two types of writing: academic and creative. Creative writing is a new art form that goes beyond traditional writing, where the writer can create and imagine. It is also called fiction writing, as unique events, scenes, and characters are invented. This type of writing works with a narrative style because it creates a heartfelt poem, a captivating story, or a thought-provoking novel. However, the researcher added that both have a close relationship. Any writing is a variable art form since there is no single way of writing hence it descends in a creative process. In addition, every time you have the freedom, the responsibility of translating original thoughts on paper, becomes a creative process even if it is academic writing.

Creative genres describe categories or types of written text. Some of the more familiar genres of creative writing are poetry, short stories, novels, stage play scripts, and film and television screenplays. The practice of guided creative writing in the language classroom is an interesting option, as it fosters the development of written skills while encouraging aesthetic appreciation and artistic sensibility.

Assessing writing

Assessment is the collection of information about student learning, with the aim of valuing student knowledge. This assessment can be given at the beginning in

the middle or at the end of the class. One of the main purposes is to provide feedback to students. Feedback is the set of positive or negative comments, questions, and suggestions that a reader gives to a writer about his production (Flower, 1979). In addition, Rivera (2011) mentioned feedback allows students to correct their mistakes and reinforce a certain behavior. It also addresses cognitive and motivational factors, which could be interpreted as a way to help students or affect their performance. On the other hand, he mentions that as writing is a procedural skill, that is, it is born of each student, it is essential to elaborate a rubric with different parameters such as punctuation, grammar, organization, content, vocabulary, cohesion, and coherence.

1.3 Objectives

1.3.1 General objective

To determine the influence of the Blackout Poetry Strategy in the writing skill of the students of the third BGU at "Alicia Marcuard de Yerovi High School" of Salcedo City.

1.3.2 Specific objectives

1. To support theoretically of the blackout poetry strategy.
2. To determine the writing level of 3 BGU students.
3. To define the impact of the blackout poetry strategy in writing skills.

1.3.3 Fulfillment objectives

The main objective of this research was to identify the influence of the blackout poetry strategy on writing skills and, to achieve this, three main specific objectives were proposed.

First, one of the specific objectives was to support theoretically of the blackout poetry strategy. For this reason, bibliographic research was applied in articles, thesis and others to gather the necessary information to know its origin, advantages, disadvantages and forms of application.

On the other hand, the second objective was to determine the writing level of 3 BGU students. To this end, a pre-test and post-test were carried out, whose activities were evaluated using a Cambridge A2 rubric. With the pretest, it was possible to show that the students had an elementary level in their writing, since in their writings they used basic connectors such as "and" repeatedly. In addition, the texts were not coherently connected as their vocabulary was limited. On the other hand, the results of the post-test showed an improvement in the quality of the students' writing, due to the fact that the activities of the lesson plans were specifically designed to reduce these shortcomings. The poems contained new vocabulary and revised grammar in their curriculum.

Finally, the third objective was to define the impact of the blackout poetry strategy on writing. To achieve this, 12 interventions were applied with different activities to capture the attention and interest of the students. The activities offered

the possibility for students to work in pairs or groups. At the end of the interventions, a positive result was clearly noticed, as the students demonstrated notable improvements in several writing criteria.

CHAPTER II

METHODOLOGY

The following chapter details the level, methods, modality, instruments, and procedures that were used in the research to ensure that the data can be effectively analyzed, interpreted, and evaluated in the future.

2.1. Materials

Three types of resources were used to carry out the project called "blackout poetry and writing skill". First, human resources refer

to the people who collaborated in developing the project, such as the reviewer and tutor of the research, the researcher, and the twenty-four pupils of the "Alicia Marcuard de Yerovi" High School in Salcedo. Secondly, the institutional resources allude specifically to the place where the project was implemented. Finally, the physical resources were the worksheets used during the research.

2.2. Methods

Research approach:

The research approach is a plan or guideline of steps ranging from broad assumptions to detailed data collection methods, analysis, and interpretation. Thus, it fully addresses the research problem (Chetty, 2016).

- **Quantitative approach**

  This research was quantitative as it sought to determine the level of written skills through a pre-test and post-test. A quantitative research method is characterized by interpreting and analyzing phenomena and relationships numerically, using specific statistical techniques that answer questions such as who, how much, what, where, when, how many, and how (Apuke, 2017).

- **Deductive approach:**

  A deductive approach is concerned with developing a hypothesis and then designing a research strategy to test the hypothesis. In addition, it is known that the deductive approach goes from the particular to the general, trying to

explain the problem through hypotheses, which can be derived from the theory's propositions (Wilson, 2010).

2.3. Modality

- **Field research:**

The following study was applied directly at "Alicia Marcuard de Yerovi" High School. Field research is a process of collecting data on the life of an organization using a qualitative and first-hand method without any kind of manipulation (Van De Ven & Poole, 2017).

- **Bibliography research:**

Eaton (1964) defined that bibliographic research involves gathering information from various articles, books, newspapers, journals, magazines, documents, and digital resources such as recordings, videos, and blogs to reinforce the contents, facts, and opinions that the author wants to express. This research used all these resources to understand what is blackout poetry and its impact on writing.

2.4. Type of research

- **Pre-experimental:**

According to Akhtar (2006), exploratory research consists of studying a phenomenon; it focuses on collecting primary or secondary data. It will be applied when there are no previous studies, or they are scarce. This research was pre-experimental since 12 interventions were applied in a single group, through pre and post-tests with the standards of Cambridge Assessment English. This instrument made it possible to assess the effectiveness of the independent variable before and after the interventions.

2.5. Instruments

Mejía (2005), research instruments are tools used to measure and analyze variables. In addition, he added that through a test, exact information is obtained about the learning achievement, detailing the successes and failures. In the study, the main instrument was a pretest, and a post-test of the Cambridge Assessment English - KET, writing section. The main objective of this test was to identify each student's level of writing and its sub-skills, such as organization, content, and language. The

pretest was divided into three parts. The first part consisted of fill-in-the-blanks. In the second part, the students had to write an e-mail and in the final part, the students had to write descriptive writing according to the images. In the last class, the post-test was applied to determine the progress of the students' writing skills. The application of the post-test was carried out after 12 interventions, where the researcher taught how to apply the blackout poetry strategy in poems or texts to create a text with opposite meanings or a creative text. The next instrument used was the rubric (Cambridge University, 2020) evaluating 3 criteria, which are: content, organization, and language. In addition, the rubric consists of 5 bands, with 0 being the lowest and 5 being the highest, amounting to a total of 15 points. A score of 5 points represented a high level of language proficiency, whereas a score of 0 points indicated a deficiency in their writing.

2.6. Procedure

Data collection was carried out through 12 interventions of 45 minutes each, whose classes were not carried out in the hours allocated for the subject of English, for this reason institutional planning was not used or followed. However, 12 lesson plans were developed based on the results of the pre-test, as well as the selection of topics for the interventions. For each intervention, a different lesson plan was drawn up and previously approved by the tutor. In addition, the PPP (Presentation, Practice and Production) didactic approach was used.

