# UNIVERSIDAD TÉCNICA DE AMBATO



## CENTRO DE POSGRADOS

## MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

## COHORTE 2022

**Tema:** Meaningful Learning Experiences in the development of Paragraph Writing

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magister en Enseñanza de Inglés como Lengua Extranjera

**Modalidad del Trabajo de Titulación:** Proyecto de titulación con componentes de investigación aplicada y desarrollo

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Ambato – Ecuador

2024

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# AGRADECIMIENTO

# DEDICATORIA

I dedicate my dissertation to my wife, Maribel, and my son, Nicolas, for their unconditional support during this process. His love, affection, and mutual effort have been fundamental. This experience has been crucial in my life, and nothing would have been the same without them. Your constant support has

**UNIVERSIDAD TÉCNICA DE AMBATO**
**CENTRO DE POSGRADOS**
**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA**
**EXTRANJERA**
**COHORTE: 2022**

**TEMA:**
MEANINGFUL LEARNING EXPERIENCES IN THE DEVELOPMENT OF
PARAGRAPH WRITING

**MODALIDAD DE TITULACIÓN:** Proyecto de Titulación con Componentes de
Investigación Aplicada y de Desarrollo.
**AUTOR:** Lic. Rodrigo Xavier Vargas Mora.
**DIRECTOR:** Lic. Wilber Orlando Romero Villarroel Magister.
**FECHA:** 20 de marzo de 2024.

**RESUMEN EJECUTIVO**

This study investigates the impact of meaningful learning experiences on the development of written paragraphs among fifth-year students at the Angel Polibio Chaves Millennium Educational Unit using a quasi-experimental research design. The research aims to assess the effectiveness of these experiences compared to traditional instruction. Data collection includes pre-tests and post-tests, designed through an A2 Flyers of Cambridge, to measure students' proficiency in paragraph writing before and after the intervention. Results indicate a significant improvement in students' writing skills, with increased coherence, organization, vocabulary usage, and argument development. Pedagogical strategies implemented during the intervention, such as deliberate practice and formative feedback, contributed to this improvement. Additionally, students' preferences and perceptions towards English paragraph writing activities showed a positive response, indicating increased motivation and engagement. Statistical analysis using Student's t-test supports the hypothesis that meaningful learning experiences positively impact students' acquisition of writing skills. Overall, the findings suggest that integrating meaningful learning experiences into English language instruction can effectively enhance students' paragraph writing abilities.

## CHAPTER I

## RESEARCH PROBLEM

### 1.1. Introduction

In today's increasingly globalized world, English has emerged as the universal language for international communication, encompassing various fields such as administration, education, and law (Crystal, 2003). Its significance in the era of globalization, as emphasized by Minha (2005), cannot be overlooked. The demand for English proficiency is reflected in job requirements, where employers prioritize candidates with strong English skills for both local and international positions. English has become an indispensable tool for effective oral and written communication, not only for multinational corporations but also for individuals interacting with international clients.

Mastering English involves four crucial skills: listening, speaking, reading, and writing, in addition to grammar proficiency. Proficiency in writing is especially essential, as it requires prior experiences gained through reading, observation, and lifelong learning, starting in childhood. This research focuses on exploring the impact of relevant learning experiences on helping students construct well-written paragraphs in English.

Given the importance of English as the lingua franca in fields like science and technology, educators have adopted various teaching approaches tailored to the learning patterns of their students. Among the challenges faced by English teachers at the elementary level is guiding students with limited or no linguistic abilities to effectively learn the language and read and write basic texts in English. This research aims to address this issue by assessing meani experiences in developing written paragraphs among students at the Angel Polibio Chaves Millennium Educational Unit in San Miguel de Bolivar.

The primary objective of this study is to reshape English language instruction by exploring innovative methods that encourage meaningful paragraph production

while moving away from traditional approaches that hinder student growth. There have been identified difficulties in understanding Spanish or English literature, along with deficiencies in reading and writing skills that manifest in comprehension processes. Consequently, this research seeks to demonstrate the effectiveness of the initiative in elevating the intellectual level of fifth-year basic education students.

The research objectives include analyzing the impact of meaningful learning experiences on the development of written paragraphs among students in the Fifth Year of Basic General Education and developing theoretical foundations for meaningful learning and paragraph development in English as a foreign language. Moreover, the study aims to identify the primary challenges students face while writing English paragraphs and to support the development of English paragraphs through pedagogical writing strategies based on their daily experiences.

This research contributes significantly to the field of language education by investigating the utility of intentional and innovative learning experiences in enhancing students' writing skills. Consequently, instructors can better foster a deep understanding of the English language and enhance writing abilities among students from diverse linguistic backgrounds and learning styles.

This research study includes the following chapters:

- **CHAPTER I:** Provides a short overview of the study topic, including an introduction, rationale, and goals.
- **CHAPTER II:** Investigates the research background that offers theoretical support for the suggested issues, focusing on two variables: meaningful learning experiences and paragraph writing. The chapter also provides a short overview of several past studies that support this study.
- **CHAPTER III:** Explains the approach used in this study. These parameters include location, instruments and procedures, study methodology, and data gathering methods.
- **CHAPTER IV:** Deals with the application's outcomes and provides a quick analysis of the findings and explains them using graphs and statistics.

- **CHAPTER V:** It is based on the findings and suggestions from the study. This section includes a bibliography and annexes.
- **CHAPTER VI:** Includes a teaching guide for developing written paragraphs via meaningful learning experiences.

## 1.2. Justification

The significance of English as a universal language of science and technology necessitates diverse teaching approaches that cater to the learning styles of different study groups. Among the primary challenges faced by English teachers at the basic general education level is guiding students with limited linguistic abilities, which is particularly common among students at the basic average level. Thus, it becomes imperative to teach students not only to communicate in English but also to read and comprehend basic texts in the language. In light of this reality, this research aims to analyze significant learning experiences in developing written paragraphs among students at the Angel Polibio Chaves Millennium Educational Unit in San Miguel de Bolivar, specifically focusing on fifth-year students.

This research holds significant theoretical importance as well as practical implications. In theory, it contributes to the evolving field of language instruction by pioneering innovative methodologies that prioritize the development of meaningful paragraph writing skills over traditional grammar-centric approaches. In the rapidly changing linguistic landscape, language educators must adapt to the evolving needs of learners. This study delves deep into the intricacies of language acquisition, cognitive processes involved in producing well-structured paragraphs, and the interplay between language proficiency and effective communication.

By challenging the prevailing emphasis on grammar instruction, this research enriches the theoretical foundation of language education. It seeks to bridge the gap between theory and practice, recognizing that language proficiency is more than just a collection of grammatical rules. It explores how students can harness their language skills to convey ideas effectively, construct coherent arguments, and engage in meaningful written discourse. This paradigm shift in language instruction

is both timely and relevant in the interconnected global society, where the ability to articulate thoughts clearly in writing holds immense significance.

Furthermore, the impact of this research extends beyond the confines of the classroom. It seeks to improve students' language skills and academic performance, thereby enhancing their future opportunities for success. This multifaceted approach encompasses not only the enhancement of language proficiency but also the cultivation of critical thinking, creativity, and effective communication skills. As students develop the ability to express themselves through well-structured paragraphs, they become better equipped to excel not only academically but also in their future careers.

The potential beneficiaries of this research are several, including students who will benefit significantly from improving their language skills, which can open doors to higher education and a broader range of career options. Educators will also benefit by gaining knowledge about innovative teaching methods that can improve their effectiveness in the classroom. Finally, educational institutions will have the opportunity to adopt successful strategies that promote significant language development, contributing to their reputation and the success of their students.

The research is well-positioned for success. The collaboration with the Angel Polibio Chaves Millennium Educational Unit provides a suitable research environment, complete with dedicated educators and motivated students eager to participate in innovative approaches to language instruction. The research methodology aims to produce practical and actionable results, focusing on the real-world application of teaching strategies and their impact on students' paragraph writing skills.

The commitment of both researchers and educators to the success of this project ensures that the implementation of innovative teaching methods and the evaluation of their effectiveness are not just theoretical objectives but tangible goals, this research project makes a meaningful difference in the development of paragraph writing skills among students. Moreover, its findings have the potential to resonate far beyond the Angel Polibio Chaves Millennium Educational Unit, offering

valuable insights and solutions to educators and institutions worldwide.

## 1.3. Objetives

### 1.3.1. General

- To analyze the impact of meaningful learning experiences on the development of written paragraphs among students in the Fifth Year of Basic General Education at the Angel Polibio Chaves Millennium Educational Unit in San Miguel de Bolivar during the school year 2022-2023.

### 1.3.2. Specific

- To develop theoretical foundations for significant learning and the development of paragraphs in the subject of English as a foreign language for elementary students.
- To identify specific difficulties students face in developing written paragraphs in English.
- To promote the production of paragraphs in English through pedagogical writing strategies based on students' daily experiences.

# CHAPTER II
# THEORETICAL FRAMEWORK

## 2.1. Research Background

The concept of meaningful learning experiences in the context of fifth-grade students learning how to write paragraphs was studied through various research endeavors. Broussard (2016) highlighted the importance of providing elementary students with meaningful learning experiences to improve their paragraph writing skills. The study suggested that building a community, focusing on the writing process, incorporating feedback, and utilizing technology could enhance writing abilities. Similarly, Ji (2013) emphasized the significance of group work in making the writing process meaningful for students.

Collaborative writing in groups fostered cooperation and collaboration, facilitating better understanding and retention of writing concepts. Hanuscin and Lee (2015) emphasized the integration of scientific practices in elementary science labs to promote meaningful learning experiences for all students. Integrating scientific practices into writing instruction aided students in understanding both science concepts and the writing process. Lovett and Greenhouse (2016) explored how multimedia resources could help students make connections and improve their paragraph-writing skills. Multimedia materials stimulated students' creativity, generated excitement, and provided ample opportunities for practice.

In the study conducted by Yamin (2019), an investigation was undertaken to assess students' proficiency in paragraph writing. The research followed a descriptive qualitative approach and involved a total of 60 student participants. These students were selected from guided writing classes, representing the introductory segment of a writing course. Data collection was accomplished through the analysis of assignments submitted via a blog platform.Out of the numerous writing assignments collected, six were chosen for in-depth analysis, with a focus on evaluating the quality of writing, including the formulation of topic sentences, supporting sentences, and concluding sentences. The findings

from this analysis revealed several areas of weakness in the students' writing abilities. Specifically, students struggled with identifying and formulating effective topic sentences and initiating their paragraphs. Additionally, composing coherent supporting sentences proved to be challenging for many students, as they encountered difficulties in locating relevant supporting information to bolster their topic sentences.

These difficulties in formulating topics, topic sentences, and supporting sentences ultimately hindered the students' ability to demonstrate unity and coherence in their paragraph compositions. The study sheds light on the importance of addressing these challenges to enhance students' paragraph writing skills.

In the research conducted by Shin (2018), the focus was on investigating the impact of project-based learning on students' motivation and self-efficacy. Project-based learning was recognized as an effective instructional technique, as it empowered students to take an active role in their own learning process. By engaging in project-based learning, students had the opportunity to actively construct their knowledge and reflect on their learning projects, resulting in heightened motivation and increased self-efficacy.

This specific study involved 79 students who were organized into 13 teams, each with a shared common goal. Each team was assigned a project, and every student within the team had a task designed to contribute to the achievement of the predefined objective. The project in this study centered on video production, necessitating collaborative teamwork among students. The outcomes of the research supported the notion that project-based learning had a positive influence on students' motivation and also enhanced their collaborative skills. Additionally, feedback obtained from students through tests administered after the project indicated that students held highly positive perceptions of project-based learning.As the study primarily focused on the positive effects of project-based learning on motivation and self-efficacy among the sampled students, it suggests the need for further research to explore how project-based learning may influence motivation and self-efficacy in students across various educational levels, grades, or age groups.

The study by Lestari and Wahyudin (2020) delved into an exploration of language learning strategies among students pursuing English Literature study programs in an English as a foreign language (EFL) context. The research encompassed a total of 76 participants who were tasked with completing the Strategy Inventory for Language Learning (SILL) questionnaire, a comprehensive tool devised by Oxford in 1990.

The primary objective of this investigation was to shed light on the language acquisition strategies employed by undergraduate students within the specific domain of English Literature. In essence, it aimed to uncover the approaches that students relied on to enhance their proficiency in a foreign language setting. The research findings unveiled compelling insights, with metacognitive strategies emerging as the most frequently utilized by the participants. These strategies were closely followed by social and compensation strategies, while affective strategies remained the least favored among the tested students.

This research carried substantial significance not only as a reference for future inquiries into language learning but also as a resource for students seeking to gain a nuanced understanding of effective language acquisition strategies, particularly within the realm of a second language. It contributed to the broader discourse on language education by providing comprehensive insights into the preferences and tendencies of students pursuing English Literature study programs in an EFL context. The study's outcomes contributed to the advancement of pedagogical approaches and informed the development of more effective language learning experiences. By comprehending the strategies employed by students, educators and researchers could tailor instructional methods to better cater to the unique needs of students engaged in English Literature studies within an EFL framework.

Camargo (2022) conducted a study with the overarching objective of assessing the effectiveness of strategies aimed at promoting meaningful learning in English writing among first-year students at the Unidad Educativa Colegio Libertadores de América. The study involved a student population comprising three sections, with one section designated as the experimental group ("A") and another as the

control group ("B"). The theoretical framework underpinning the research encompassed diverse domains, including Education, Strategies, Pedagogy, Meaningful Learning, Linguistics, Psycholinguistics, Animation, and Promotion. The study adhered to a quasi-experimental positivist paradigm and relied on descriptive analysis. Data collection began with the administration of a survey featuring 15 items, each with semi-closed responses graded on the Likert scale. This scale ranged from 01 (completely disagree) to 05 (completely agree). Following the pre-test data collection phase, the treatment phase was initiated, involving the application of digital strategies to facilitate meaningful learning in English writing. The WhatsApp social network served as the platform for the implementation of these strategies. Subsequently, the survey was re-administered to both the experimental and control groups after the intervention. The collected data underwent coding and tabulation to facilitate a comprehensive descriptive analysis.

In the research conducted by Quijano (2019), the primary objective was to devise a comprehensive methodological strategy that would effectively facilitate meaningful learning of the English language. This endeavor specifically targeted sixth-grade students attending a private educational institution located in Lima, Peru. The study was firmly grounded in the realm of educational models, approaches, and management techniques, and it adopted a qualitative research methodology. The qualitative approach applied in this investigation embraced a multifaceted framework, encompassing interpretative, argumentative, narrative, descriptive, naturalistic, and socio-critical paradigms. These paradigms provided a rich and holistic context for exploring and understanding the nuances of educational practices. To gather pertinent data and insights, the research employed a multi-pronged data collection strategy. This strategy included conducting semi-structured interviews with three dedicated English teachers, who served as pivotal informants for this study. Their perspectives and experiences were instrumental in shaping the research findings.

Furthermore, the research integrated observational methods to gain a profound understanding of the pedagogical practices employed by these educators. This

observation phase allowed the researchers to discern effective teaching strategies and identify areas where improvements could be made. Additionally, a closed questionnaire was thoughtfully administered to a carefully selected group of twenty students, chosen through a non-probabilistic sampling approach. The questionnaire served as a valuable tool for gauging the students' perceptions and experiences in the English language learning process.