In the first interventions, the planning focused on helping to distinguish the function of each element of the sentence, and then continued with activities that allowed the application of the "black poetry strategy. All activities followed the same process for its implementation. First, students had to take a reading for gist. Second, they had to start with the selection of the most important words. Third, the words had to be enclosed in a figure, which could be a circle or a rectangle. Fourth, before they crossed anything out, they had to read aloud one last time. Fifth, they had to cross out or cover the remaining text. Finally, they had to write the words in order, to decide if they were going to use the same words or replace them with synonyms or antonyms, with the aim of creating a text similar to or with an opposite meaning to the original.

Session 1: Pre-test

In the first class, the researcher distributed the pre-test to the students to obtain information about their level of writing proficiency. Next, the researcher explained each of the activities to be carried out by the students. The pre-test was assessed with the Cambridge English Qualifications A2.

Session 2: Writing complete sentences

The first intervention aimed to explain the most important elements that make up a sentence (nouns, verbs, pronouns, adjectives, and adverbs), through examples. In the next activity, the students had to take a chocolate and then give an example of the parts of speech according to the color of the chocolate. Finally, the researcher asked them to make 10 sentences using the above words.

Session 3: Classifying the parts of speech and writing complete sentences

The second intervention aimed at writing sentences with more than four elements. First, the researcher explained what had to be done in worksheet #1. Afterwards, she asked which words they had to find in the puzzle words and then the students had to classify the words in the table according to their function. In the last activity, the students wrote 6 well-structured sentences.

Session 4: Written production - cooperative learning

The main objective of the third intervention was to define the meaning of some verbs and adjectives. First, the researcher divided the class into four groups of six students and then researcher explained the activities to be carried out. Before completing worksheet #2, students played some traditional games and then completed the worksheet cooperatively.

Session 5: Descriptive texts

In the fourth intervention, the researcher showed a picture to describe it using the present simple tense and asked the students to say something about the picture. The researcher explained how to use the present simple and present continuous. Teacher then asked them to complete worksheet #3, and create a descriptive text using the grammar.

Session 6: Identifying the elements in each sentence

In the fifth session, the teacher explained what they do in worksheet #4. The activity consisted of analyzing each sentence to give a number to each word, e.g. (verb=1). Then, they had to classify the examples according to their grammatical tense. Finally, they had to create 3 sentences and do the same process.

Session 7: Apply blackout poetry strategy

The sixth session aimed to apply the black poetry strategy. First, the researcher asked them to read the poems aloud in worksheet #5. Then, students had to analyze them and give some ideas about them. Next, the teacher selected some sentences to explain the grammar and made some interrogative questions. Then the students had to classify the words according to their function, e.g. (red=adjectives and green=verbs). Finally, the students had to use some selected words in the following writing.

Session 8: Create a new poem using the blackout poetry strategy

During the seventh intervention, the main objective was for the students to create a new text using the words they considered most important while applying the blackout poetry strategy in worksheet #6. First, the researcher presented the poems and asked the students to give past sentences from the text. Next, the teacher asked some questions to reinforce the structure of the past tense sentences and explained that verbs are classified into two groups. Finally, the teacher asked them to choose any words from the poem, such as verbs, adjectives or nouns, and crossed out the rest of the text. The students have to use these words in their next essay.

Session 9: Create a new poem with similar or opposite meanings using blackout poetry.

In the eighth intervention, the researcher first read the poems on worksheet #7 and checked that all the students understood them. The teacher then selected some sentences to explain how to make a negative sentence in the past tense. The researcher then asked them to work in pairs to formulate an interrogative question and write the answers, and to transform them into negative sentences. Finally, the teacher asked them to choose any word from the text and create a new poem using

the previously selected words. Students had the opportunity to change the meaning or write a similar one.

Session 10: Create a poem in the past.

The main objective was to produce a new text after applying the black poetry strategy to it. The teacher followed the same process. However, the text had to be in the past tense and the students had to use the words they selected in worksheet #8.

Session 11: Blackout poetry strategy

The eleventh session aimed to apply the black poetry strategy. First, the researcher asked to read the short text aloud in worksheet #9. Then, the teacher selected some words and the students had to say a synonym or antonym. Moreover, students had to work in pairs and complete an activity where they had to write a word according to the guide below the line and the context. Finally, students had to select or paint some words and later they had to create a new text using the selected words.

Session 12: Create a new text in the past.

The main objective was to create a new text using the words they had written in the blanks and, in addition, they could select other words from the text on worksheet #10. Finally, students had to write a new text using these words.

Session 13: Write a letter

In the last intervention, students had to complete some activities using the present perfect tense. Then, they had to read a letter in worksheet #11, and select or paint the words of their choice. Finally, students had to cross out the remaining text and write a new letter.

Session 14:

In the final class researcher took the post-test. The researcher provided clear instructions. Each test was evaluated using a standardized scoring rubric provided by Cambridge English with level A2.

2.7. Population

Table 1. *Population*

	Population	Total	Percentage
Male	5	5	20.83%
Female	19	19	79.17%
Total	24	24	100%

Note: Total number of participants.

2.8. Hypothesis

1. Null (H0) and Alternate (H1) Hypothesis Statement

Null hypothesis H_0 = The blackout poetry strategy does not influence the writing skills of 3 BGU students at "Alicia Marcuard de Yerovi High School".

Alternative hypothesis H_1 = The blackout poetry strategy does influence the writing skills of 3 BGU students at "Alicia Marcuard de Yerovi High School".

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter shows the statistical results of the research, obtained through a pre-test and post-test. In addition, the hypothesis was tested using a statistical software program called SPSS (Statistical Package for the Social Sciences).

Table 2. *Student´s pre-test and post-test- Comparison*

		PRE-TEST	POST-TEST	DIFFERENCE
	Statistics			
		PRE-TEST	POST-TEST	DIFFERENCE
N	Valid	24	24	
	Missing	0	0	
Mean		2.995	7.392	4.397
Median		2.150	7.800	
Mode		1.0	8.6	
Minimum		1.0	3.2	
Maximum		10.0	9.8	

Note. The table shows the overall frequency of writing pre-test and post-test results.

Analysis and Interpretation

Table 2 presents information to identify what the trends are or where the data are most skewed or clustered. The results of each measure were scored out of 10 points. A pre-test was applied first to measure the participants' level of writing, and a post-test was administered after the interventions were implemented to make a comparison of their data. Based on the data, the mean of the pre-test is 2.995 while in the post-test it is 7.392, thus showing that the average of the students increased by 4.397. As for the median it was 2.150 thus showing that the central value was below 5 points and after the interventions it rose to 7.8. On the other hand, in the mode, the pre-test value was 1.0 points, as several students did not complete the test, while in the post-test the value rose to 8.6. As for the minimum pre-test score, it was 1.0 and the minimum post-test score was 3.2, which shows a slight improvement. Finally, the highest pre-test score was 10, and the highest post-test score was 9.8.

The results of the pre-test indicate that students find it difficult to develop written activities. In the pre-test, students joined Spanish sentences with English

sentences, due to the lack of knowledge of linking words. However, after completing the interventions, it was evident that the post-test grades went up, because the students were able to use the original texts as a guide for their new writing. With the blackout poetry strategy, students initially selected some words and then changed them to synonyms or antonyms, so that they felt more confident and motivated to write. In addition, they were noticing sentence structure and grammar tenses as they developed a reading for gist, i.e. they understood the overall content of the text, while learning new words at the same time.

Table 3. Pre-test results

		Frequency	Valid percent
Valid	1.0-2.0	12	50.40
	2.0-3.0	4	16.6
	3.0-4.0	4	16.6
	4.0-5.0	1	4.1
	7.0-8.0	1	4.1
	8.0-9.0	1	4.1
	9.0-10	1	4.1
	Total	24	100.0

Note: The table shows the overall frequency of writing pre-test results.

Analysis and Interpretation

Table #3 shows the results obtained by the students in the pre-test, indicating that 12 students obtained the minimum grade, i.e. half of the population did not even complete the test. While only 3 students scored above 7 points, the average scores of the remaining students were in the range of 2 to 5 points.

These results indicate that even though students are in their last level of high school, they have not yet mastered basic writing criteria and other skills. In fact, some students only got points in part #1, which consisted of filling the blanks, so it was possible to see that they understood the text. However, in the next two sections, students did not know how to begin their writing. From this context, it is thought that students' writing ability is insufficient.

Table 4. *Post-test results*

		Frequency	Valid Percent
Valid	3.0-4.0	2	8.4
	6.0-7.0	5	20.8
	7.0-8.0	7	29.2
	8.0-9.0	9	37.4
	9.0-10	1	4.2
	Total	24	100.0

Note: The table shows the overall frequency of writing post-test results.

Analysis and Interpretation

Based on table #4, the results show that only 2 students scored less than 6 points, while 12 participants significantly improved their scores from 6 to 8 points. At the same time, 10 students obtained scores higher than 8 points, thus demonstrating the effectiveness of the interventions and the application of the strategy proposed in the study.

The results showed that the blackout poetry strategy affected students' reading and writing. In addition, the post-test scores in the second and third parts showed an improvement, due to the fact that in the interventions innovative activities were carried out, while they read poems or short texts, they learned new vocabulary and reviewed grammatical tenses. In this way, little by little, the students improved their ability to create texts and connect ideas from the texts they read and transform them into personal creations.

Table 5. *Sections of assessments*

PRE-TEST		POST-TEST		DIFFERENCE	
Part #1	0.8125	Part #1	2.3125	Part #1	1.5
Part #2	0.985	Part #2	2.5666	Part #2	1.5816
Part #3	1.1533	Part #3	2.57541	Part #3	1.42211
Total	2.995	Total	7.392		

Note: Part #1: grammar, part #2: content, part #3: organization and language.

Analysis and Interpretation

According to table 5, the first part of the test "grammar" showed that students obtained an average of 0.8125 in the pre-test and an average of 2.3125 in the post-test over 3 points, which shows a difference of 1.5 between both. Regarding the second section "content" the participants obtained an average of 0.985 in the pre-test while in the post-test the result rose 1.5816 points, giving the final result 2.56666 points out of 3.5. In the last section "organization and language" the students reached an average of 1.1533 points, while in the post-test the average was more than doubled, reaching 2.57541 points out of 3.5

From the results described above, it can be stated that the use of the blackout poetry strategy helped students to improve their grammar, vocabulary and organization. These results show that this type of strategy had a positive impact on learning, as students with lower grades were able to significantly improve their results. This suggests that the use of authentic materials is ideal for improving aspects such as motivation, writing and reading comprehension.

3.2 Verification of Hypothesis

To verify the hypothesis, the statistical analysis software; Statistical Package for the Social Sciences (SPSS) from IBM was used. In addition, to calculate the hypothesis, the Wilcoxon statistic is taken into consideration to determine whether the results obtained support the null or alternative hypothesis.

Null hypothesis H_0 = The blackout poetry strategy does not influence the writing skills of third-year BGU students at "Alicia Marcuard de Yerovi High School".

Alternative hypothesis H_1 = The blackout poetry strategy does influence the writing skills of third-year BGU students at "Alicia Marcuard de Yerovi High School" **.**

***Table* 6.** *t-Test*

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PRE-TEST	24	2.995	2.4657	.5033
POST- TEST	24	7.392	1.6089	.3284

Note: t-test paired Sample Statistics-mean comparison.

Analysis and Interpretation

      The table above shows a comparison of the average results between the pre-test and the post-test. Students scored an average of 2.995 in the pre-test, while in the post-test it was 7.392, indicating a difference of 4.397. Considering this, the mean of the post-test is significant compared to the pre-test.

Table 7. *Hypothesis*

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The median of differences between PRE-TEST and POST-TEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.

a. The significance level is ,050.
b. Asymptotic significance is displayed.
Note: This table shows the Wilcoxon hypothesis test summary and the decision of the hypothesis testing

Analysis and Interpretation

      Table 7 shows that the level of significance in the pre-test and post-test results was <,001. Therefore, the null hypothesis was rejected, which established that the application of the blackout poetry strategy does not influence the writing of the 3 BGU students at Alicia Marcuard de Yerovi High School, and the alternative hypothesis was accepted. In this way, the use of the blackout poetry strategy positively influences the improvement of their writing.

Discussion of the results:

The objective of this research was to determine the influence of the blackout poetry strategy on writing. Furthermore, one of the specific objectives was to determine the level of writing that the participants had through a pre- and post-test.

In fact, from the results obtained in the pre-test, it was noted that the students had problems in identifying auxiliaries and the structure of each grammatical tense, in addition their vocabulary and connectors were limited. However, after the interventions, the post-test results showed that with the use of the black poetry strategy in creative texts, the students improved their vocabulary and grammar. First, the students created texts in different grammatical tenses, since they used the original text as a guide for the new creation. Second, their vocabulary increased thanks to the general reading that is done at the beginning of the process. Additionally, the action of writing became a challenging activity since they had to replace the selected words with antonyms or synonyms. A related study by Rodas et al. (2021), where research evidence and evaluation results showed that the use of the blackout poetry strategy in students is a good option to improve their linguistic skills in a fun and dynamic way. Additionally, this provides the opportunity to change academic writing for creative writing such as poetry, scripts or short stories.

The difference between the pre-test and post-test was 4.39 points, demonstrating that with the application of this new strategy, students feel more motivated to write. Likewise, the research carried out by Ladenheim (2014) confirmed that the strategy not only motivates but also captures the attention and develops critical thinking of students with bad behavior.

Finally, the aforementioned authors highlighted the importance of developing students' creativity and imagination in writing. Free or creative writing helps you generate ideas quickly without worrying about spelling or grammatical errors. It is undoubtedly an effective option, however the process of this strategy is different, which is why care must be taken in the selection of texts, so that students do not lose interest and motivation to participate in this activity.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Upon completion of all the interventions and obtaining all the results that support the effectiveness of the strategy, the following conclusions were reached:

-From the theoretical framework it is possible to conclude, that the application of the black poetry strategy turns normal writing into a dynamic and challenging activity, as it provides several advantages and few disadvantages (Senel, 2018). Furthermore, Philip (2020) added that this strategy proposes to reduce students' pressure to follow grammatical rules as it tries to connect emotions, feelings and creativity. At the same time, it was found that the process of applying the strategy according to Miller (2017) has 4 simple stages applicable to any text.

-Through the pre-test and the rubric, the writing level of the students was determined and, at the same time, the most common writing errors. The rubric evaluated three criteria: content, organization and language, based on it was determined that the students had more problems in the language part, that is, a basic vocabulary and unfamiliarity with grammatical structures. In addition, the average of the pretest was 2.99, which shows that the students reached an A2 level, despite the fact that the government claims that high school students reach a level of proficiency equivalent to B1.