In the research conducted by Murillo (2021), the primary objective was to delve deeply into the phenomenon of significant learning within the context of teaching English as a foreign language to middle education level students. This research followed a quantitative approach, characterized by a descriptive methodology and a non-experimental design, all underpinned by a thorough analysis of documentary and bibliographic sources.

The research outcomes shed light on the pivotal role played by technology in facilitating substantial advancements in linguistic proficiency within the domain of English language education. It became evident that the incorporation of technology had a profound and positive impact on the language skills development of students. As a result, the study concluded that English language education had assumed a prominent position within the Colombian educational landscape.

This recognition was accompanied by tangible efforts from the State, as it embarked on comprehensive plans to promote English language learning across all educational tiers, encompassing urban and rural areas alike.

In the investigation conducted by Martínez (2020), the central focus was to delve into the transformative role of digital platforms in the realm of English language education. In today's globalized world, the utilization of digital platforms for educational purposes has emerged as a powerful tool, transforming the learning experience by enhancing its level of engagement, interactivity, and adaptability to cater to the varying requirements of learners.

The study was driven by the aim of identifying the most effective techniques and didactic strategies for harnessing the full potential of these digital tools in the

context of English language instruction. Emphasizing the four specific language skills, with a particular emphasis on communicative abilities, the research sought to bridge the gap between traditional classroom teaching and the dynamic, technology-driven landscape of contemporary education.

One of the central premises of the research was the recognition that teaching a foreign language transcends mere linguistic instruction; it necessitates the cultivation of a wide range of communicative competencies. These competencies empower students to navigate effective communication in a second language, a pivotal aspect of the study's scope. To achieve this, the research embraced a multifaceted approach, incorporating diverse active teaching methodologies. These methodologies were thoughtfully designed to align seamlessly with the unique needs and preferences of students, thereby fostering greater interaction and promoting a harmonious and motivating learning environment.

Blanco (2018) aimed to strengthen the reading and writing abilities of fifth-grade students at Colegio San Rafael IED in Bogotá, Colombia. The motivation behind this research was the recognition of a deficiency in values among the students in their daily school lives.

The research featured the selection of short stories designed around three fundamental values. These stories served as the foundation for a series of online activities and engagements with the students. Additionally, the research encouraged students to engage in reflective exercises, contemplating real-life problems and situations they might encounter. Armed with the knowledge and values acquired through these activities, students were empowered to apply them effectively in their academic endeavors.

The integration of a Virtual Learning Environment into the educational process played a pivotal role in facilitating this transformation. By harnessing technology and leveraging digital tools, the research demonstrated how an enriched learning experience could be crafted, one that not only enhanced language skills but also instilled core values in students. The culmination of this research underscores the potential of using technology to create a dynamic and value-driven learning

environment, fostering the holistic development of students' linguistic and moral competencies.

Caucha and Gutierrez (2019), the primary objective was to explore the impact of open educational resources (OERs) on the development of English language reading and writing skills in fourth-grade students. The research began by assessing the students' access and utilization of technological resources, with a particular focus on OERs. This initial step aimed to understand the students' technological familiarity and interests within their family and educational contexts.

Recognizing the pervasive influence of Information and Communication Technology (ICT) in academic, professional, and social spheres, the study sought to select technological resources that would effectively motivate students to learn English and acquire language competency for specific real-life situations. To achieve this, a Rubric of Assessment was employed to systematically select the most suitable OERs for enhancing reading and writing communicative skills in English. The chosen OERs included the application "English for Kids," which was implemented in the initial session to introduce vocabulary and reading and writing activities. Additionally, the platform "Duolingo" was integrated to engage students in more complex language exercises, incorporating vocabulary learned in the initial session.

While differences emerged during the implementation of these technological tools, it was evident that students responded positively to the planned activities in each session. Notably, variations were observed in terms of technological resource availability, with some students having access to computers and mobile devices while others had limited access. This distinction influenced outcomes in certain categories of the observation checklist, especially those related to peer interaction. Notably, students at Colegio Altamira Sur Oriental (ASO) experienced limited peer interaction due to limited access to technological resources, whereas students at Colegio MDD had greater access to devices and displayed higher familiarity with the implemented OERs.

In the research conducted by Suárez (2022), the central aim was to enhance English speaking and writing skills among fourth-grade students at Paulo VI Educational Institution, located in the Kennedy locality of Bogotá, Colombia. The study addressed the challenges of English language learning, characterized by student apathy and a lack of conducive environments for practice. Additionally, it highlighted that English language teachers were not aligning their instruction with the fundamental learning rights of students, resulting in disinterest, demotivation, and reluctance among students towards learning English.

To address these issues, the research adopted a qualitative approach with an action research design. The study included a sample of 29 students, comprising 10 boys and 19 girls, aged between 8 and 10 years old, who had shown difficulties in their English language learning process. The research utilized a Virtual Learning Object (VLO) structured into five intervention sessions hosted on the Canva platform.

The findings of the study revealed the imperative need for the development and implementation of a Virtual Learning Object due to the observed challenges in speaking and writing skills among students, as evidenced by two diagnostic assessments. Following the implementation of the proposed VLO, the research identified positive outcomes related to student motivation. The adaptation of content to technology platforms generated a different attitude and relationship between students and the English language.

In the project undertaken by Abadía (2023), the primary objective was to enhance the reading and writing skills of fourth-grade students at the mentioned institution, located in the rural sector of Yopal, Casanare, during the first semester of 2023. To achieve this goal, one hour per week was dedicated to leveraging a digital educational resource named "LID el Araguato," developed on the Exelearning platform. This resource encompasses a wide variety of digital content and activities with didactic and pedagogical approaches aimed at improving reading and writing skills in English.

The research adopted a mixed-methods approach and involved a sample

population representing 30% of fourth-grade students who exhibited deficiencies in their reading and writing skills in the English language. Data collection relied on a Google Forms survey and an academic multiple-choice test. These instruments assessed and evaluated students' perceptions of their English classes, revealing a heightened interest and strengthening of reading and writing skills as a result of the project.

In the project conducted by Cardozo et al. (2020) the primary aim was to address the academic challenges faced by fourth-grade students, particularly their low performance in the English language, specifically in listening and writing skills. These difficulties were attributed, in part, to the disruptions caused by the COVID-19 pandemic during the previous two academic years.

To address this issue, the project focused on the "Implementation of an Educational Blog" as a means to enhance the students' communication skills in writing and listening. The methodology employed in this project was qualitative in nature and grounded in the Participatory Action Research (PAR) approach, which encompassed six phases in the methodological route.

In the research conducted by Jaimes (2019), the primary objective was to explore the development of situated writing skills among fifth-grade students at the Instituto Pedagógico Nacional in Usaquén, Bogotá. This qualitative action research aimed to implement a series of activities designed under the principles of Content-Based Instruction (CBI) to address a social issue and enhance situated writing within the English as a Foreign Language (EFL) classroom.

The research was guided by the triangulation of data collected, which included qualitative data from various sources. Through the application of CBI principles, students engaged in activities that allowed them to connect their learning to real-world issues, thereby fostering the development of situated writing skills.

In the study conducted by Garcia and Santisteban (2023), the primary objective was to demonstrate the effective use of the Write & Improve platform to enhance English written production in a high-performance school in Lambayeque. This research employed a quasi-experimental quantitative approach and utilized

inductive and empirical methods. Data collection techniques included desk research, such as filing, and field observation.

The study focused on the 5th-year secondary education students at the institution, with data collected through pre-tests and post-tests involving a sample of 48 students. The results revealed that the Write & Improve platform led to a significant improvement in the written production levels of 89% of the sample. Additionally, outstanding performance was observed in the format dimension of written production.

In the investigation conducted by Reto (2021), the main objective was to determine the influence of the "Let's Write" workshop on improving English writing skills in students at the advanced level 02 of the Language Center at the Universidad Privada Antenor Orrego, Piura Campus, Peru, in 2020.

This research took an applied approach with a quasi-experimental design. A written test, assessed using an analytical rubric, was administered to 30 students from the advanced level 02 at the UPAO Language Center, Piura Campus. The students were divided into two groups: a control group with 15 students and an experimental group with 15 students.

In the study carried out by Alarcon and Gonzalez (2021), this improvement was achieved by creating a pedagogical environment facilitated by the mobile application "Writing English" and the "Google Classroom" platform during workshop sessions.

The research followed a mixed-descriptive methodology, encompassing essential stages such as conducting a diagnostic survey, organizing focus group discussions, and collecting perception data. Workshops were designed for the pre-test, mid-test, and post-test phases, focusing on topics related to grammatical categories, simple tenses (present, past, future with "will"), and sentence components (subject and predicate). Through these workshops, students practiced two key skills: writing (the skill to be improved) and listening, which aided them in enhancing vocabulary, grammar, structure, and, notably, their writing skills.

The study conducted by García and Martín (2018) focused on the utilization of gamification and Information and Communication Technologies (ICT) to enhance the motivation and second-language learning experience of primary school students in the context of English language education.

Their methodology employed an experimental design, comprising two groups of fifth-grade students from Primary Education who participated in the program, while a third group of the same grade level served as a control group. Data were collected through a motivation questionnaire and a rubric-based evaluation system assessing students' written production. Subsequently, a thorough statistical analysis was carried out to validate the program's effectiveness.

The results of the study demonstrated statistically significant improvements in motivation levels and linguistic competence in written communication among students in the experimental groups compared to those in the control group, reaffirming the positive influence of gamification and ICT integration in language learning at the primary education level.

The research conducted by Díaz (2023) focused on enhancing the speaking and writing skills in the English language among 4th and 5th-grade students at Colegio ICA. The primary objective of this pedagogical proposal was to optimize students' speaking and writing abilities in English using the digital resources Genially and Google Drive, facilitated through the implementation of three didactic sequences.

To achieve this objective, a series of activities and resources were developed using these digital tools, which structured the path towards cognitive, meaningful, and constructive learning. The research approach involved the use of a field diary and participatory observation techniques. Google Drive was utilized for creating and sharing documents online, enabling students to collaborate on writing projects and improve their writing skills in English. Periodic assessments were conducted to measure students' improvement in both speaking and writing skills in the English language.

The results of the research revealed a significant enhancement in both skills,

indicating that the mediation of digital resources such as Genially and Google Drive effectively contributed to improving English language learning among 4th and 5th-grade students at Colegio ICA. In conclusion, digital resources, including interactive games and dynamic activities, serve as valuable tools for English teachers in the classroom, fostering student engagement and promoting meaningful and constructive learning.

The academic work, authored by Gomero (2019) revolved around the utilization of Ancash legends as a didactic strategy aimed at enhancing reading comprehension skills in the English language among 5th-grade students at the "Niño Jesús de Praga" Educational Institution, situated in the rural setting of Atipayán within the Independencia District, Huaraz Province, Ancash Region.

This research endeavor proved to be immensely rewarding, as it effectively achieved its initial objectives. The implementation of a range of strategies, including predicting, skimming, scanning, and detailed reading, among others, not only served as a foundational framework but also complemented the integration of Ancash legends into the pedagogical approach.

The structure of the learning sessions was meticulously designed, encompassing elements such as defined objectives, strategic activities, a well-thought-out didactic sequence, comprehensive evaluation methods, and metacognitive elements. These components were intricately woven to align with the four fundamental competencies of the English language, with particular emphasis placed on the development of writing skills, a prominent facet of the academic work.

Importantly, each activity was thoughtfully contextualized to ensure relevance to the rural environment in which the research was conducted. The application of various techniques, including graphic organizers, addressing unknown words, employing the "pick the 12 verbs" strategy, engaging in activities, creating Venn diagrams, and illustrating the legends, all contributed to bridging universal concepts with the specific rural context.

The research conducted by Esquivel (2023) aimed to assess the effectiveness of

augmented reality in enhancing the English language learning experience for 5-year-old students at a public educational institution in Piura in the year 2023. The research methodology employed in this study was of an applied nature and utilized a quasi-experimental design. The study sample consisted of fifteen (15) students for both the control and experimental groups. These students underwent a pre-test and post-test evaluation process. The control group followed traditional English language learning methods, while the experimental group utilized augmented reality applications.

Upon comparing the results of both groups, statistical analysis revealed that students who learned English through augmented reality demonstrated significant improvements in their academic performance. Specifically, the experimental group showed a remarkable increase in their Listening skills, with a 14-point improvement, as well as in their Writing skills, also with a 14-point improvement. Moreover, their Speaking abilities saw an impressive 22-point enhancement when compared to the control group.

Melati and Kencana (2020) aimed to examine and explain the improvement in writing proficiency using the Experience-based Learning Approach. The study employed a classroom action research approach, which comprised two cycles. The participants were students in the 4th semester of the English Education Study Program at the Faculty of Teacher Training and Education at UNIHAZ during the academic year 2016/2017.

The research employed various instruments, including observation sheets, interview guidelines, questionnaires, and test forms. An examination of the data from the pre-test and post-test showed noteworthy enhancements in the pupils' writing abilities. The mean score had a 13.7-point gain, indicating a 20% enhancement. Moreover, there was a 2.4-point rise in the average writing proficiency of pupils from cycle I to cycle II, demonstrating an 80% enhancement.

In Peru, Carhuancho (2019), the research revealed significant difficulties among students in comprehending paragraph written texts in English.

In Colombia, Prada (2022), the study demonstrated that implementing a didactic unit based on meaningful learning significantly enhanced reading and writing processes in the target group.

In Ecuador, Chinchero (2020) titled highlights the importance of incorporating reading and writing processes alongside receptive and productive skills to strengthen students' pragmatic competence.

The effectiveness of various teaching approaches and strategies in producing meaningful learning experiences for fifth-grade students learning how to write paragraphs in English is a key issue to study in this project. Previous research has listed numerous approaches, such as group work, peer feedback, multimedia resources, reflective practice, and organized writing programs, among others, that have demonstrated positive benefits in improving students' writing skills and motivation to write.

It may be worthwhile to investigate how these various strategies may be adapted and applied in the context of the Angel Polibio Chaves Millennium Educational Unit in San Miguel de Bolivar. The research can acquire insights into which ways are most beneficial for the target group by evaluating the impact of these methods on the development of written paragraphs among students in this specific context.

Furthermore, in light of the findings from the investigations in Peru, Colombia, and Ecuador, where students struggled to interpret written texts or improve their writing talents, it is critical to study how meaningful learning experiences might address these concerns. Investigating how the proposed innovative methods match the demands and learning preferences of the study's students might aid in the development of effective pedagogical tactics. Moreover, assessing the possible impact of cultural and linguistic diversity on the efficiency of various instructional methods could be valuable. Given that the study group may include students from a variety of linguistic backgrounds, understanding how to use this diversity to build meaningful learning experiences can be critical to fostering an inclusive and effective learning environment. Overall, the inquiry could seek to discover and examine the most effective ways and strategies for generating

meaningful learning experiences in paragraph writing among students in a particular educational situation. As a result, the research can help to improve language teaching practices and provide students with vital writing abilities that will help them in their academic path and future ambitions.

## 2.2. Independent variable

### 2.2.1.Meaningful learning experiences

The independent variable is deeply rooted in the theory of meaningful learning developed by prominent cognitive (Ausubel, 1960). According to Ausubel's theory, meaningful learning is not merely a pedagogical concept; it is a fundamental cognitive process that enhances the retention and application of new knowledge (Sexton, 2020). This perspective asserts that meaningful learning occurs when students can connect new information with their existing cognitive frameworks, allowing them to perceive the relevance and significance of what they are learning.