-Finally, the results on the post-test were 7.39 out of 10 points, giving a difference of 4.39 points. Based on the data, it was defined that the use of the black poetry strategy in creative texts has a positive impact on writing, as it offers students interactive advantages designed to increase vocabulary and creativity, improve reading comprehension and foster motivation. In addition, the application of the strategy breaks with the traditional approach to writing, making it a more enjoyable experience.

4.2 Recommendations

Having established the conclusions of this research, it is recommended:

-First of all, teachers should do more research on the topic in order to learn more about the use of the strategy and its benefits, so that it will be easier to use the strategy as a support to improve students' writing. In addition, it is suggested that educators use creative texts or authentic materials in the classroom so that students have the opportunity to be exposed to real-life contexts and use English in real-life situations.

- Second, it is proposed to develop rubrics to evaluate all written production activities that contain criteria that induce self-reflection, that is, that teachers and students identify strengths and weaknesses. In addition, global or personal feedback is requested, so that students know their mistakes and improve. Finally, it is important to focus on developing vocabulary and a basic knowledge of grammatical structures.

-Third, educators should include this strategy in the writing process, as students feel more comfortable writing about everyday life, poems and scripts; in these activities, they are creating new worlds and characters. In addition, teachers should move from academic writing to creative writing, as students increase their thinking skills, i.e. they improve their ability to find suitable synonyms or antonyms. Finally, the researcher recommends that they should use short poems and poems about animals that include grammar according to their academic level.

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Annexes

Annex 1: Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Salcedo, 28 de agosto de 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Fausto Marcelo Neto Vizcaino, en mi calidad de Rector de la Unidad Educativa "Alicia Marcuard de Yerovi", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "BLACKOUT POETRY STRATEGY AND WRITING SKILL" propuesto por la estudiante Sandoval Cárdenas Karla Mishell, portadora de la Cédula de Ciudadanía, 050335000-1 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

MSc. Marcelo Neto
Rector
0501705644
0996653453
marcelonetv@hotmail.com

Annex 2: Key categories

KEY CATEGORIES
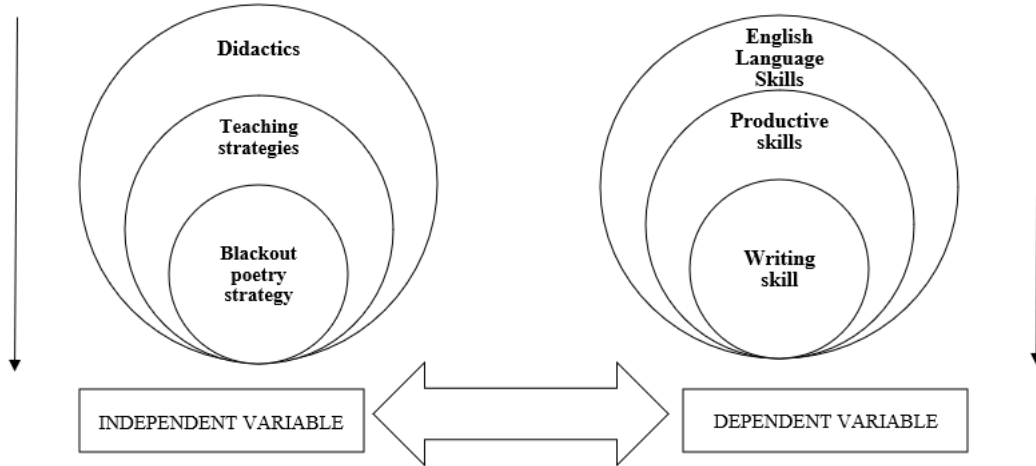
UTA

UNIDAD EDUCATIVA "ALICIA MARCUARD DE YEROVI"
CAMBRIDGE ENGLISH FIRST: KET EXAM
PRE-TEST

Name: _____   **Date:** _____
Difficulty: A2 Elementary Level   **Time:** 45 minutes

WRITING

INSTRUCTIONS TO CANDIDATES:
Do not open this question paper until you are told to do so.
Read the instructions for each part of the paper carefully. Answer all the questions.
Read the instructions on the answer sheet and write your answers on the answer sheet.
Use a pencil.
You must complete the answer sheet within the time limit.

PART I

Questions 1– 6

For each question, write the correct answer. Write one word for each gap.

Example: (0) you

From:	Anita
To:	Sasha

Thank you **(0)**, ………... your email. Living in Canada sounds really great! I'm glad that you like **(1)** ………… new house. What's the weather like? **(2)**................... it very cold in Canada? Does it snow every day?

I heard that a **(3)** .... of Canadians speak two languages – English <u>and</u> French.
Are you having French lessons? Do you watch programmes **(4)**................... TV in French too?

How about the students in your new school? Are **(5)** .... friendly? And send some photos too – I would like to know more about them.

I've got **(6)**................. go now, but I'll write again soon.

PART II

Question 7
(3.5 POINTS)

You are going shopping with your English friend Pat tomorrow. Write an email to Pat.

Say:
1. Where you want to meet
2. What time you want to meet
3. What you want to buy

Write the email below. Write at least 50 words.

PART III

Question 8
(3.5 POINTS)

Look at the three pictures.
Write the story
shown in the
pictures. Write 50
words or more.
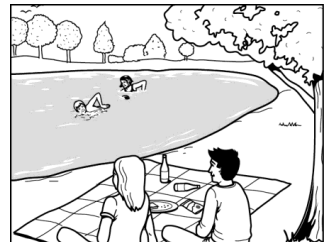
Write the story below.

ANSWER SHEET

Name: _____

PART I

Questions 1-6

Write the correct answer

1	
2	
3	
4	
5	
6	

PART II

Question 7

Write the email below. Write at least 50 words.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PART III
Question 8
Write the story below. Use every single picture

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

ANSWER KEY

PART I

1	Your
2	Is
3	Lot
4	On
5	They
6	To

PART II

7	**Variety of responses**

PART III

8	**Variety of responses**

Annex 4: Post-test

UNIDAD EDUCATIVA "ALICIA MARCUARD DE YEROVI"
CAMBRIDGE ENGLISH FIRST: KET EXAM
POST-TEST

Name: _____   **Date:** _____
Difficulty: A2 Elementary Level   **Time:** 45 minutes

WRITING

INSTRUCTIONS TO CANDIDATES:
Do not open this question paper until you are told to do so.
Read the instructions for each part of the paper carefully. Answer all the questions.
Read the instructions on the answer sheet and write your answers on the answer sheet.
Use a pencil.
You must complete the answer sheet within the time limit.

PART I

Questions 1– 6

For each question, write the correct answer. Write one word for each gap.
(0.5 EACH ONE)

Example: (0) you

From:	Maria
To:	John

I hope (0) …………... are well. I´m having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (1) ……………………… lovely beach. We had to leave before lunch because it was very hot. We went to a party (2) ……………………. the evening in the center (3) ………………… the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (4) ………………. on a boat trip or (5) ……………… tennis.

I´ll show you my photos (6) ……………………. I get back.

See you soon,

PART II

Question 7
(3.5 POINTS)

Write a creative text about a pirate. Write at least 50 words.

Say:

1. What is he looking for?

2. Where does he look for the treasure?

3. Add other characters

PART III

Question 8
(3.5 POINTS)

Look at the three pictures.
Write the story shown in the pictures.
Write 35 words or more.

ANSWER SHEET

Name: _____

PART I

Questions 1-6

Write the correct answer

1	
2	
3	
4	
5	
6	

PART II

Question 7

Write the creative text below. Write at least 50 words.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PART II
Question 8
Write the story.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PART I

1	A-This
2	In- during
3	Of
4	Go
5	Play- watch
6	When- after

PART II

7	**Variety of responses**

PART III

8	**Variety of responses**

Annex 5: Rubric

Writing Rubric

Candidate name: _____

	CONTENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. The target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices	Uses every 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
4	**Performance shares features of Bands 3 and 5**		
3	Minor irrelevances and or omissions may be present. The target reader is on the whole informed	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.
2	**Performance shares features of Bands 1 and 3**		
1	Irrelevances and misinterpretation of tasks may be present. The target reader is minimally informed.	Production is unlikely to be connected, though punctuation and simple connectors (i.e. "and") may occasionally be used.	Produces basic vocabulary of isolated words and phrases. Produces a few simple grammatical forms with only limited control.
0	The content is totally irrelevant. The target reader is not informed	**Performance below Band 1**	

Annex 6: Lesson plans

Lesson Plan #1

Unit/Topic: Parts of speech	**Date:** 5/10/2023
Key Learning Area: Writing and Speaking skill	**Course:** 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objectives:
Students will identify the parts of speech (nouns, verbs, pronouns, adjectives, and adverbs).
Learning objectives:
Students will be able to create complete sentences using the verbs that teacher imitated.

Time	Main Context	Purpose
15min	**PRESENTATION** The teacher will give examples of names of places, animals, things, and people, and have students group them in the correct category. After that activity, the teacher will explain what a noun is. Then the teacher will imitate some verbs and have the students say the action. Finally, the teacher will show some images and ask students to describe the images using adjectives.	-Ss will be able to identify parts of speech like nouns, verbs, adjectives, and adverbs.
10min	**PRACTICE** The teacher will ask the students to take a chocolate and then give an example of the parts of speech according to the color of the chocolate. Green=verb Red= adjective Yellow=noun Adverb= blue The teacher will introduce the class topic "parts of speech" through sentences. She will teach how to apply each and in which order it should be followed.	-Ss will be able to identify the function of parts of speech in the sentences.
20 min	**PRODUCTION** The teacher will ask them to write 10 sentences, using the verbs she will imitate.	-Ss will be able to create their sentences using the parts of speech correctly and in the correct order.

Homework: Write 5 verbs, 5 nouns, 5 adjectives, and 5 adverbs.

RESOURCES

Lesson Plan #2

Unit/Topic: Parts of speech	**Date:** 10/10/2023
Key Learning Area: Writing and Speaking skill	**Course:** 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objective:
Students will identify the parts of speech (nouns, verbs, pronouns, adjectives, and adverbs).
Learning objective:
Students will be able to classify the words according to their function.
Students will be able to create complete sentences using words of the table.

Time	Main Context	Purpose
10min	**PRESENTATION** The teacher will show some flashcards to teach new adjectives and verbs. Then teacher will give examples using these words.	-Ss will be able to identify the meaning of words through the pictures and context of the sentences.
15min	**PRACTICE** The teacher will ask students to complete **worksheet #1,** and then they will find the words in the puzzle words and have to classify them in the table.	-Ss will be able to classify the words for their function.
5min	The teacher will ask them to say orally the words that they have for each category.	
10min	**PRODUCTION** The teacher will ask them to write 6 sentences using the previous words.	-Ss will be able to create complete sentences.

Homework: Write 10 sentences using the verbs and adjectives of the flashcards.

RESOURCES

Adjetives

Verbs

ACTIVITY #1

Name: _____   Date: _____

Use the image to find out the words in the puzzle word. Then write the

words in the correct column.

Parts of speech

R	U	S	L	O	N	G	S	C
D	O	G	L	R	S	S	M	A
R	E	A	D	E	T	I	A	T
T	T	Q	U	I	E	T	L	Y
A	I	H	S	S	I	P	L	L
B	S	T	I	B	O	M	M	A
L	N	H	B	N	I	F	F	Z
E	I	A	E	W	K	N	A	Y
V	R	Q	S	C	H	A	I	R

Noun	Verb	Adjective	Adverb	Pronoun

Write six sentences using the above words.

1.	
2.	
3.	
4.	
5.	
6.	

Lesson Plan #3

Unit/Topic: Parts of speech	**Date:** 11/10/2023
Key Learning Area: Writing and Speaking skill	**Course:** 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objectives:
Students will identify the parts of speech (nouns, verbs, pronouns, adjectives, and adverbs).
Learning objectives:
Students will be able to define the meaning of some verbs and adjectives.
Students will be able to create complete sentences using the previous words.

Time	Main Context	Purpose
10min	**PRESENTATION** The teacher will show some flashcards with the meaning of some words and adjectives, then she will divide the class into four groups of six students. The teacher will explain the activities that they have to complete in **worksheet #2.**	-Ss will be able to infer the meaning of the words.
20min	Before completing the worksheet, students will play some traditional games.	
15 min	**PRODUCTION** The teacher will ask students to fill in the crossword. The teacher will ask them to write 10 sentences using the previous words. (Cooperative learning).	-Ss will be able to define the meaning of verbs and adjectives.

Homework: Fill out the following crossword about adjectives in this link:

https://letsdopuzzles.com/dl/adjectives-crossword

RESOURCES:

To give someone knowledge or to train someone; to instruct.	**TEACH**
To learn about a subject, especially in an course or by reading books.	**STUDY**
To break the surface of something, or to divide or make something smaller, using a sharp tool, especially a knife.	**CUT**
Small in length, distance, or height	**SHORT**
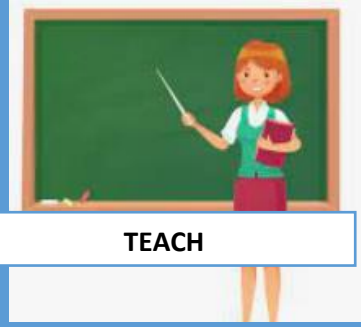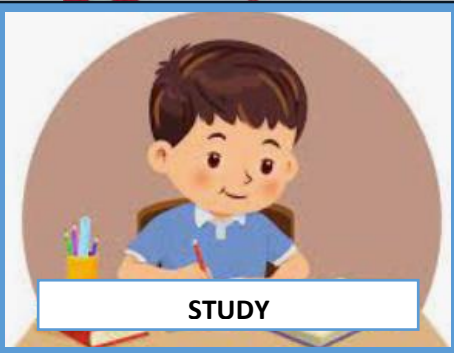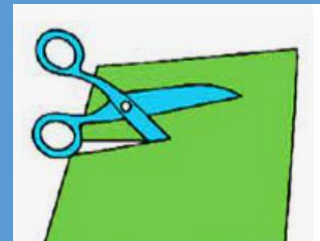
ACTIVITY #2

PARTS OF SPEECH (VERBS AND ADJECTIVES)

1. **Complete the crossword with the words (verbs or adjectives) according to their definition.**