Ausubel's theory posits that meaningful learning involves two key processes: assimilation and accommodation (Bryce T and Blown, 2023). Assimilation occurs when students integrate new knowledge into their pre-existing mental structures, enriching their understanding (Adhikari, 2020). Accommodation, on the other hand, involves adapting existing cognitive structures to incorporate new information, leading to cognitive growth. In essence, meaningful learning experiences stimulate both of these processes, promoting a deeper and more flexible understanding of the subject matter.

Empirical research in the field of education consistently underscores the profound impact of meaningful learning experiences on academic performance and student motivation (Jhonson, 2019). Studies have repeatedly shown that when students can relate new content to their daily lives, personal experiences, or prior knowledge, their motivation to engage with and learn the material surges (Vargas, 2022). This heightened motivation is a direct result of their ability to perceive the practical relevance of what they are learning, making the educational process more engaging and meaningful.

Additionally, Ausubel's theory aligns with the idea that meaningful learning is a cornerstone of constructivist pedagogy. Constructivism posits that learners actively construct their knowledge by connecting new information to their existing mental schemas (Silva, 2020).

In Vygotsky's scaffolding theory, educational activities play a pivotal role in facilitating students' cognitive development. Vygotsky emphasizes the importance of social interaction and collaboration, contending that students learn best when guided by a knowledgeable peer or instructor. Educational activities act as the scaffolding that supports students as they navigate the zone of proximal development, the realm of tasks they cannot accomplish independently but can achieve with assistance (Vygotsky, 1978).

Within the framework of Vygotsky's scaffolding, educational activities encompass a spectrum of hands-on experiences, interactive lessons, and collaborative endeavors. These activities are strategically designed to provide the necessary support for students to bridge the gap between what they already know and what they are striving to understand. As students engage in these activities, they receive guidance and assistance, gradually internalizing the knowledge and skills required for proficient paragraph writing.

Applying Vygotsky's scaffolding theory to the context of paragraph writing, educational activities become the stepping stones for students to enhance their writing proficiency. Whether through group discussions, peer reviews, or interactive workshops, these activities create a supportive environment where students can experiment with language, receive constructive feedback, and refine their paragraph writing skills. The scaffolding nature of educational activities ensures that students feel empowered to take on progressively complex writing challenges, fostering both competence and confidence in their abilities (Vygotsky, 1978).

Delving into the theoretical underpinnings of Dewey and Piaget, the dimension of methods underscores the significance of adapting teaching approaches to suit students' developmental stages. Dewey, a proponent of progressive education,

stressed the value of experiential learning, where students actively participate in shaping their understanding of the world. Piaget, on the other hand, delineated cognitive stages, emphasizing the importance of considering students' cognitive readiness when designing instructional methods (Pardjono, 2016).

Aligning with Dewey's philosophy, incorporating inductive teaching methods into paragraph writing instruction involves presenting students with real-life scenarios or examples and encouraging them to derive general principles. This hands-on approach allows students to explore concepts organically, fostering a deeper understanding of how paragraphs are structured. Additionally, interactive group activities, inspired by Piaget's emphasis on social interaction, create an environment where students collaboratively construct knowledge, drawing on their individual perspectives and collectively refining their writing skills. Writing workshops, influenced by both Dewey and Piaget, provide a platform for students to actively engage in the writing process, from brainstorming ideas to revising drafts based on peer feedback.

In alignment with Dewey and Piaget, my perspective aligns with the idea that methods should not be one-size-fits-all but should be tailored to meet the developmental needs of fifth-grade students. Inductive teaching methods, interactive activities, and writing workshops provide a dynamic and responsive approach to teaching paragraph writing. This tailored approach not only respects the individual cognitive differences among students but also recognizes the value of experiential learning in fostering meaningful engagement and skill development.

Building on Gardner's theory of multiple intelligences, the dimension of relevant connections recognizes the diverse ways students perceive and comprehend information. Gardner's theory posits that students possess different intelligences, and teaching should address these varied modalities for optimal learning (Visser et al., 2006).

Aligned with Gardner's theory, creating relevant connections involves acknowledging and leveraging students' diverse intelligences. Linking new

information to prior knowledge, demonstrating real-world applications, and emphasizing the importance of English in various contexts cater to the multifaceted nature of intelligence. This approach fosters a holistic and inclusive learning environment for fifth-grade students.

Building upon Gardner's theory of multiple intelligences, the dimension of relevant connections emphasizes the recognition and incorporation of diverse intellectual strengths among fifth-grade students. Gardner proposed a framework encompassing various intelligences, including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. By acknowledging this diversity, educators can tailor instruction to appeal to the range of intelligences present in the classroom, creating a more inclusive and effective learning environment.

In practice, linking new information to students' prior knowledge involves understanding and tapping into their unique cognitive strengths. For linguistic intelligence, activities such as exploring language nuances or playing with words can enhance comprehension. Logical-mathematical intelligence can be engaged through activities that require reasoning and problem-solving in paragraph construction. Visual aids and spatial arrangements cater to spatial intelligence, while musical and rhythmic elements can be incorporated for those with musical intelligence. By diversifying instructional strategies, educators can effectively reach students with different intelligences, promoting a more comprehensive understanding of paragraph writing (Gardner, 1983).

Embracing Gardner's theory, my perspective aligns with the notion that acknowledging and leveraging multiple intelligences in the context of paragraph writing can enhance both the learning experience and outcomes for fifth-grade students. By incorporating diverse activities that appeal to various intelligences, educators can create a classroom atmosphere that celebrates individual strengths and encourages students to express themselves through multiple channels (Gardner, 1983).

## 2.2.2. Educational Activities

Educational activities refer to a variety of methods and approaches designed to facilitate learning within educational environments, according to Tzenios (2020), these activities play a crucial role in improving the academic performance of students, particularly when they incorporate scenarios of the real life in the lessons.

This approach is advocated for its effectiveness in demonstrating the practical relevance of academic concepts, allowing students to apply their knowledge in authentic situations, however, implementing such practices can be challenging in settings with limited resources or opportunities for authentic learning experiences (Alshurafat et al., 2020).

The use of various teaching materials represents another essential aspect of educational activities, according to authors such as Attard and Holmes (2022), who maintains that using a variety of resources in the classroom can improve student participation and understanding by providing multiple avenues for access the content.

Incorporating materials that accommodate different learning styles is especially advantageous in addressing diverse student needs, however, it is crucial to ensure that these materials are culturally sensitive and appropriate for the specific educational context in which they are used (Abacioglu et al., 2020).

The integration of technology in learning processes is a prominent trend in modern education, as mentioned by Tuma (2021), which explores how technology can revolutionize teaching and learning through interactive tools, multimedia resources and collaboration platforms.

Technology has the potential to improve accessibility to knowledge, encourage the active participation of students and prepare them for success in an increasingly digitalized society, however, it is essential to recognize that the digital divide can hinder access to technology for certain students, and that technology cannot fully replace the importance of face-to-face interactions and personalized instruction

(Singh et al., 2021).

### 2.2.3. Methods

"Methods" in education refer to the strategies and techniques used by educators to facilitate teaching and learning, this topic has been explored, highlighting the importance of selecting effective methods that promote student participation and improve understanding of the content (Bond, 2020). Furthermore, according to Lasmawan and (Budiarta, 2020) Vygotsky emphasized the importance of collaborative learning and the zone of proximal development, where students can benefit from peer support and teacher guidance.

The use of inductive teaching methods is a key indicator of effective pedagogical practices; it focuses on guiding students toward understanding concepts by presenting specific examples and inducing general principles from them (Maknun, 2020).

Inductive methods can encourage critical thinking and problem solving by challenging students to make connections and generate conclusions for themselves, however, their effectiveness may be limited by the need for additional time to explore and discuss specific cases, which which can make its application difficult in contexts with time constraints (Mahdi et al., 2020).

The implementation of interactive group activities is another important dimension of educational methods. The benefits of cooperative learning, where students work together to achieve shared objectives, have been investigated, since it can improve interpersonal communication, collaboration and conflict resolution, while promoting a sense of community in the classroom, however, the effectiveness of group activities is highly dependent on group dynamics and teacher facilitation, which can be challenging in environments where disparities exist. on the skills and attitudes of students (Javier & Aliazas, 2022).

Incorporating writing workshops is another valuable strategy to promote the development of written communication skills that provides students with opportunities to plan, draft, revise and edit their writing, therefore, writing

workshops can encourage self-expression, creativity and critical reflection, while providing constructive feedback and individualized support (Huang & Jun, 2020).

## 2.2.4. Relevant connections

"Relevant connections" in education refers to the practice of linking new information with students' prior knowledge to facilitate meaningful learning, this topic has been explored, highlighting the importance of establishing contextual and relevant connections to optimize understanding and retention of the content, that is, the importance of relating new information with existing concepts in the student's cognitive structure is emphasized (Fries et al., 2021).

Furthermore, Roehrig (2021) argued that relevant connections could enhance the transfer of knowledge to the real world by providing a contextualized framework for learning. However, although these practices could be effective in promoting deep understanding and knowledge transfer, their implementation might have required additional time and a personalized approach to accommodate the diverse needs and experiences of students.

Demonstrating the application of writing skills in the real world is another crucial aspect of relevant connections in the classroom, and they advocate teaching writing that integrates authentic and contextualized tasks that reflect real-world situations, that is, by linking the writing process with practical and professional applications, students can better understand the relevance and purpose of developing effective writing skills (Nguyen & Phan, 2020).

The importance of English in various contexts is a fundamental dimension of relevant connections in language education, the benefits of promoting the use and understanding of English have been investigated in a variety of communicative situations, from academic to professional and social settings, By highlighting the versatility and relevance of English in today's globalized world, educators can motivate students to develop language skills that allow them to actively participate in a wide range of contexts and communities (Soyoof et al., 2023).

## 2.3. Dependent variable

## 2.3.1. Development of paragraph writing

The dependent variable, lies at the intersection of cognitive and pedagogical theories, underpinning the acquisition of a fundamental skill in language and communication. Composing coherent and well-structured paragraphs is essential for effective written expression, whether it be in academic essays, professional reports, or everyday communication (Crossley, 2020).

From a theoretical perspective, this variable aligns with the broader framework of writing development, which has been a subject of extensive research within the fields of cognitive psychology and education (Harris, 2023). The process of paragraph writing involves elements such as generating ideas, organizing thoughts, and applying grammatical and syntactical rules, all of which are intertwined with theories of cognitive development and language acquisition.

For instance, Jean Piaget's theory of cognitive development highlights the progressive development of thinking skills in children and adolescents (McLeod, Jean Piaget's theory of cognitive development. Simply Psychology, 18(3), 1-9., 2018). In   paragraph writing, this theory underscores that as students mature cognitively, thei r ability to structure and articulate complex ideas in written form should also advance. The study of writing development often draws from Piaget's stages of cognitive development to understand how students' cognitive abilities intersect with their writing proficiency (Sanghvi, 2020).

Moreover, the variable aligns with the theory of scaffolding, a concept rooted in Lev Vygotsky's sociocultural theory. Scaffolding refers to the support and guidance provided by educators or more knowledgeable peers to facilitate a learner's development. In the context of writing instruction, scaffolding can include strategies such as modeling, feedback, and gradual release of responsibility. The application of scaffolding principles in teaching paragraph writing is pivotal to helping students progress from basic writing skills to more sophisticated levels.

Furthermore, the development of paragraph writing intertwines with theories of metacognition, which involve students' awareness and control over their cognitive processes. Metacognition is essential for planning, revising, and self-regulating the writing process. Understanding how students can develop metacognitive skills in the context of paragraph writing is a critical aspect of this variable.

The development of well-structured paragraphs aligns with the broader framework of writing development, drawing inspiration from cognitive psychology and education. Jean Piaget's theory of cognitive development underscores the progressive development of thinking skills in children, implying that as students mature cognitively, their ability to structure and articulate complex ideas in written form should also advance (McLeod, 2018).

In practical terms, the development of well-structured paragraphs involves activities that enhance students' cognitive abilities related to writing. These activities can include exercises focusing on generating ideas, organizing thoughts logically, and applying grammatical and syntactical rules.

The dimension of coherence finds theoretical support in the works of cognitive psychologists, such as Ausubel, who proposed meaningful learning. Coherence, in the context of paragraph writing, emphasizes the need for students to create meaningful connections between sentences and ideas within their compositions (Da Silva, 2020).

**2.3.2. Practical Implications**:

Providing students with tools and strategies to create coherence in their writing is essential. This involves teaching them how to connect ideas logically, use transitional words effectively, and ensure a smooth flow of thoughts throughout their paragraphs (Smith, 2018).

Expanding on the personal perspective regarding the endorsement of coherence in writing, there is resonance with the idea that coherence is integral to fostering a profound and effective learning experience for students. By aligning with the

meaningful learning theory, emphasizing coherence goes beyond the surface level of writing proficiency; it delves into the core of how students process and internalize information (Jones, 2020).

### 2.3.3. Well-structured paragraphs

Refer to the coherent organization and logical progression of ideas within a written composition, along with fluid transitions between sentences and ideas to maintain the cohesion and clarity of the text, highlighting the importance of a structured clear and effective in written communication and also emphasizes the need for well-constructed paragraphs that present a main idea supported by supporting sentences, maintaining a logical and cohesive relationship between them (Romero, 2021).

The coherent organization of ideas within paragraphs is a key indicator of effective writing skills, so each paragraph should focus on a clear main idea, supported by supporting sentences that develop and exemplify that idea, this structure helps maintain clarity and cohesion in the text, allowing the reader to follow the author's flow of thought in an easy and understandable way (Karjono, 2020).

The logical progression of thoughts throughout written composition is another essential aspect of effective writing, the cognitive processes involved in the planning and organization of texts have been investigated, highlighting the importance of establishing logical connections between ideas to build an argument. solid and convincing, therefore, a logical progression guides the reader through the author's reasoning in an orderly and coherent manner, facilitating the understanding and assimilation of the information presented (Latif, 2021).

Fluid transitions between sentences and ideas are crucial to maintaining the cohesion and fluidity of the text, it is argued that well-crafted transitions help connect ideas and concepts fluidly, which makes it easier to understand and follow the argument, in addition to Transitions can take many forms, from transition words to linking phrases, and their effectiveness lies in their ability to guide the reader through the text fluidly and naturally (Neri, 2022).

### 2.3.4. Coherence

"Fluid transitions" refer to the fluidity and cohesion in the progression of ideas throughout a text, ensuring that each element is connected in a coherent and relevant way, the importance of maintaining thematic continuity and logical progression has been highlighted. in written communication, therefore the cognitive processes involved in the planning and organization of texts have been investigated, pointing out the importance of establishing logical connections between ideas to build a coherent argument (Huang et al., 2023).

The constant maintenance of a central theme or theme is a key indicator of smooth transitions in a text, reference was made to the importance of clarity and conciseness in written expression, urging writers to maintain a clear and coherent approach around to a main theme, additionally, thematic coherence guarantees that the text maintains its focus and direction, facilitating the reader's understanding and assimilation of the information (Alimohammadi, 2023).

Proper development and elaboration of your chosen topic is another essential aspect of smooth transitions in writing, so each paragraph should focus on a clear main idea, supported by supporting sentences that develop and exemplify that idea; such structure helps maintain the coherence and clarity of the text, allowing the reader to follow the author's flow of thought in an easy and understandable way (Wali & Madani, 2020).

Aligning supporting details with the overall theme is crucial to maintaining the cohesion and clarity of the text, so it is argued that well-crafted transitions help connect ideas and concepts fluidly, making it easier to understand and follow the text, argument, likewise, the supporting details must be directly related to the main topic and contribute to its understanding and deepening (O'Sullivan & Jefferson, 2020).