ACROSS AND DOWN
1. It is an adjective used to describe food that tastes good.
2. It is the antonym of "FAST".
3. It is an adjective to describe the overprice of some object.
4. It is the last action in the day.
5. It is the action of carrying things or people by car, bus, or truck.
6. It is the synonym of the adjective "BEAUTIFUL".
7. It is the antonym of "CLEAN"
8. It is the action in which people move according to the music.
9. It is the action of acquiring something in exchange for money.
10. It is the action of preparing food for breakfast, lunch, and dinner.
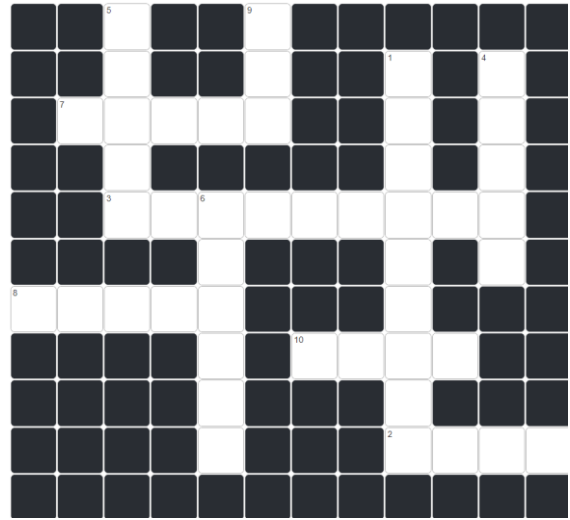
2. **Write 10 sentences using each word in the crossword.**

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Lesson Plan #4

Unit/Topic: Present simple and present continuous	**Date:** 12/10/2023
Key Learning Area: Grammar and Writing skill.	**Course:** 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objectives:
Students will describe the images using present simple and present continuous.
Learning objectives:
Students will be able to produce descriptive writing using present simple to talk about facts and present continuous to talk about actions.

Time	Main Context	Purpose
20 min	**PRESENTATION** The teacher will show one image using a simple present and ask students to say something about the picture and she will write on the board. The teacher will ask students to say the actions of the people in the picture (what is she doing). The teacher will explain that you use present simple to say something about the picture and you use present continuous to say the actions of the people in the picture.	-Students will be able to distinguish between the use of present simple and present continuous.
10min	**PRACTICE** The teacher will show another image and ask them to give examples only using the present simple.	-Ss will be able to use present simple when they talk about their daily routine.
15 min	**PRODUCTION** The teacher will ask them to complete the **worksheets #3,** and they will create a descriptive text using the grammar.	-Ss will be able to create a descriptive text

Homework: Write your daily routine.

RESOURCES

ACTIVITY #3

Describe each of the images, considering the color of their clothes, the emotions they show, the place where they are, and the actions they are doing.

Lesson Plan #5

Unit/Topic: Present continuous, present simple and past.	Date: 16/10/2023
Key Learning Area: Reading comprehension	Course: 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objectives:
Students will identify the parts of speech (nouns, verbs, pronouns, adjectives, and adverbs).
Learning objective:
Students will be able to classify the words according to their function.
Students will be able to create sentences in each time.

Time	Main Context	Purpose
20min	**PRESENTATION** The teacher will write some examples on the board and analyze these if they are in the present or past tense. Then the teacher will use the same examples to explain **worksheet #4.** Example: | He	is	a	fast	driver	TENSE | |---|---|---|---|---|---| | 0 | 1 | 8 | 4 | 2 | TB |	-Ss will be able to recognize the parts of a well-structured sentence.
15min	**PRACTICE** The teacher will ask students to complete the worksheet #4. Students have to analyze and categorize each sentence like previous examples.	-Ss will be able to develop sentences correctly.
10min	**PRODUCTION** The teacher will ask students to write 3 own examples to analyze and categorize later.	-Students will be able to create complete sentences.

> Homework: Write 5 sentences in the past and 5 sentences in simple present. Then, choose 5 sentences to analyze each word and categorize them for their function.

RESOURCES

ACTIVITY #4

NAME: _____   **DATE**: _____

1. **Analyze each sentence, then give a number according to the category of each word. Finally, define what time each sentence is in.**

1. He is a fast driver.
2. I have a blue wallet
3. The horse drank some water
4. Maria ate a delicious food.
5. They are my best friends.
6. My father is driving his luxury car.
7. His brother is a tall boy.
8. We learned English
9. Juan is cheating in the lesson.
10. Luis wants a new cellphone

Pronoun	0
Noun	2
Verb	1
Adjective	4
Article	8
Adverb	5
Present Simple	PS
Present continuous	PC
Verb To-BE	TB
Past	P

#					TENSE	TOTAL
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

2. **Write your own examples and later categorize each word.**

1.
2.
3.

Lesson Plan #6

Unit/Topic: Present simple	Date: 17/10/2023
Key Learning Area: Grammar and Writing skills.	Course: 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objectives:
Students will use auxiliary (do not and does not) in negative sentences.
Learning objectives:
Students will be able to create positive sentences into negative ones.

Time	Main Context	Purpose
15min	**PRESENTATION** The teacher will read the poems and check that students know and understand the meanings of the poems and words. The teacher will choose some positive sentences to explain how to change in negative form. Example: I like rainy weather → I don't like rainy weather. I want the sun →I don't want the sun.	-Students will be able to recognize what is the appropriate auxiliary for each pronoun.
10min	**PRACTICE** Ask students: what do you do every day? The teacher will list the activities on the board (get up, eat, sleep) and later transform them into negative sentences. The teacher will explain what to do in the **worksheet #5.**	-Ss will be able to apply the correct auxiliary for each pronoun.
20 min	**PRODUCTION** Students will paint the words according to their functions. The teacher will ask them to cross out the remaining text and create a new poem using some painted words.	-Ss will be able to create a new poem from the original one.

Homework: Write 5 sentences in the present and then transform them into negative.

RESOURCES

ACTIVITY #5

NAME: DATE:

Read the following poems. Then paint the adjectives red, the verbs green, and the nouns and pro

nouns yellow. Then cover the remaining text and try to write a new poem.

Weather for all	
I like rainy weather	_____
Said the yellow duck.	_____
Not for me! I want the sun!	_____
The hen began to cluck.	_____
I think snow is great!	_____
Millie nodded her head.	_____
In spring the weather will please	_____
each one!	
The wise weatherman said.	
Forever In love	
You are the sunshine in my day	
The moonlight in my night	_____
The beat in my heart	_____
The love in my life	_____
	_____
Your smile lights up my world	_____
Your touch sends shivers down my spine	_____
Your voice is music to my ears	_____
Your love is all that's mine	_____
	_____
I am yours and you are mine	_____
Together we are whole	_____
Our love is pure and true	_____
Forever in our souls.	

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Lesson Plan #7

Unit/Topic: Past simple	**Date:** 19/10/2023
Key Learning Area: Grammar and Writing skills.	**Course:** 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objectives:
Students will use the auxiliary "did" to make negative sentences.
Learning objectives:
Students will be able to create positive sentences into negative ones using personal experiences.