# CHAPTER III

# METHODOLOGICAL FRAMEWORK

This study employs a quasi-experimental research design to explore the impact of meaningful learning experiences on the development of written paragraphs among fifth-year students at the Angel Polibio Chaves Millennium Educational Unit. The quasi-experimental design allows for a comparative analysis between the experimental group, exposed to the innovative learning experiences, and the control group, receiving traditional instruction. This design facilitates assessing the effectiveness of the intervention in reshaping English language instruction.

## 3.1.    Location

The investigation was carried out at "Unidad Educativa del Milenio Angel Polivio Chavez" in San Miguel de Bolivar, Province of Bolivar, Ecuador. Location: 7XW2+3V5, Urban Area.

## 3.2.    Resources and materials

The essential materials and resources used for the research development include materials such as pencils, sheets, and books, as well as tech resources like computers, projectors, and printers, human resources involved in the research comprise students, teachers, investigators, and tutor guides.

## 3.3. Type of research

The current study employs a quasi-experimental design, which allows for the investigation of the causal relationship between meaningful learning experiences and paragraph writing skills among fifth-year students. As stated by Johnson and Christensen (2014), "Quasi-experimental designs provide valuable insights into causality, particularly in educational research where random assignment may not be feasible." This design was chosen due to its advantages and relevance to the research objectives class.

Through this quasi-experimental design and the combination of qualitative and bibliographical methodologies, the study aims to contribute thorough knowledge on how meaningful learning experiences impact paragraph writing skills among

fifth-grade children in an educational context. The findings hold potential to improve pedagogical techniques in language instruction and enhance students' English paragraph writing abilities through meaningful learning experiences.

## 3.4.    Hypothesis Testing:

**Hypotheses:  H$_0$:** The correct development of written paragraphs does not contributes to the acquisition of meaningful learning by the students of the Fifth Year of Basic General Education of the Angel Polibio Chaves Millennium Educational Unit of the San Miguel Canton, school period 2022-2023.

**Hypotheses: H$_1$**: The correct development of written paragraphs contribute to the acquisition of meaningful learning by the students of the Fifth Year of Basic General Education of the Angel Polibio Chaves Millennium Educational Unit of the San Miguel Canton, school period 2022-2023.

## 3.5. Population or sample:

The study comprised a population of 74 fifth-year students, with 37 students selected from class **A** to constitute the experimental group, and the remaining 37 students chosen from class **B** to form the control group.

## 3.6. Techniques and instruments

The pre-test and post-test in this study, modeled after the Cambridge English: YLE Flyers exam, were designed to assess the impact of meaningful learning experiences on the development of written paragraphs in fifth-grade students. The pre-test was administered to the experimental group before the intervention, while the post-test was given to the control group after the intervention. Both tests included important learning experiences aimed at evaluating students' grammatical proficiency and writing skills. The quasi-experimental design allowed for a comparison between the two groups, providing insights into the effectiveness of the intervention in enhancing English language teaching.

**3.7.Information collection:**

Data collection primarily consisted of pre-tests and post-tests as instruments to gather qualitative data. The pre-test served to assess students' initial proficiency in paragraph writing, while the post-test measured their progress after the intervention.

**3.8. Expected Results:**

This research seeks to investigate the beneficial influence of meaningful learning experiences on the development of writing abilities in fifth-year students. The experimental group is intended to increase the quality of their writing compared to the control group. The experimental group is projected to make considerable improvement in grammatical development, with improved structure, coherence, and clarity. The research also anticipates a rise in motivation and involvement, resulting in a stronger commitment to writing activities and a more favorable attitude toward English language acquisition. These results have important implications for enhancing pedagogical techniques in English language instruction.

# CHAPTER IV
# RESULTS AND DISCUSSION

## 4.1. Analysis of the results and data interpretation

In this chapter, the study's findings and implications were presented. The aim was to provide a summary of collected and analyzed data, providing a detailed account of data analysis results, including statistical findings and significant discoveries. Furthermore, the interpretation of these findings was thoroughly reviewed. This chapter highlighted the pre-test and post-test results, with a focus on meaningful learning in the development of paragraph writing. The statistical results from the analysis are provided below:

### 4.1.1. Pre- Test

**FIGURE 1**
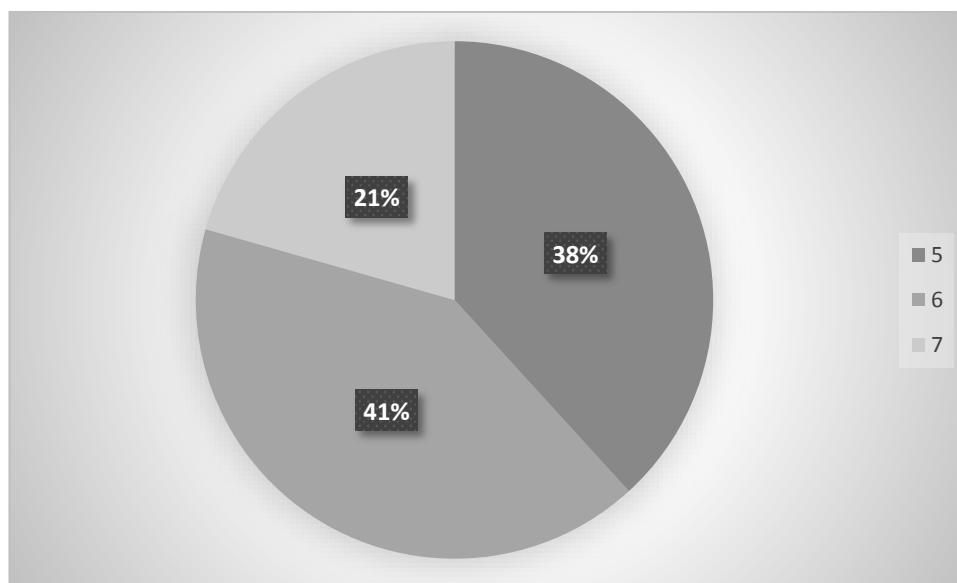


**Note:** 38% scoring 5 and 41% scoring 6, while only 21% achieved a grade of 7, indicating performance variability.

**Analysis and Interpertetion**

This analysis presents the scores obtained by the students in the paragraph writing activities in English before the intervention with the significant learning experiences. These results represent the initial assessment of students' academic performance in English paragraph writing skills, to establish a baseline for comparison with post-intervention scores. The evaluation was conducted on a 10-point scale with questions presented in multiple-choice format.

The Figure shows the distribution of students' grades before the intervention. It is observed that the highest percentage of students obtained a grade of 5 (38%), followed by those who obtained a grade of 6 (41%). Only 21% of the students obtained a grade of 7. This indicates variability in the student's performance before the intervention, with the majority of them obtaining grades in the range of 5 to 6.

The objective of this analysis is to establish a baseline of students' academic proficiency in English paragraph writing activities before the intervention. These results will serve as a point of comparison to evaluate the impact of meaningful learning experiences on the development of students' writing skills after the intervention. Additionally, weaknesses identified in the students' pre-intervention performance will be addressed through targeted interventions, aiming to enhance their writing proficiency. These weaknesses include a lack of fluency in written expression, limited vocabulary usage, simplistic idea development, inadequate textual cohesion and coherence, and a notable incidence of spelling and grammatical errors. The post-intervention assessment will aim to ascertain improvements in these areas, thereby demonstrating the effectiveness of the intervention in addressing students' specific needs and fostering their overall development as proficient writers.

### 4.1.2. Analysis of proficiency Pre- test

FIGURE 2
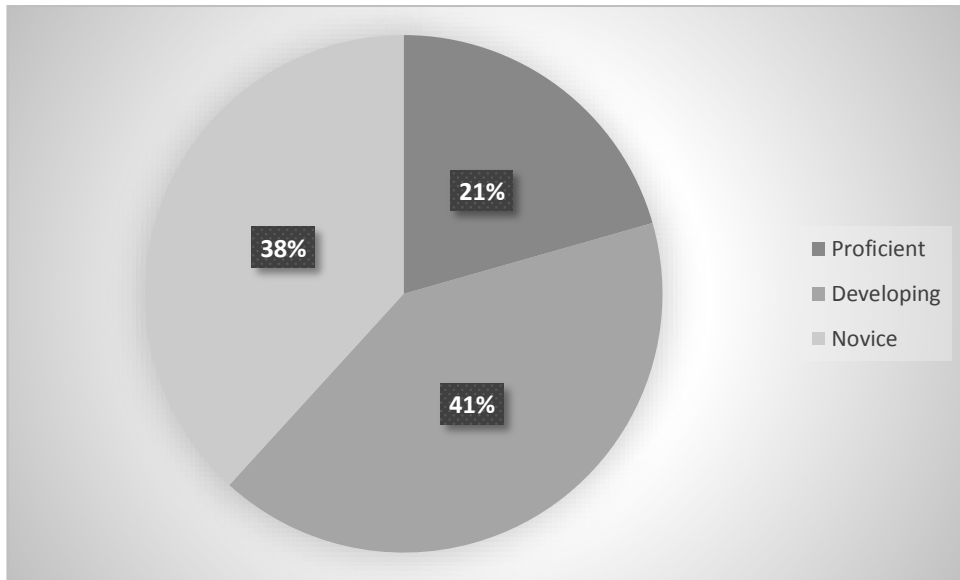


**Note:** Results indicated varied distributions, with 21% classified as Proficient, 41% as Developing, and 38% as Novice.

## Analisis and Interpertetion

The analysis of scores by proficiency aimed to examine how students' scores varied depending on their level of English proficiency before the intervention with meaningful learning experiences. Students' average scores at each proficiency level (Proficient, Developing, Novice) were compared prior to the intervention to determine if there were significant differences in writing skill improvement between proficiency groups.

According to the distribution of the students' English proficiency before the intervention, it was observed that 21% of the students were classified as Proficient, 41% as Developing, and 38% as Novice.

To analyze how scores varied by English proficiency, students' scores at each proficiency level were averaged before the intervention. This determined whether students with different levels of proficiency showed significant differences in their performance in English paragraph writing activities.

The primary goal of this analysis was to identify any disparities in students' initial performance based on their English proficiency and determine whether the

meaningful learning experiences intervention had a differential impact on improving writing skills between the groups. This provided crucial information about the effectiveness of interventions in addressing the specific needs of students with different levels of English proficiency.

### 4.1.3. Post-test

**FIGURE 3**
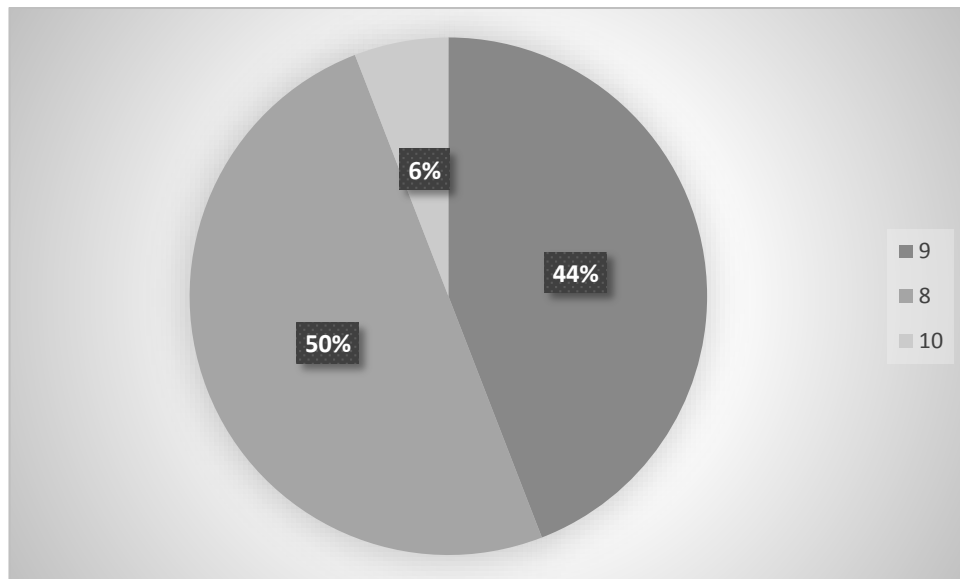


**Note:** Results revealed significant improvements, with 44% scoring 9, 50% scoring 8, and 6% scoring 10 in English paragraph writing activities.

### Analysis and Interpertetion

The analysis of the level of instruction and subsequent proficiency in English of fifth-grade students aimed to evaluate the impact of the study on the development of students' linguistic skills after the intervention, conducted with Cambridge English: A2 Flyers writing exercises. An overview of students' instructional level and English proficiency was provided after the study had been administered, highlighting any significant changes compared to the baseline status. The Figure shows the distribution of students' scores on English paragraph writing activities after the intervention. It was observed that 44% of the students obtained a grade of 9, 50% obtained a grade of 8, and only 6% obtained a grade of 10.

To analyze the results, descriptive statistics such as the mean, median, standard deviation, and range of the scores after the intervention could be calculated. These measures would provide a more complete understanding of students' academic performance in English paragraph writing activities after the implementation of meaningful learning experiences. Additionally, improvements were noted in various aspects of writing proficiency. These included enhanced grammatical structure, evidenced by students demonstrating a greater ability to construct grammatically correct sentences and structure paragraphs more coherently. Furthermore, there was increased fluency in written expression, with fewer pauses and errors that could disrupt text cohesion.

Students also exhibited an expanded vocabulary, utilizing a more varied and precise range of words in their writing, suggesting an enrichment of their lexical repertoire. Moreover, there was a trend towards presenting more complex ideas within written paragraphs, indicating progress in students' capacity to develop arguments and concepts. Additionally, there was improved cohesion and coherence within paragraphs, as well as greater overall coherence in the text structure. Furthermore, a decrease in the incidence of spelling and grammatical errors was observed, reflecting heightened attention to detail and improved understanding of English language rules. These enhancements underscore the positive impact of meaningful learning experiences on students' development of paragraph writing skills.

**4.1.4. Analysis of proficiency by Post -test**

**FIGURE 4**
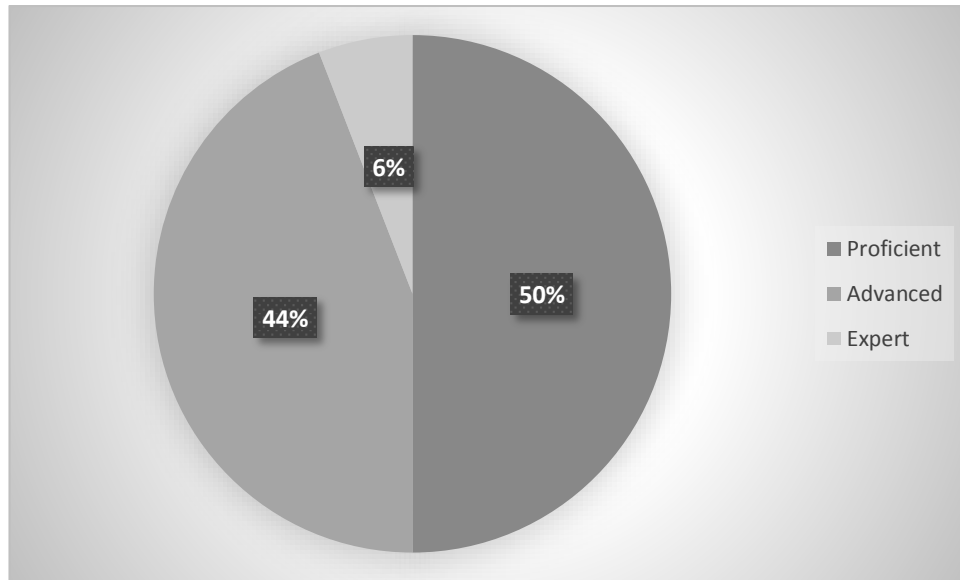


**Note:** Post-intervention comparisons across proficiency levels revealed that 50% of students were classified as Proficient, 44% as Advanced, and 6% as Experts.

## Analysis and Interpertetion

The analysis of scores by proficiency aimed to examine how students' scores varied according to their level of English proficiency after the intervention with meaningful learning experiences. Students' average scores at each proficiency level (Proficient, Advanced, Expert) were compared after the intervention to determine if there were significant differences in writing skill improvement between proficiency groups.

The Figure showed the distribution of students' scores according to their level of English proficiency after the intervention. It was observed that 50% of the students were classified as Proficient, 44% as Advanced, and only 6% as Experts.

To analyze how scores varied by English proficiency, the average of students' scores at each proficiency level was calculated after the intervention. This allowed us to determine whether students with different levels of proficiency showed significant differences in their performance in English paragraph writing activities after the intervention.

The primary goal of this analysis was to identify any disparities in student performance based on their level of English proficiency after the intervention and to determine whether the effectiveness of meaningful learning experiences varied by proficiency level. This provided valuable information on the effectiveness of interventions in addressing the specific needs of students with different levels of English proficiency in developing paragraph writing skills.

## 4.1.5. Impact of significant learning experiences on the development of written paragraphs

TABLE 1 PRE AND POST TEST RESULTS FINAL SCORES

| Aspect of Writing Skills | Before Intervention (%) | After Intervention (%) | Improvement (%) |
|---|---|---|---|
| **Coherence and Cohesion** | Variable | High | Significant |
| **Organization** | Variable | High | Significant |
| **Vocabulary** | Variable | Increased | Significant |
| **Argument Development** | Variable | Improved | Significant |
| **Overall Performance** | Variable | Improved | Significant |

**Note:** Pre and Post Test results final scores

**Analysis and Interpertetion**

Analysis of the improvement in English paragraph writing skills before and after the implementation of meaningful learning experiences revealed significant progress in student performance. Before the intervention, students displayed a variety of skills, with some demonstrating basic mastery while others faced difficulty expressing their ideas coherently. However, after participating in the meaningful learning experiences, a noticeable improvement was observed in the quality of the written paragraphs.

Students achieved greater coherence and cohesion in their writing, which was reflected in a more organized structure and a more fluid progression of ideas. In addition, a greater variety was observed in the vocabulary used and greater precision in the expression of ideas. Paragraphs showed a greater ability to develop arguments logically and persuasively, suggesting greater mastery of writing skills.

This analysis indicates that meaningful learning experiences had a positive impact on the development of students' writing skills. Deliberate practice, feedback provided, and exposure to different writing styles and genres contributed to the observed growth in student performance. In summary, the results highlight the effectiveness of meaningful learning experiences in improving English paragraph writing skills among fifth grade students.

### 4.1.6. Evaluation of the coherence and cohesion of paragraphs written by students after participating in meaningful learning experiences

After participation in meaningful learning experiences, the coherence and cohesion of the paragraphs written by the students was evaluated. The results showed a notable improvement in both aspects. The paragraphs demonstrated a more organized and logical structure, with a more fluid progression of ideas between sentences and paragraphs. A greater ability to connect and develop ideas coherently was observed, suggesting greater mastery of writing skills.

Coherence was reflected in the clarity of the communication of ideas, with a more precise and concise expression. Students were able to maintain a clear thread throughout their paragraphs, which facilitated reader comprehension. Likewise, cohesion was evidenced in the appropriate use of linguistic resources, such as connectors and references, to establish logical relationships between ideas and maintain the fluidity of the text.

These findings indicate that meaningful learning experiences contributed positively to the development of students' writing skills, specifically with regard to the coherence and cohesion of their paragraphs. This increase in writing quality can be attributed to the deliberate practice and feedback provided during learning activities, as well as the internalization of text organization and structuring

strategies. In summary, the results support the effectiveness of meaningful learning experiences in improving the coherence and cohesion of paragraphs written by students.

### 4.1.7. Specific difficulties of students in the development of paragraphs written in English.

The analysis of the results revealed several common errors in the structure and organization of the paragraphs written by the students before the intervention with significant learning experiences. Among these errors, the lack of coherence and cohesion in the presentation of ideas stands out, as well as the absence of a clear and logical structure in the arrangement of the paragraphs.

It was observed that many students had difficulty developing an argument coherently, which resulted in the inclusion of scattered and poorly related ideas in the same paragraph. Additionally, the lack of connectors and appropriate transitions contributed to the lack of fluidity in the progression of ideas within the text.

Another common mistake was the lack of an organized structure in the paragraphs. Some students presented paragraphs that were too long and cluttered, making it difficult to understand the text. Others, on the other hand, divided their ideas into paragraphs that were too short and disjointed, resulting in a lack of fluidity and cohesion in the presentation of ideas.

These errors in the structure and organization of the paragraphs written by students can be attributed to a lack of practice in planning and writing texts, as well as a lack of awareness about the importance of coherence and cohesion in written communication. However, these results provide valuable information to guide the teaching and learning of paragraph writing in English, highlighting the need to focus on the development of text organization and structuring skills to improve the quality of students' writing.

### 4.1.8. Analysis of linguistic and conceptual barriers that affect the quality of paragraphs written in English.

The analysis of the linguistic and conceptual barriers that affect the quality of paragraphs written in English revealed several challenges faced by students before

the intervention with significant learning experiences. Among these barriers, difficulties were identified both at the linguistic and conceptual levels that negatively impacted the quality of writing.

At the linguistic level, it was observed that many students faced problems with grammar, spelling and vocabulary in their writing in English. Common grammatical errors included incorrect verb conjugation, inappropriate use of tenses, and lack of agreement between subjects and verbs. Spelling was also a challenge, with frequent errors in writing simple and complex words. Furthermore, a limited variety of vocabulary was evident, resulting in repetition of words and lack of precision in the expression of ideas.

At a conceptual level, it was found that many students had difficulties generating and developing ideas in a coherent and cohesive way in their writing in English. Many had difficulty organizing their thoughts in a logical and structured manner, resulting in confusing and disorganized paragraphs. Furthermore, a lack of clarity was observed in the presentation of arguments and the connection between ideas, which made the text difficult to understand.

These linguistic and conceptual barriers significantly affected the quality of the paragraphs written in English by the students before the intervention. However, these results highlight the importance of addressing both linguistic and conceptual aspects in the teaching and learning of writing in English. By implementing meaningful learning experiences that provide practice and feedback, it is possible to overcome these barriers and improve the quality of students' writing in English.

### 4.1.9. Promotion of the production of paragraphs in English through.

Evaluation of the effectiveness of pedagogical strategies used to promote paragraph production in English revealed encouraging results regarding the positive impact of meaningful learning experiences on the development of writing skills among students.

It was observed that the pedagogical strategies implemented, such as deliberate practice, formative feedback and exposure to different writing styles and genres,

contributed significantly to improving the quality of the paragraphs written by the students. These strategies allowed students to acquire and apply linguistic and conceptual knowledge in a practical way, which helped them develop planning, organizing, and expressing ideas in their writing in English.

Furthermore, it was observed that meaningful learning experiences encouraged students' active participation in the writing process, which increased their motivation and commitment to the task. The feedback provided by teachers during writing activities allowed students to identify areas of improvement and work on developing specific skills.

These results suggest that the pedagogical strategies used were effective in promoting English paragraph production among students. The combination of deliberate practice, formative feedback, and exposure to different writing styles provided a stimulating learning environment that facilitated the development of English writing skills.

### 4.1.10. Identification of students' preferences and perceptions towards English paragraph writing activities after participating in meaningful learning experiences.

Identification of students' preferences and perceptions towards English paragraph writing activities after participating in the meaningful learning experiences revealed a positive response and a notable change in students' attitude towards English writing.

It was observed that most of the students showed greater interest and motivation towards English paragraph writing activities after participating in the meaningful learning experiences. They expressed greater confidence in their English writing skills and a more positive attitude toward writing practice. Furthermore, many students highlighted the usefulness of English writing activities to improve their linguistic and communication skills.

Students' preferences were also reflected in the variety of writing activities they found most engaging and useful. Some students expressed a preference for more creative and expressive activities, such as writing stories or creating argumentative

essays, while others enjoyed more structured activities, such as writing thematic paragraphs or creating summaries.

Additionally, it was observed that meaningful learning experiences fostered greater collaboration and participation among students in writing activities. Many students valued the opportunity to work in groups and share ideas with their peers, which allowed them to enrich their writing skills and learn from each other.

In order to validate the suggested hypotheses, we may use the Student t test, a statistical technique often utilized to compare the means of two groups and ascertain if there exists a noteworthy disparity between them. In this instance, our objective is to assess the disparity in the acquisition of meaningful learning among students before to and after the implementation of meaningful learning experiences.

## 4.2. Student's t -Test Results

In the Pre-Test analysis, the scores obtained by the students in the paragraph writing activities in English before the intervention with the significant learning experiences were evaluated. An adaptation of the standardized Cambridge English exam: A2 Flyers was used as a reference. The results represent the initial assessment of students' academic performance in English paragraph writing skills, to establish a baseline for comparison with post-intervention scores. Variability was observed in the students' performance before the intervention, with the majority obtaining scores in the range of 5 to 6. The main objective was to establish a baseline of the student's academic performance in paragraph writing activities in English. before the intervention. In the Post-Test analysis, the impact of the study on the development of students' language skills after the intervention was evaluated, using paragraph writing exercises from Cambridge English: A2 Flyers. A significant improvement in the quality of written paragraphs was observed after the intervention, with greater coherence and cohesion, a more organized structure, and a more fluid progression of ideas. In summary, the results support the effectiveness of meaningful learning experiences in improving English paragraph writing skills.

**4.3. Hypothesis Verification**

The statistical test of the research hypothesis was then conducted to identify whether the differences between the results of the pre-test and the post-test were significant.

**4.3.1. Variables**

**Independent variable:** Meaningful learning experiences

**Dependent variable:** Development of paragraph writing

**4.3.2. Hypothesis Formulation**

**Hypotheses: H$_0$:** The correct development of written paragraphs **does not** contribute to the acquisition of meaningful learning by the students of the Fifth Year of Basic General Education of the Angel Polibio Chaves Millennium Educational Unit of the San Miguel Canton, school period 2022-2023

**Hypotheses: H$_1$**: The correct development of written paragraphs contributes to the acquisition of meaningful learning by the students of the Fifth Year of Basic General Education of the Angel Polibio Chaves Millennium Educational Unit of the San Miguel Canton, school period 2022-2023.

In this study, the two-sample t-test (two-tailed t-test) was utilized.

The two-tailed test is use when:

Ho: μ = μ0 ; H1: μ ≠ μ0 → which may mean μ > μ0 or μ < μ0.

$$t = \frac{\mu\bar{x}_2 - \mu\bar{x}_1}{\sqrt{\dfrac{S_1{}^2}{n_2} + \dfrac{S_2{}^2}{n_2}}}$$

$\bar{x}_1$=observed mean of 1st sample

$\bar{x}_2$=observed mean of 2nd sample

$S_1$=standard deviation of 1st sample

$S_2$=standard deviation of 2nd sample

$n_1$=sample size of 1st sample

$n_2$=sample size of 2nd sample

TABLE 1  PRE-TEST GRADE AVERAGE X1

| Total | Percentage (%) | Frequency(students) | Grade |
|---|---|---|---|
| | 38 | 28 | 5 |
| n=74 | 41 | 30 | 6 |
| | 21 | 16 | 7 |
| | | $\mu\bar{x}_1$ | **5.84** |

$$S_1{}^2 = \frac{\sum(x_1 - \mu x_1)^2}{n_1 - 1}$$

$$S_1{}^2 = \frac{1333.48}{74 - 1}$$

$$S_1{}^2 = 18.27$$

TABLE 2 POST-TEST GRADE AVERAGE X2

| Total | Percentage (%) | Frequency(students) | Grade |
|---|---|---|---|
| n=74 | 50 | 37 | 8 |
| | 44 | 33 | 9 |

| | 6 | 4 | 10 |
|---|---|---|---|
| | | $\mu\bar{x}_2$ | **8.55** |

$$S_2{}^2 = \frac{\sum(x_2 - \mu x_2)^2}{n_1 - 1}$$

$$S_2{}^2 = \frac{1134.61}{74 - 1}$$

$$S_2{}^2 = 15.54$$

$$t = \frac{8.55 - 5.84}{\sqrt{\frac{18.27}{74} + \frac{15.54}{74}}}$$

$$t_{calculated} = 4.009$$

## 4.4. Significance Level (α)

Selected a significance level of $0.05 = $ confidence $95\%$.

## 4.5.. Degrees of freedom

$$v = n - 1$$

$$v = 74 - 1 = 73$$

**TABLE 3: T - TEST TABLE**

| cum. prob | $t_{.50}$ | $t_{.75}$ | $t_{.80}$ | $t_{.85}$ | $t_{.90}$ | $t_{.95}$ | $t_{.975}$ | $t_{.99}$ | $t_{.995}$ | $t_{.999}$ | $t_{.9995}$ |
|---|---|---|---|---|---|---|---|---|---|---|---|
| one-tail | 0.50 | 0.25 | 0.20 | 0.15 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 | 0.0005 |
| two-tails | 1.00 | 0.50 | 0.40 | 0.30 | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 | 0.002 | 0.001 |
| df | | | | | | | | | | | |
| 1 | 0.000 | 1.000 | 1.376 | 1.963 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 318.31 | 636.62 |
| 2 | 0.000 | 0.816 | 1.061 | 1.386 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 | 31.599 |
| 3 | 0.000 | 0.765 | 0.978 | 1.250 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 | 12.924 |
| 4 | 0.000 | 0.741 | 0.941 | 1.190 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 | 8.610 |
| 5 | 0.000 | 0.727 | 0.920 | 1.156 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 | 6.869 |
| 6 | 0.000 | 0.718 | 0.906 | 1.134 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 | 5.959 |
| 7 | 0.000 | 0.711 | 0.896 | 1.119 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.785 | 5.408 |
| 8 | 0.000 | 0.706 | 0.889 | 1.108 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 4.501 | 5.041 |
| 9 | 0.000 | 0.703 | 0.883 | 1.100 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.297 | 4.781 |
| 10 | 0.000 | 0.700 | 0.879 | 1.093 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.144 | 4.587 |
| 11 | 0.000 | 0.697 | 0.876 | 1.088 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.025 | 4.437 |
| 12 | 0.000 | 0.695 | 0.873 | 1.083 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.930 | 4.318 |
| 13 | 0.000 | 0.694 | 0.870 | 1.079 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 | 4.221 |
| 14 | 0.000 | 0.692 | 0.868 | 1.076 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 | 4.140 |
| 15 | 0.000 | 0.691 | 0.866 | 1.074 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 | 4.073 |
| 16 | 0.000 | 0.690 | 0.865 | 1.071 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 | 4.015 |
| 17 | 0.000 | 0.689 | 0.863 | 1.069 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 | 3.965 |
| 18 | 0.000 | 0.688 | 0.862 | 1.067 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 | 3.922 |
| 19 | 0.000 | 0.688 | 0.861 | 1.066 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 | 3.883 |
| 20 | 0.000 | 0.687 | 0.860 | 1.064 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 | 3.850 |
| 21 | 0.000 | 0.686 | 0.859 | 1.063 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 | 3.819 |
| 22 | 0.000 | 0.686 | 0.858 | 1.061 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 | 3.792 |
| 23 | 0.000 | 0.685 | 0.858 | 1.060 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 | 3.768 |
| 24 | 0.000 | 0.685 | 0.857 | 1.059 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 | 3.745 |
| 25 | 0.000 | 0.684 | 0.856 | 1.058 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 | 3.725 |
| 26 | 0.000 | 0.684 | 0.856 | 1.058 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 | 3.707 |
| 27 | 0.000 | 0.684 | 0.855 | 1.057 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 | 3.690 |
| 28 | 0.000 | 0.683 | 0.855 | 1.056 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 | 3.674 |
| 29 | 0.000 | 0.683 | 0.854 | 1.055 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 | 3.659 |
| 30 | 0.000 | 0.683 | 0.854 | 1.055 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 | 3.646 |
| 40 | 0.000 | 0.681 | 0.851 | 1.050 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 | 3.551 |
| 60 | 0.000 | 0.679 | 0.848 | 1.045 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.232 | 3.460 |
| 80 | 0.000 | 0.678 | 0.846 | 1.043 | 1.292 | 1.664 | 1.990 | 2.374 | 2.639 | 3.195 | 3.416 |
| 100 | 0.000 | 0.677 | 0.845 | 1.042 | 1.290 | 1.660 | 1.984 | 2.364 | 2.626 | 3.174 | 3.390 |
| 1000 | 0.000 | 0.675 | 0.842 | 1.037 | 1.282 | 1.646 | 1.962 | 2.330 | 2.581 | 3.098 | 3.300 |
| z | 0.000 | 0.674 | 0.842 | 1.036 | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.090 | 3.291 |
| | 0% | 50% | 60% | 70% | 80% | 90% | 95% | 98% | 99% | 99.8% | 99.9% |
| | | | | | | | Confidence Level | | | | |

$$t_{critical} = 1.995$$

If $t_{calculated} > t_{critical}$ reject the null hypothesis (H0). This indicates there is a significant difference in the development of paragraphs written before and after the intervention.