Time	Main Context	Purpose
15 min	**PRESENTATION** The teacher will read the poems and check that students know and understand the meanings of the poems and words. The teacher will choose some positive sentences to explain how to change in negative form. Example: I put him in the bathtub → I didn't put him in the bathtub. He drank up all the water → He didn't drink up all the water.	-Students will be able to transform positive sentences into negative ones.
10min	**PRACTICE** Ask students: what did you do yesterday? The teacher will list the activities on the board (ate, walked, drank, studied) and later transform them into negative sentences. The teacher will explain that to make sentences in the past with regular verbs only add -ed, and irregular verbs have their own form. The teacher will explain what to do in the **worksheet #6.**	-Ss will be able to use verbs in the past to write activities they did. -Ss will be able to recognize that there are two kinds of verbs.
20 min	**PRODUCTION** The teacher will ask them to choose any words from the poem, such as verbs, adjectives, or nouns. The teacher will ask them to cross out the remaining text. Students have to use these words in their next piece of writing.	-Ss will be able to create their own poems using the selected words.

Homework: Write 10 sentences in the past tense.

NAME:

ACTIVITY #6

Read carefully. Then choose and underline the words that you decide. Then cross out the reimaging text and try to write a new poem.

Little Frog I have a little frog, His name is Tiny Tim. I put him in the bathtub, To see if he could swim! He drank up all the water, And gobbled up the soap! And when he tried to talk, He had a bubble in his throat!	
teachers By Kevin William Huff Teachers Paint their minds and guide their thoughts Share their achievements and advise their faults Inspire a Love of knowledge and truth As you light the path Which leads our youth For our future brightens with each lesson you teach Each smile you lengthen Each goal you help reach For the dawn of each poet each philosopher and king Begins with a Teacher And the wisdom they bring.	

VOCABULARY:

Lesson Plan #8

Unit/Topic: Past simple	**Date:** 24/10/2023
Key Learning Area: Grammar and Writing skills.	**Course:** 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objectives:
Students will use the auxiliary "did not" to make negative past sentences.
Learning objectives:
Students will be able to talk about what did you do in the last vacation.
Students will be able to create a new poem.

Time	Main Context	Purpose
15 min	**PRESENTATION** The teacher will read the poems and check that students know and understand the meanings of the poems and words. The teacher will choose some positive sentences to explain how to change in negative form. Example: Linda wore a big hat → I didn't wear a big. She brought her pail and her shovel. → She didn't bring her pail and her shovel.	-Ss will be able to apply the auxiliary "did" in negative sentences.
10min	**PRACTICE** Students will work in pairs and answer the following question: What did you do in the last vacation? Students will list the activities on a piece of paper (I went, I ate, I visited) and then her or his partner has to transform them into negative sentences. The teacher will explain what to do on **worksheet #7.**	-Ss will be able to use verbs in the past to talk about their last vacation and to notice that when the auxiliary is used in negative sentences, the verb returns to its base form.
20 min	**PRODUCTION** The teacher will ask them to choose any words from the poem, such as verbs, adjectives, or nouns, and then students have to cross out the remaining text. Students have to use these words in their next piece of writing.	-Ss will be able to produce their poems using the selected words.

Homework: Write a story about your last vacation.

ACTIVITY #7

NAME: **DATE:**

Read carefully, then choose and underline the words that you decide. Then cross out the reimaging text and try to write a new poem.

A Day at the Beach

Linda's mother took her to the beach. Linda wore a big hat to keep the sun off of her face. She brought her pail and her shovel. Linda walked along the beach and collected shells. She watched the seagulls fishing. She watched ships sail along the horizon. It was a very nice day.

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The Ladybug

The ladybug is an insect. Like all insects, it has six legs. The ladybug has two sets of wings. The outer set is the hard shell for protection. The inner set is what the ladybug uses to fly. Many ladybugs are red and black, but they can also be yellow and black or orange and black. Some ladybugs even have stripes! Ladybugs are good insects to have in your garden. They eat other bugs that can eat your vegetable plants.

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Lesson Plan #9

Unit/Topic: Past simple	**Date:** 26/10/2023
Key Learning Area: Grammar and Writing skills.	**Course:** 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objectives:
Students will use the auxiliary "did" to make past simple questions.
Learning objectives:
Students will be able to make and answer the interrogative sentences.
Students will be able to create a new poem.

Time	Main Context	Purpose
20 min	**PRESENTATION** The teacher will read the poems and check that students know and understand the meanings of the poems and words. The teacher will show how to make interrogative sentences and write some examples on the board.	-Students will be able to create interrogative sentences.
10min	**PRACTICE** The teacher will ask students to read the interrogative sentences on the board and select one partner to respond to this. The teacher will explain what to do in the **worksheet #8.**	-Ss will be able to answer the interrogative sentences.
20 min	**PRODUCTION** The teacher will ask them to choose any words from the poem, such as verbs, adjectives, or nouns and then students have to cross out the remaining text. Students have to use these words in their next piece of writing.	-Ss will be able to produce their poems using the selected words.

Homework: Fill out the following worksheet about "past simple questions."
Read the questions and write your answer using the past tense.
https://games4esl.com/wp-content/uploads/Past-Tense-Worksheet-Answer-The-Question.pdf

NAME:

ACTIVITY #8

Read carefully. Then choose the best words and try to write a new poem.

Mistakes Mistakes I made all my life, Cut and shaped me by knife, Never they were easy to bear, Yet, I acted bravely, not in fear. No regret or pain I hold on me, Gracefully, I let go pall and glee, Learning from failures is a must, Or all experiences are alike dust. In the world, all break into parts, But, life is costly & time departs, Here, nothing waits for anything, All must arise and live like a king.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Love is a word That is constantly heard. Hate is a word That is not. Love, I am told Is more precious than gold. Love, I have heard Is hot. But hate is the verb That to me is superb. And love, just a drug On the mart. For any kiddie from school Can love like a fool. But hating, my boy Is an art .	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

VOCABULARY:

Lesson Plan #10

Unit/Topic: Past simple and simple present	**Date:** 30/10/2023
Key Learning Area: Grammar and Writing skills.	**Course:** 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Learning objectives:
Students will create a new text with the words they replaced at the beginning.

Time	Main Context	Purpose
10 min	**PRESENTATION** The teacher asks them to read the short text. The teacher will check that they understand the text, select some words from the text, and ask them to say a synonym or antonym for them.	-Ss will increase their vocabulary to use later.
10min	**PRACTICE** The teacher will ask students to work in pairs and fill out the following worksheet. **A Simple past simple gap-fill story with questions** Ted _____ (be) at the gift shop. He _____ (want) to buy a present for his wife. He _____ (know, neg.) what to buy, so he _____ (ask) the lady at the shop for an idea. She _____ (say) she _____ (know, neg.) his wife and _____ (ask for) some details about her. Ted _____ (tell) her his wife's age and hobbies. He _____ (mention) she _____ (like) flowers. The lady _____ (offer) a set of a brooch and a necklace, with a beautiful peach pink flower in the middle. Ted _____ (look) at the set and _____ (try) to decide if his wife would like it. The lady, who _____ (be) the seller, _____ (add) that the set _____ (be) on sale with 25% off (discount). Ted _____ (think) a bit and _____ (decide) to buy it. He _____ (ask) the lady to wrap it as a present, in a gift wrap. The lady _____ (do) so and _____ (go) to the counter. Ted _____ (pay) by credit card, _____ (get) a receipt, _____ (take) the wrapped box and _____ (leave) the shop. He _____ (walk) down the street and he _____ (be) happy. He _____ (have) a wonderful gift for his wife. The teacher will explain what to do in the **worksheet #9**	-Ss review verbs in the past tense
25 min	**PRODUCTION** The teacher will ask them to select and paint any words from the text, such as verbs, adjectives, or nouns. Students have to use these words in their next piece of writing.	-Ss will create their text using the selected words.