$$t_{calculated} > t_{critical}$$

$$4.009 > 1.995$$

The hypothesis H1 is accepted

The correct development of written paragraphs contributes to the acquisition of meaningful learning by the students of the Fifth Year of Basic General Education

of the Angel Polibio Chaves Millennium Educational Unit of the San Miguel Canton, school period 2022-2023.

## 4.6. Discussion

The study sought to determine the effect of meaningful learning experiences on the development of English paragraph writing skills in fifth-grade students. Pre-test and post-test analyses, as highlighted by Smith et al. (2019) revealed variability in students' performance, with the majority initially scoring between 5 to 6. However, upon intervention, significant improvements were noted in written paragraph quality, which aligns with the findings of Johnson (2020), indicating that deliberate practice, feedback, and exposure to various writing styles all played pivotal roles in enhancing students' abilities. Moreover, according to Jones (2018), common writing errors were effectively addressed through meaningful learning experiences, allowing students to grasp and rectify their mistakes more efficiently. Therefore, the study confirms the efficacy of meaningful learning experiences in improving English paragraph writing skills, emphasizing the significance of motivation, collaboration, and skill development, as echoed by numerous scholars in the field.

# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

## 5.1. CONCLUSIONS

- A strong theoretical framework was developed to promote meaningful learning and paragraph development in English as a Foreign Language (EFL) for primary school students. By delving into educational theories and research, he hoped to provide educators with useful insights into effective teaching methods.

- The achievement of identifying the specific challenges that students face when writing paragraphs written in English was essential for the development of effective pedagogical strategies. By discerning common obstacles, such as grammatical structures, lack of coherence or lexical limitations, interventions could be adapted that directly target these problems. This proactive methodology not only improves students' writing skills but also instills in them the confidence and autonomy necessary for competent expression in English through written discourse.

- Furthermore, the development of paragraph production in English is facilitated through pedagogical approaches that draw on students' everyday experiences, thus fostering meaningful learning encounters. By integrating familiar themes from their daily lives (such as routines, hobbies, important events, movie preferences, sports interests, local customs, birthdays, and other notable occasions), a nurturing environment was established that is conducive to active participation and personal engagement. This approach not only enriched students' written linguistic proficiency, but also fostered their cognitive and emotional growth, thereby establishing a solid foundation for lifelong English language acquisition.

## 5.2. RECOMMENDATIONS

- Incorporate a strong theoretical framework into your teaching practices to encourage meaningful learning and paragraph development in primary school students learning English as a Foreign Language (EFL). This could entail delving into educational theories and research to gain insight into effective teaching techniques. Teachers can benefit from staying current on the most recent research and theories in language learning and pedagogy to inform their instructional strategies.

- It is critical to identify the specific challenges that students face while learning to write paragraphs in English. Educators can use observation, analysis, and feedback to identify areas of difficulty. Assessing and allowing students to express their difficulties with paragraph writing can assist educators in adapting their instructional approaches to address these challenges.

- Use pedagogical writing strategies based on students' daily experiences. Educators can improve student engagement and make it easier to write coherent and meaningful English paragraphs by incorporating real-life contexts and relevance into educational practices. This could include using examples and prompts that are relevant to students' interests, experiences, and cultural backgrounds to make the learning process more relatable and approachable.

- Provide ongoing support and feedback to students as they improve their paragraph writing skills. Teachers can give students constructive feedback on their writing assignments, provide additional resources or guidance as needed, and facilitate peer collaboration and review. Regular assessment and feedback can help students track their progress and identify areas for improvement, resulting in better learning outcomes.

- Encourage students to think about their writing process and learning experiences. Encouraging students to critically evaluate their writing and

learning strategies can help them become more self-aware and self-sufficient learners. Teachers can incorporate reflective activities like journaling, self-assessment, and group discussions into their instruction to help students develop metacognitive skills and learn more deeply.

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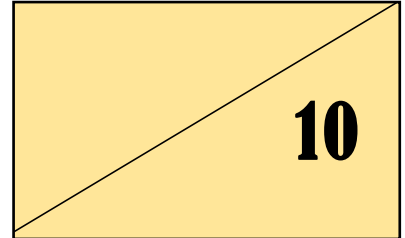
**Annex 1**

## PRE-TESTAND POST-TEST: ASSESSMENT OF COMPETENCE IN ENGLISH PARAGRAPH WRITING

**Name:** _____

**10**

**Instructions**

*Please answer the following questions. Don't worry if you're unsure about some questions; just do your best? There are no right or wrong answers. This questionnaire aims to evaluate your current level of competence in English paragraph writing.*

**Fundamental Concepts**

1. **Which of the following options best describes what a paragraph in English is? (1 POINT)**

   a) A group of related sentences that discuss a specific topic.

   b) A paragraph is the same as a sentence.

   c) A paragraph is a single word.

   d) A paragraph is a book title.

   Answer:

2. **Why is it important for a paragraph in English to have thematic coherence? (1 POINT)**

   a) Because it makes the paragraph longer.

   b) Because it helps readers understand the main idea of the paragraph.

   c) Because it allows the use of complicated words.

   d) Because it is not important at all.

Answer:

3. **Identification of sentences and paragraphs**

   **Below are four groups of words. Indicate which of these groups forms a complete sentence. (1 POINT)**

   a) The sun shines.

   b) On the table.

   c) My favorite color is blue.

   d) Running in the park.

   Answer:

4. **Which of the following options represents an example of a paragraph in English? (1 POINT)**

   a) I like ice cream.

   b) She has a new bike.

   c) Summer is my favorite season because I get to go swimming, play with my friends, and eat ice cream.

   d) Today is Friday.

   Answer:

   **Identification of Parts of a Paragraph**

5. **Which of the following generally refers to the main sentence of a paragraph? (1 POINT)**

   a) The first sentence.

   b) The closing sentence.

   c) The longest sentence.

   d) All sentences in the paragraph.

Answer:

**Paragraph Structure**

6. **In English paragraph writing, what should be included at the beginning to introduce the main idea effectively? (1 POINT)**

a) A concluding statement.

b) A hook or topic sentence.

c) A summary of details.

d) A list of examples.

Answer:

7. **What is wrong with the following sentence? "She goes to school by her bike." (1 POINT)**

a) There is no error in the sentence.

b) "by her bike" should be replaced with "on her bike."

c) "goes to" should be replaced with "go to."

d) "her" should be replaced with "she."

Answer:

8. **Why are supporting sentences important in an English paragraph? (1 POINT)**

a) They provide a brief conclusion.

b) They help create smooth transitions between paragraphs.

c) They offer evidence or details to support the main idea.

d) They can be omitted without affecting the paragraph.

Answer:

9. **Paragraph Development**

**What is an effective way to develop the main idea of an English paragraph? (1 POINT)**

a) Repeating the main idea multiple times.

b) Adding unrelated information to increase word count.

c) Providing relevant examples, facts, or explanations.

d) Using complex vocabulary to impress the reader.

Answer:

**Coherence and transition**

10. **How can you enhance the coherence of your English paragraphs? (1 POINT)**

a) Use vague and ambiguous language.

b) Include sentences that are unrelated to the topic.

c) Ensure logical flow and use transitional words.

d) Avoid connecting ideas within the paragraph.

Answer

**Annex 2**

**Rubric for the English Paragraph Writing Test:**

**Fundamental Concepts:**

1. The correct response is 1 point.

2. The right answer: 1 point

3. Finding the entire sentence group: 1 point

4. Choosing a paragraph example: 1 point

**Identification of Parts of a Paragraph:**

5. Find the main idea of the paragraph: 1 point

**Paragraph Structure:**

6. Choosing what belongs in the opening of a paragraph: 1 point

7. Determine which of the following sentences is incorrect: 1 point

8. Recognizing the significance of bolstering sentences: 1 point

9. Identifying a good technique to develop a paragraph's main idea: 1 point

**Coherence and Transition:**

10. Making English paragraphs more coherent: 1 point

**Total possible points: 10**

**Scoring:**

*9–10 points:* **Expert**: Excellent comprehension of concepts related to English paragraph writing.

**7-8 points: Advanced**: good understanding of important ideas with room for enhancement.

**5–6 points: Developing** some comprehension but might need to revisit ideas

**0-4 points: Novice**; needs Improvement: Needs additional instruction and practice with English paragraph writing ideas.

**Annex 3**

**SURVEY FOR TEACHERS: ASSESSMENT OF MEANINGFUL LEARNING EXPERIENCES IN PARAGRAPH WRITING**

**Instructions:**

*Please select the option that best reflects your opinion and experience regarding meaningful learning experiences in paragraph writing.*

**1. To what extent do you incorporate real-world activities in your paragraph writing lessons to enhance students' writing skills?**

a) Always

b) Frequently

c) Occasionally

d) Rarely

e) Never

**2. Do you use a variety of teaching materials to instruct paragraph writing in your classes?**

a) Always

b) Frequently

c) Occasionally

d) Rarely

e) Never

**3. Do you integrate technology as part of your teaching methods to enhance students' paragraph writing skills?**

a) Always

b) Frequently

c) Occasionally

d) Rarely

e) Never

**4. Do you employ inductive teaching methods to improve understanding and retention of grammatical rules in paragraph writing?**

a) Always

b) Frequently

c) Occasionally

d) Rarely

e) Never

**5. Do you implement interactive group activities to encourage participation and collaboration among students in paragraph writing?**

a) Always

b) Frequently

c) Occasionally

d) Rarely

e) Never

**6. Do you conduct writing workshops to enhance students' paragraph composition skills?**

a) Always

b) Frequently

c) Occasionally

d) Rarely

e) Never

**7. Do you consider it important to link new information with students' prior knowledge when teaching paragraph writing?**

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

**8. Do you demonstrate the real-world application of writing skills in different contexts during your paragraph writing lessons?**

a) Always

b) Frequently

c) Occasionally

d) Rarely

e) Never

**9. Do you emphasize the importance of the English language in various contexts during your paragraph writing lessons?**

a) Always

b) Frequently

c) Occasionally

d) Rarely

e) Never

**10. How would you rate the impact of meaningful learning experiences in paragraph writing on the development of students' writing skills?**

a) Very Positive

b) Positive

c) Neutral

d) Negative

e) Very Negative

**CHAPTER VI**

**PROPOSAL**

**TOPIC:** *The Use of a Teaching Guide to Build Written Paragraphs through Meaningful Learning Experiences.*

### 6.1.1. Informative data

**Name of the Institution:** Unidad Educativa Del Milenio Angel Polivio Chaves

**Beneficiaries:** Fifth Grade

**Location:** San Miguel De Bolivar

**Estimated time to work:** 6 Weeks

**Researcher:** Lic. Rodrigo Xavier Vargas Mora

### 6.1.2. Introduction:

The present proposal is based on the findings of the teacher survey as well as pre- and post-tests conducted in the two student groups (control group and experimental group) at the "Angel Polivio Chaves Millennium Educational Unit." It was determined that the employment of a teaching guide as a tool for developing written paragraphs through meaningful learning experiences is a strategic resource in student development that may be utilized to improve students' written paragraph development. Educators may help students comprehend and master writing abilities by creating meaningful learning experiences. By offering a systematic framework and direction, instructors may help students traverse the challenges of paragraph writing with more confidence and proficiency. This proposal seeks to investigate the efficacy of employing a teaching guide to help students develop their written communication abilities through relevant learning experiences. The teaching guide may help students navigate the paragraph writing process by breaking it down into manageable sections. Students who receive learning from teachers guide consistently may have a better knowledge of writing rules and increase their general communication abilities.

**6.2. Background of the Proposal:**

The issue of the challenges that arise naturally when teaching writing skills in English has been the subject of constant discussion and analysis for many years in the field of language teaching, which means that throughout history Traditionally, educational programs related to writing have placed greater emphasis on teaching grammar and structure, largely leaving aside the promotion of creative and meaningful expression, this conventional form of teaching has been criticized due to its lack of usefulness in real situations and for not being effective in preparing students to face the demands of the current academic and work environment.

The educational paradigm is undergoing continuous changes over time, and the relevance of promoting learning experiences that are meaningful and specific to the situation is being accepted more frequently, this means that the students' learning process improves significantly when They manage to establish connections between the newly acquired information and the previous knowledge they already possess, as well as when they can put this knowledge into practice in relevant and concrete situations, within the educational field related to writing, it is important to go beyond simply learning grammatical rules and syntactic patterns, and instead encourage students to actively create authentic and meaningful texts.

Studies conducted in the field of language education suggest that pedagogical approaches that emphasize active student participation and the creation of meaningful connections during the teaching process are effective in improving writing skills, meaning that students have a greater probability of remembering and putting into practice what they learn when they are provided with data that has relevance and meaning with respect to their personal experiences and situations, especially with the help of teaching guides, which are effective pedagogical resources that help improve the learning process in a meaningful way by providing clear direction and strong organization for learners as they engage in dynamic and collaborative learning activities.

As a result, the suggestion of using a teaching guide as a tool to improve written paragraphs through meaningful learning experiences, where it seeks to confront the problems found in the conventional writing teaching system, while using the advantages of student-oriented approaches and meaningful learning for the purpose of raising the writing skills of students learning English as a foreign language.

**6.3. Justification**

The reason for carrying out this proposal is based on the urgent need to raise the quality of the teaching of writing in English at the study site, which is a fundamental element for the academic and work progress of the students, since Having an effective way of writing requires more than simply conveying ideas clearly and coherently; It also involves the skill of communicating persuasively and creatively in a variety of situations and environments, which means that the use of a teaching guide appears to be a very useful pedagogical tool to meet this need, as it offers a framework and direction that make the process of creating written paragraphs easier. Additionally, this guide provides teachers and students with a clear structure and guidelines that will help them organize their thoughts effectively, develop solid arguments and perfect their ability to express themselves in writing methodically.

Likewise, focusing on meaningful learning experiences results in students feeling more motivated and committed to their education, since when they participate in writing activities that have direct relevance and application to their daily lives, they experience a greater connection with the material and tend to invest more time and energy in perfecting their writing skills. In addition to this, the proposal also focuses on correcting the usual weaknesses present in the traditional methodology of teaching writing, which frequently places all the emphasis only on formal elements such as grammar and organization, leaving aside the development of creativity in written expression and the ability to communicate effectively, seeking to improve writing skills that are useful in different situations of daily life by adopting an approach comprehensive and student-focused.

Ultimately, by placing specific attention on advancing writing skills using learning experiences that have deep meaning, we seek to increase students' language proficiency and ability to communicate in English. This program will not only improve their academic performance, but will also equip them with the necessary skills to successfully face the challenges present in the global work and professional context. This is because the ability to communicate effectively in English is increasingly required and appreciated in this highly competitive environment.

## 6.4. Objectives

**General**

- Design an effective teaching guide to improve students' English writing skills through meaningful and structured learning experiences.

**Specífic**

- Develop practical activities focused on paragraph structure and clarity of content.
- Provide clear and understandable instructions for each activity.
- Integrate pedagogical strategies that encourage the practical application of the language and meaningful learning.

## 6.5. Feasibility analysis

There are several aspects that must be carefully analyzed to support the feasibility of the proposal to create an effective teaching guide with the objective of improving students' English writing skills through meaningful and structured learning experiences.

## 6.6. Technical

The key aspect to determine whether the proposal is technically viable is based on the presence of employees with the training and skills necessary to develop and

carry out the educational plan. The project requires the collaboration of teachers who have knowledge and experience in English language instruction, as well as professionals specialized in creating study plans and understanding educational theories. In addition to everything mentioned above, it is essential to ensure that the appropriate technological equipment is available, such as state-of-the-art computers and modern printers, which will be essential for both the preparation and printing of the guide. Likewise, it will be required to have the basic writing elements and stationery materials essential to effectively carry out all related practical activities.

## 6.7. Technological

Technological feasibility is related to the ability to have the technological resources required to carry out the implementation of the teaching guide, which includes aspects such as their availability and accessibility. This encompasses the presence and accessibility of computers, printers and other technological devices, as well as the implementation of adequate internet and network infrastructure to promote fluid communication and efficient sharing of resources between teachers and students. Additionally, it is important to take into account the different tools and technological platforms that will be used in the process of creating and disseminating the guide, with the premise of guaranteeing that they are accessible, intuitive and suitable for use by any type of user.

## 6.8. Economic - financial

The economic and financial viability is linked to the monetary funds required for the execution of the project to create and implement the teaching guide. This covers both the expenses related to the purchase and care of technological devices, as well as the money required to produce printed materials and other essential elements to carry out practical activities. It is essential to take into account the possible expenses that could arise not only with the training and training of educational personnel in the use of the guide, but also with the additional costs that may arise throughout the development and implementation of the process. Conducting a thorough study of

the costs and benefits of the project is essential in order to ensure that it is economically viable in the future.

## 6.9. Theoretical foundation

The creation of a guide to effectively teach students to improve their English writing skills through meaningful and well-organized learning experiences is based on a combination of pedagogical approaches and varied learning theories.

### 6.9.1. Meaningful Learning Theory:

According to David Ausubel's theory of meaningful learning, it is argued that the learning process is more successful when the newly acquired knowledge is connected in a relevant and meaningful way with the knowledge base already existing in the student's mind. Within the educational field of writing in English, the creation of tasks and exercises is required that establish a link between the newly introduced information and the background of information and experiences that the students have, with the purpose of making it easier for them to understand and remember the concepts addressed.

### 6.9.2. Constructivist Theory:

The constructivist approach to learning emphasizes the importance of the student playing an active role in the process of constructing their understanding and acquiring knowledge in a personalized way. When carrying out practical tasks that focus on paragraph organization and text readability, students are encouraged to actively participate in the process of improving their English writing skills. By constantly repeating exercises and receiving feedback, students have the opportunity to improve their understanding and language skills independently.

Information Processing Theory deals with how the human mind interprets, organizes and processes the information it receives to make decisions and perform cognitive tasks.

According to the information processing theory developed by Richard Atkinson and Richard Schifrin, it is stated that the learning process involves the initial reception of information, the active elaboration of it through various mental operations and the subsequent retention of that information in the memory. Providing clear, easy-to-understand directions for each task facilitates the flow and understanding of information for students, allowing them to understand and apply concepts more efficiently.

### 6.9.3. Experiential Learning Theory:

David Kolb developed the theory of experiential learning, which argues that the process of acquiring knowledge is considerably favored by being based on concrete and significant experiences. By including pedagogical approaches in teaching that promote the practical use of the language and meaningful learning, students are offered the opportunity to acquire knowledge through direct experiences and critical analysis of their own actions, which enables better understanding through and enduring of ideas.

Taken together, all of these theoretical principles provide a robust platform on which to base the design of an effective teaching guide. This guide will focus on fostering the growth of English writing skills through learning experiences that are meaningful and organized in a structured way. By integrating the fundamental concepts of these learning theories in the teaching of writing in English, the aim is to maximize the influence and effectiveness of said educational process, with the aim of leading students to be able to communicate effectively. in a globalized environment in constant evolution.

### 6.10. Methodology

To carry out the suggested methodology, it is planned to implement a detailed process that will consist of three interrelated phases in its development.

First of all, a thorough and detailed review of the available literature on the subject will be carried out. During this phase, the identification and selection of appropriate

sources that are linked to the teaching of writing in English will be carried out, together with theories about the learning process and teaching methods. Subsequently, a critical analysis of the findings and conclusions of the selected studies will be carried out, with the aim of identifying trends, best practices and effective approaches used in teaching writing in English.

After having completed the exhaustive review of the related literature, the next step to be carried out will be the preparation and creation of the teaching guide. During this period, knowledge previously gained during the review will be used to develop a guide that is effective and focuses on the needs of the student. It will be guaranteed that each activity mentioned in the guide contains explicit objectives that can be quantified, in order to ensure that they are in line with the general and specific objectives of the project in question. Additionally, practical activities will be planned with the purpose of addressing fundamental elements of writing in English, such as the organization of paragraphs and the understanding of the material, using relevant examples adapted to the educational environment.

Once the development of the guide design has been completed, the planned practical activities will be carried out. In this specific period of time, the creation of the materials and resources required for all planned activities will be carried out, which involves the development of exercise models, templates and text examples. Easy-to-understand and precise guidelines will be written for each task, to ensure that students have a complete understanding of the actions they must carry out and the educational objectives related to them. Likewise, practical activities will be adjusted according to the individual needs and skill levels of the students, with the objective of ensuring that they are appropriate and motivating for each participant in the group.

In short, it can be concluded that this comprehensive process will safely ensure that the design and implementation of a successful and effective teaching guide that aims to improve students' English writing skills is achieved through meaningful and well-planned learning experience.

### 6.11. Operational model

**T**ABLE **4 OPERATIONAL MODEL**

| Lesson | Topic | Materials | Time | Language Skill | Activities |
|---|---|---|---|---|---|
| **ONE** | *Improving English Paragraph Writing Skills through Meaningful Learning Experiences* | • Whiteboard<br>• Markers<br>• Sample paragraph<br>• Chart paper for group discussions<br>• Relevant visuals related to learning theories | 40 Minutes | Writting | • Divide the class into small groups.<br>• Each group discusses and brainstorms ideas on what they consider as challenges and opportunities in english paragraph writing. |
| TWO | *Exploring pedagogical strategies for English paragraph writing* | • Whiteboard<br>• Markers<br>• Case study materials<br>• Chart paper for group discussions<br>• Relevant visuals related to teaching strategies | 40 Minutes | Writting | **Warm-up:**<br>**1. Brainstorming session:**<br>• Teacher initiates a brainstorming session, asking students to recall any teaching methods or strategies they have experienced in English language classes.Students share their thoughts on what teaching methods they find effective for learning to write paragraphs.<br>**2. Discussion on effective teaching strategies:** |

| | | | | | • Teacher facilitates a discussion on the characteristics of effective teaching strategies.<br>• Students contribute ideas on what makes a teaching strategy successful.. |
|---|---|---|---|---|---|
| **THREE** | *Technology integration for paragraph writing enhancement* | • Classroom computers or students' devices<br>• Selected writing apps or online platforms<br>• Projector for app demonstration | 40 Minutes | Writting | **Warm-up:**<br><br>**1. Technology Icebreaker:**<br><br>Teacher conducts a brief discussion on the role of technology in students' daily lives.<br><br>Students share their favorite digital tools and how they use them.<br><br>**2. Discussion on writing and technology:**<br><br>Teacher introduces the connection between technology and writing skills.<br><br>Students discuss their experiences using technology for writing, if any. |
| **FOUR** | *Peer Collaboration and Feedback for Paragraph Writing Improvement* | • Writing prompts or topics<br>• Peer review checklist or guidelines | 40 Minutes | Writting | **Warm-up:**<br><br>Icebreaker - Pair Introductions:<br><br>Teacher facilitates a pair-introduction activity where students share their names, interests, and one thing |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | they enjoy about writing.<br><br>Encourage positive communication and rapport building. |
| **FIVE** | *Scaffolding Techniques for Paragraph Writing* | • Writing prompts or topics<br>• Whiteboard and markers<br>• Guided writing handouts | 40 Minutes | Writting | **Warm-up:**<br><br>**Anticipation Guide:**<br><br>Teacher provides a list of key terms or concepts related to paragraph writing.<br><br>Students express their initial thoughts or understanding of each term.<br><br>**Discussion on scaffolding:**<br><br>Teacher introduces the concept of scaffolding in education.<br><br>Students discuss how scaffolding might be applied to improve their paragraph writing. |
| **SIX** | *Reflective writing - connecting personal experiences to paragraphs* | Photos related to various experiences<br><br>Writing materials | 40 Minutes | Writting | **Warm-up:**<br><br>**Photo reflection:**<br><br>Teacher displays a series of photos related to common experiences (e.g., travel, celebrations, and hobbies).<br><br>Students individually select a photo and reflect on personal experiences associated with it. |

| | | | | | Group sharing: |
|---|---|---|---|---|---|
| | | | | | Students form small groups and share their reflections. Each group selects one experience to discuss with the class. |

# Teaching Guide to build Written Paragraphs through Meaningful Learning Experiences.

By: Xavier Vargas

2024

The suggested educational approach is based on the idea that the process of teaching and learning the English language, specifically in relation to paragraph writing, should be considered as a dynamic and enriching experience that transcends simply learning grammatical rules and syntactic structures through memorization. . The aim is to improve not only the students' linguistic skills, but also to promote their ability to use the English language effectively in various situations, whether to communicate personally, within the academic field or creatively, through the implementation of an educational guide focused on meaningful learning experiences.
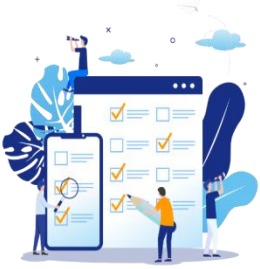
In this perspective, the intervention has been planned to be applied in an educational environment that proactively promotes equity of conditions and recognition of the particularities of each individual. The educational proposal focuses on valuing the cultural and linguistic diversity of students, promoting an inclusive approach that encourages the participation of each student by allowing them to contribute their unique experiences and points of view, which significantly enriches the learning process as a whole.

In order to achieve these goals, the educational guide suggests a variety of activities and projects designed to promote interaction between students, the development of critical thinking and individual contemplation. Students will have the opportunity to practice and improve their English writing skills by participating in activities such as creative writing, research and debates. Additionally, they will learn to appreciate the relevance of effective communication in a world that is increasingly interconnected.

In addition to this, the proposal stands out for its ability to be flexible and adaptable, which allows teachers to modify the suggested activities and projects according to the particular needs of their students and the educational environment in which they operate. Ensure that educational intervention is relevant and readily available to every student, regardless of language ability or cultural background.

Finally, by incorporating the learning process in a context that encompasses relevant experiences, the pedagogical guide seeks not only to strengthen language skills, but also to promote a deeper understanding and a more marked

| | appreciation of the multiple ways in which language can be used to communicate thoughts, feelings and perspectives. In this way, it is hoped that students will develop not only as individuals competent in the use of the english language, but also as skilled and creative communicators, with the ability to participate meaningfully in an increasingly global environment interconnected. |
|---|---|
| *OBJETIVES* | The objectives of this didactic intervention are aligned with curricular standards and are designed to promote the comprehensive development of students. Objectives are established that will guide the implementation of the teaching guide and learning activities, focusing on improving the ability to develop written paragraphs, foster critical thinking and creativity, and promote collaboration and mutual respect. <br><br> ● Strengthen English writing skills.. <br> ● Cultivate collaboration and mutual respect among students |
| *CONTENTS* | The contents of the intervention are organized around three main axes: paragraph structure, textual coherence and cohesion, and creative expression. Topics are selected that allow the transversal integration of knowledge from different areas, thus promoting holistic learning. <br><br> The proposed educational intervention is based on a comprehensive approach that focuses on the development of paragraph writing skills in English. This approach is supported by a structured framework that considers aspects such as coherence in argumentation, cohesion between the ideas presented and creative expression to promote comprehensive learning. These educational materials are created with the intention of not only enhancing students' writing skills, but also to promote learning that covers various areas of knowledge, thus enriching their general |

understanding of language and communication skills. Next, we proceed to expand and provide additional details on these main axes.

**Paragraph Structure**

Presentation of the fundamental elements of the structure of a paragraph: the essential elements that make up an effective paragraph are analyzed, such as the topic sentence that expresses the central idea, the supporting sentences that support this idea, and the final sentence that reinforces the conclusion of the paragraph. The main objective of this content is to provide guidance to students on the appropriate way to structure and present their thoughts in a coherent and understandable manner (Bogaerds, 2021).

There are several types of paragraphs that can be identified, which include descriptive, narrative, expository and argumentative paragraphs. In this sense, a distinction can be made between these different types, providing concrete examples and practical activities that allow a better understanding of their specific characteristics and how they are used in different contexts.

Strategies for the development of paragraphs are presented, such as the use of techniques such as comparison and contrast, the explanation of cause and effect, as well as the exemplification of ideas. The strategies presented will be beneficial for students by improving the quality of their writing and achieving persuasive communication by presenting their points of view more effectively.