NAME:

ACTIVITY #9

Please read carefully, choose and paint some words that you decide then cross out the remaining text. Finally, write a new text using them.

Reading

Yesterday Tina went to a fair with her father. There were many toys at the fair. She wanted to buy all the toys. There were also many food stalls. As Tina was hungry, she walked towards one of the stalls. But she did not realise that she had let her father's hand go. She went to the shop and asked for a chocolate. The shopkeeper asked for money. She turned back. But she did not find her father. She started crying. The kind shopkeeper gave her a candy. He also told her not to cry. He took her to a police officer. The police announced Tina's name through the speakers. After some time, her father arrived and saw Tina. Tina ran towards him, hugged him tightly and cried. Her father bought her many toys. Tina did not let go of her father's hand ever again.

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VOCABULARY:

Lesson Plan #11

Unit/Topic: Past simple	Date: 6/11/2023
Key Learning Area: Vocabulary and Writing skill	Course: 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objectives:
Students will improve their vocabulary.
Learning objective:
Students will be able to create a new text using the words that they wrote in the blanks.

Time	Main Context	Purpose
10 min	**PRESENTATION** The teacher will write some sentences on the board and leave a blank space for the students to fill in.	-Students will be able to relate the correct words according to the context.
10min	**PRACTICE** The teacher will ask students to work in pairs and complete the following activity. The teacher will explain what to do in **worksheet #10.** 	-Ss will be able to find the correct words.
25 min	**PRODUCTION** The teacher will ask them to fill out the blanks and then the students will use these words in the following writing.	-Ss will be able to produce their poems using the selected words.

RESOURCES

NAME:

ACTIVITY #10

Fill in the blanks with the correct answer. Look at the words written below the line as a guide for your answer. Then, cross out the text except for the words that you wrote and create a new text using these words.

A SPOOKY CAMPFIRE STORY

It was a _____ summer day. _____ and I were excited to
(adjective)   (noun)

go camping at _____. It was my first time going there. I
(place)

packed my favorite _____. It is _____ and _____.
(piece of clothing)   (adjective)   (adjective)

Perfect for camping! On the road we went in our _____
(adjective)

_____ van! We were listening to _____ all the
(adjective)   (song title)

way down. The drive was about 5 hours but it was so worth it.

When we got there we unpacked the van. I could smell _____
(Food)

being cooked. It smelled _____. I _____ to the room
(adjective)   (past tense verb)

I was staying in with my _____   The next thing I knew,
(noun)

_____ came and _____ on the bed. I heard my mom
(noun)   (past tense verb)

scream, "Get off the bed!" I _____ outside. I saw _____.
(past tense verb)   (noun)

It was _____. Over the next few days I got to _____,
(noun)   (verb)

_____ ,and _____. My camping trip was _____.
(verb)   (verb)   (adjective)

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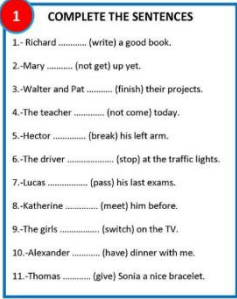
Lesson Plan #12

Unit/Topic: Present Perfect	**Date:** 14/11/2023
Key Learning Area: Grammar and Writing skills.	**Course:** 3ro BGU
Number of students: 24	

LESSON PLAN OBJECTIVES

Teaching objectives:
Students will use the auxiliary "have" in positive sentences.
Learning objectives:
Students will be able to create a text using the new grammar.

Time	Main Context	Purpose
20 min	**PRESENTATION** The teacher will explain the grammar using some examples.	-Ss will review verbs in the past participle tense. -Ss will identify the auxiliary according to the pronoun.
10min	**PRACTICE** The teacher will ask students to complete the following activity. The teacher will explain what to do in the **worksheet #11.** COMPLETE THE SENTENCES 1.- Richard .... (write) a good book. 2.-Mary .... (not get) up yet. 3.-Walter and Pat .... (finish) their projects. 4.-The teacher .... (not come) today. 5.-Hector .... (break) his left arm. 6.-The driver .... (stop) at the traffic lights. 7.-Lucas .... (pass) his last exams. 8.-Katherine .... (meet) him before. 9.-The girls .... (switch) on the TV. 10.-Alexander .... (have) dinner with me. 11.-Thomas .... (give) Sonia a nice bracelet.	-Ss will review verbs in the past participle tense. -Ss will identify the auxiliary according to the pronoun.
20 min	**PRODUCTION** The teacher will ask them to choose words from the letter, such as verbs, adjectives, or nouns. Students have to use these words in their next piece of writing.	-Ss will create their letter with their desires using the selected words.
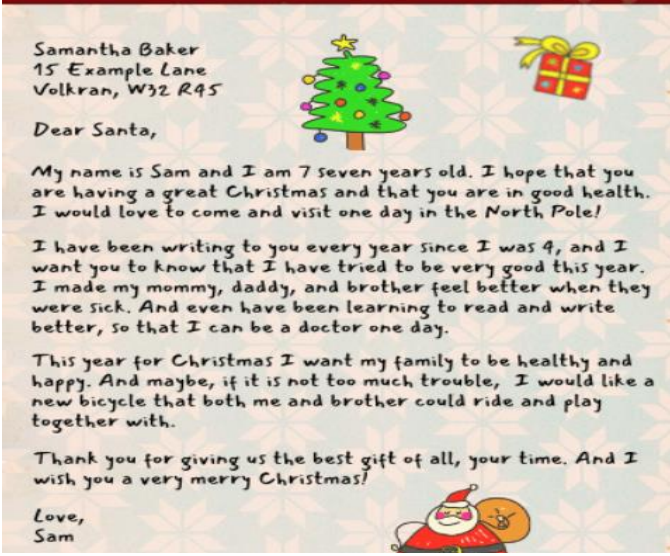
Homework: Fill out the following worksheet about "Present perfect" from number #12 until 22.
https://www.scribd.com/document/341860360/Present-Perfect

72

RESOURCES

NAME:

ACTIVITY #11

1. Read carefully. Then choose some words that you decide and cross out the remaining text. Write a new letter with your desires.

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Annex 7: Turnitin report

Thesis

6%	4%	2%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

1	Submitted to Universidad Tecnica De Ambato-Direccion de Investigacion y Desarrollo , DIDE Student Paper	1%
2	repositorio.uta.edu.ec Internet Source	1%
3	Submitted to Texas Southmost College Student Paper	<1%
4	Submitted to University of Salford Student Paper	<1%
5	files.eric.ed.gov Internet Source	<1%
6	ri.ues.edu.sv Internet Source	<1%
7	sinergiejournal.eu Internet Source	<1%
8	Submitted to vitka Student Paper	<1%
9	Melor Md Yunus, Chan Hua Chien. "The Use of Mind Mapping Strategy in Malaysian	<1%