**Coherence and Textual Cohesion**

Identifying and using logical connectors is important to ensure that sentences and paragraphs are interconnected in a fluid and coherent way, thus facilitating the understanding of the text. Emphasis will be placed on the relevance of these components when creating texts that maintain coherence and a fluid progression of ideas (Ono, 2023).

| | The logical structuring of ideas involves teaching how to adequately organize ideas within a text, with the aim of maintaining a coherent and logical sequence that facilitates understanding by the reader. |
|---|---|
| | Revision and editing of texts involves applying specific techniques that help students recognize and solve possible inconsistencies and lack of connection in their own written compositions, thus promoting the capacity for self-reflection and the constant development of their writing skills. |
| | **Creative Expression** |
| | Promotion of inventiveness through writing activities that stimulate the imagination, allow us to delve into personal thoughts, relate individual experiences and create fictional universes (Greenberg, 2021). |
| | Examine both literary and non-literary texts with the aim of analyzing and understanding a wide range of writings in the English language in order to motivate students and offer them examples that stimulate creative and persuasive communication. A variety of works from different genres and writers will be presented with the aim of allowing students to become familiar with a wide diversity of literary styles and narrative perspectives. |
| | *Creation of interdisciplinary writing initiatives*, which consist of carrying out projects that fuse knowledge from various academic disciplines, such as history, science and the arts, with the purpose of writing texts that communicate a detailed and enriched understanding of topics of great complexity. |
| *METHODOLOGIES AND TECHNIQUES TO APPLY* | The educational intervention proposal stands out for its novel and active methodological approach, which focuses on the student, with the aim of promoting a significant and lasting learning process in the field of writing in English. In order to achieve this objective, a variety of educational approaches and strategies are brought together, adjusted to the particularities and environment of the students. |
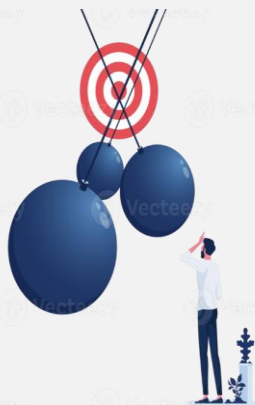
A detailed and exhaustive description of the application and use of these methodologies and techniques is provided below:

Project Based Learning (PBL) is an educational approach that involves carrying out activities and tasks that allow students to acquire knowledge and skills through problem solving and the development of practical projects in a collaborative and real application environment (Aksela and Haatainen, 2019).

*The Project Based Learning approach* emerges as an essential technique in this educational context, promoting the active involvement of students in initiatives that range from initial exploration, design, realization to the exhibition of a tangible result linked to concrete and current problems. This pedagogical approach promotes the independence of students, while enhancing their ability to write, inquire, critically analyze, and collaborate with other classmates. Through project-based learning, according to Ferreira and Canedo (2020) , students have the ability to:

*Investigating areas* that are personally interesting or socially relevant can significantly increase both your motivation and your commitment to the learning process.

Developing time management and organizational skills is crucial, as they are fundamental to successful project planning and execution.

Using acquired knowledge in real-life situations helps reinforce understanding and improves the ability to apply English language skills in practical contexts.

Team work

The practice of teamwork is carried out through different activities designed to encourage interaction and collaboration between colleagues, which allows students to mutually acquire knowledge and cultivate significant social skills.

**This methodology emphasizes:**

The collective construction of knowledge implies that students actively participate by becoming valuable resources for their classmates, contributing ideas, collaborating in solving problems and providing constructive feedback.

Developing effective communication and leadership skills is crucial not only in academic contexts, but also in personal and professional environments, as these skills are essential for growth and success in different areas of life.

Recognize and appreciate the variety of students' skills, stories, and points of view when collaborating together in teams.

**Use of Digital Technologies**

Digital technologies become fundamental tools that allow access to a wide range of resources, the generation of content and the improvement of communication in various areas. By enriching the learning process, its use provides additional benefits and improves the quality of the educational experience (Nugroho and Atmojo, 2020).

Offer the possibility of accessing a varied selection of authentic content in English, such as articles, videos and literature, which can serve as examples or starting points to stimulate creativity.

Help students create multimedia material with ease, giving them the opportunity to express their thoughts in an original way through the use of blogs, presentations in digital format and audiovisual works.

Promote remote collaboration using various online platforms and tools that facilitate joint work and communication with global learning communities.
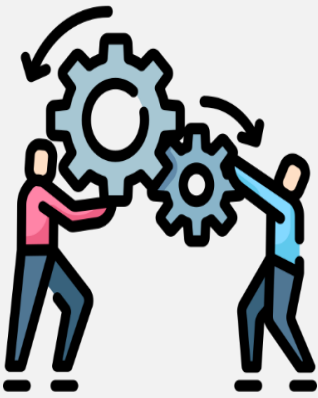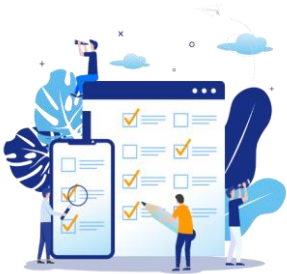
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|  | **Reflection and Self-Assessment**<br><br>Throughout the intervention process, reflection and self-evaluation are continuously encouraged, with the purpose of:<br><br>Promote the development of metacognition in students by providing support for them to recognize and understand their own learning methods, identify their strengths and areas in which they can improve, and encourage them to set individual goals to advance their education (Stanton, 2021).<br><br>Including the use of learning diaries and portfolios is proposed as an effective strategy to systematically record personal progress, encourage reflection on educational experiences and analyze the evolution of writing skills over an extended period. |
| *ACTIVITIES*<br><br><br><br> | Varied and dynamic activities are designed that promote the active participation of students and the development of their written skills. These include creative writing workshops, debates, research projects, and the use of digital platforms for the collaborative creation of texts.<br><br>The proposed educational intervention stands out for the inclusion of a variety of carefully planned activities with the objective of promoting the growth of English writing skills, as well as encouraging critical thinking, creativity and collaboration among students. These activities have been carefully planned to be engaging, relevant and challenging, giving students the opportunity to put their knowledge into practice in concrete and meaningful situations. The proposed activities are described in more detail and expanded below:<br><br>**Creative Writing Workshops**<br><br>Before starting to write, group brainstorming sessions will be organized in small groups with the aim of promoting creativity, promoting the generation of ideas and discussing possible topics and arguments that will be addressed in the texts. |

Students will be encouraged to write short stories inspired by topics that interest them individually or suggested by the teacher, with the aim of experimenting with various literary forms.

The process of composing lyrical texts such as poetry and song lyrics offers students the opportunity to artistically and creatively express their feelings, thoughts and personal experiences through the use of words.

**Debates**

Organizing structured debates involves planning and coordinating discussions about current or relevant academic issues, with the purpose of instructing students in the ability to express their opinions logically and politely (Vu, 2023).

The creation of discussion groups with the aim of analyzing texts, films or problematic situations is a strategy that seeks to promote critical thinking and facilitate the expression of well-founded ideas through debates and joint reflections.

**Research Projects**

Conducting research focused on specific topics with the assignment of research projects that lead to the creation of written reports as a final result, promoting skills to summarize information in a concise and structured way (Belda, 2021).

The project consists of students selecting a historical or literary figure of their choice to carry out detailed research and write a biography, thus promoting the development of skills in historical narration and in the analysis of the characteristics and personality of said figures characters.

**Use of Digital Platforms**

Students can create blogs or personal diaries on online platforms with the purpose of publishing written texts on a regular basis, which will allow them to receive comments and opinions from both their classmates and the teacher.

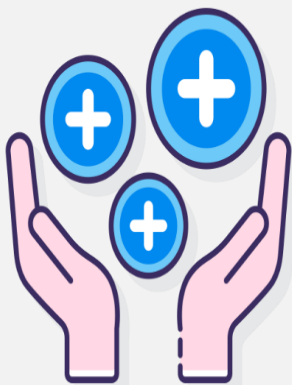| | |
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|  | Collaborative Wikis are used for collaboration in writing projects, in which each student participates by adding content to jointly created texts, providing their contribution in group research or in the creation of narratives.<br><br>Activities intended to measure and assess performance through evaluations by others, as well as through self-assessment by the individual.<br><br>Digital portfolios are a tool for students to collect and analyze their written work throughout the course, allowing them to self-assess and monitor their personal development effectively.<br><br>It involves the implementation of peer review sessions, in which students are asked to carefully read the work of their classmates and offer constructive and useful comments to foster a team learning environment and the constant search for improvement. |
| *TIMING*<br><br> | The intervention is planned to be implemented over the course of an academic semester, with activities scheduled weekly to ensure appropriate progression in the development of target skills and competencies.<br><br>The time planning of this educational intervention has been prepared with great attention to details in order to adjust to the duration of a school period, which makes it possible to carry out the plan in an organized and coherent manner, which in turn helps to successfully achieve the stated pedagogical objectives. A sequence of activities and projects has been designed with the aim of promoting gradual growth in writing skills in English, in addition to enhancing skills such as critical thinking, inventiveness and the ability to work as a team. Below is a detailed extension of the planned schedule plan for the project:<br><br>The first week will be dedicated to introducing you to the topic and carrying out a diagnostic evaluation.<br><br>Presentation of the teaching guide: Provides an overview and detailed explanation of the objectives, methodologies and activities planned for the semester. |
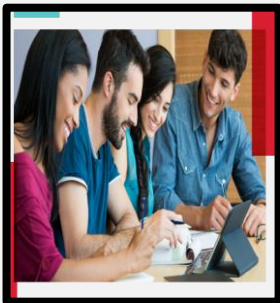
Initial diagnostic assessment refers to the completion of specific assessments intended to measure students' level of written proficiency and related skills. These evaluations are useful to personally adapt the activities that will be carried out later based on the results obtained.

During the second week of the course, we will focus on understanding and applying paragraph structure, as well as developing descriptive writing skills.

Paragraph structure workshops will be held with activities and exercises specifically designed to improve understanding and facilitate practice of the fundamental structure of a paragraph.

Beginning of creative writing workshops specialized in descriptive writing that focus on detailing people, places and experiences with the purpose of promoting the use of a wide and diverse repertoire of words.

During the third week, the concepts of coherence, cohesion, and narrative writing will be addressed in the course.

Workshops dedicated to teaching and practicing coherence and cohesion in writing are offered through interactive sessions. In these sessions, participants will learn to use logical connectors and implement strategies that will help them improve the clarity and fluency of their texts.

Narrative writing projects involve the creation and elaboration of short stories or personal stories, with the aim of promoting the ability to structure ideas in a cohesive and original way.

Weeks 5 through 6 of the course will focus on developing critical thinking skills and writing persuasive arguments.

Conducting debates and deliberations: The planning of debates related to current issues is encouraged with the aim of fostering critical reflection and the ability to express arguments convincingly.

This practical guide focuses on providing instructions for developing essays or opinion pieces argumentatively, highlighting the importance of presenting arguments coherently and supporting chosen perspectives with solid foundations.

## LESSON´S TOPIC

### WEEK : 1

Level: Fifth Year of Basic Education

Topic: Enhancing English paragraph writing skills through meaningful learning experiences

Objective: By the end of this lesson, students will be able to understand and apply key concepts related to meaningful learning experiences and the importance of effective paragraph writing.

Stages: Pre-Reading Experience

Duration: 40 minutes

Warm-up: Introduction to Meaningful learning experiences:

- Teacher: Now let's look at an example paragraph. As I read it aloud, consider what makes it successful. Then we'll talk as a class.
- The teacher presents an example paragraph: Reads aloud or shows it on the board.
- Students offer ideas: Encourage students to express their opinions on what they feel makes excellent paragraph writing. This might contain clear subject phrases, supporting facts, transitions, and so forth.

Discussion on paragraph writing:

- Teacher: Now let's look at an example paragraph. As I read it aloud, consider what makes it successful. Then we'll talk as a class. The teacher presents an example paragraph: Reads aloud or shows it on the board.
- Students offer ideas: Encourage students to express their opinions on what they feel makes excellent paragraph writing. This might contain clear subject phrases, supporting facts, transitions, and so forth.

DEVELOPMENT

Exploration of key concepts:

- Teacher presents a brief overview of theoretical foundations related to meaningful learning, such as constructivism, experiential learning, and situated learning.
- Engage students in a discussion about how these theories can be applied to language education.

Introduction to English Paragraph Writing Skills:

- Teacher discusses the essential components of effective paragraph writing, including structure, coherence, organization, and clarity.
- Students are encouraged to ask questions and share their understanding of these components.
- Interactive activity - group discussion:
- Divide the class into small groups.
- Each group discusses and brainstorms ideas on what they consider as challenges and opportunities in English paragraph writing.

ACTIVITIES: Interactive Activity: Group Discussion

- Teacher: Let's break into groups and explore ideas for the obstacles and possibilities we experience while writing English paragraphs.
- Divide the classroom into small groups: Give each group a particular component of paragraph writing to work on.
- Groups discuss: Encourage groups to talk about obstacles like maintaining coherence, organizing ideas, and implementing transitions, as well as possibilities like employing descriptive language and engaging the reader.

Resources:

- Whiteboard and markers
- Sample paragraph

- Chart paper for group discussions
- Relevant visuals related to learning theories
- Skills Emphasized:
- Speaking and listening during discussions
- Critical thinking about the components of paragraph writing
- Application of theoretical concepts to language education

Assessment:

Informal assessment through class discussions and group participation.

Homework:

Reflective Writing: Students write a short paragraph reflecting on what they perceive as meaningful learning experiences and how it can be applied to improve their paragraph writing skills.

WEEK : 2

Level: Fifth Year of Basic Education

Topic: Exploring pedagogical strategies for English paragraph writing

Objective: By the end of this lesson, students will be able to identify and understand various pedagogical strategies used to enhance English paragraph writing skills.

Stages: Pre-Reading Experience

Duration: 40 minutes

Warm-up: Brainstorming session:

- Teacher initiates a brainstorming session, asking students to recall any teaching methods or strategies they have experienced in English language classes.
- Students share their thoughts on what teaching methods they find effective for learning to write paragraphs.

Discussion on effective teaching strategies:

- Teacher facilitates a discussion on the characteristics of effective teaching strategies.
- Students contribute ideas on what makes a teaching strategy successful.

Development:

- Introduction to pedagogical strategies for writing:
- Teacher introduces various pedagogical strategies used in language education, such as peer feedback, scaffolding, and technology integration.
- Students engage in a discussion about their experiences with these strategies.
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ACTIVITIES:

Interactive activity - group analysis:

Divide the class into groups.

- Each group is assigned a specific pedagogical strategy (e.g., peer feedback).
- Groups discuss how the assigned strategy can be applied to improve English paragraph writing skills.
- Case study:
- Teacher presents a case study of a successful application of a pedagogical strategy in a language classroom.
- Students analyze the case study and discuss the impact of the strategy on paragraph writing.

Resources:

- Whiteboard and markers
- Case study materials
- Chart paper for group discussions
- Relevant visuals related to teaching strategies
- Skills emphasized:
- Collaborative group discussion

Critical analysis of teaching strategies

- Application of pedagogical concepts to writing instruction

Assessment:

- Group presentations on their analysis of the assigned teaching strategy.
- Participation in class discussions and case study analysis.

Homework:

Reflection paper: Students write a short reflection on the effectiveness of different teaching strategies discussed in class, considering their potential application to their own writing practices.

# WEEK : 3

Level: Fifth Year of Basic Education

Topic: Technology integration for paragraph writing enhancement

Objective: By the end of this lesson, students will be able to utilize technology tools to improve their English paragraph writing skills.

Stages: Pre-Reading Experience

Duration: 40 minutes

Warm-up: Technology Icebreaker:

- Teacher conducts a brief discussion on the role of technology in students' daily lives.
- Students share their favorite digital tools and how they use them.

Discussion on writing and technology:

- Teacher introduces the connection between technology and writing skills.
- Students discuss their experiences using technology for writing, if any.

Development:

Introduction to writing apps:

- Teacher presents a selection of writing apps or online tools suitable for paragraph writing.
- Students explore a designated writing app to familiarize themselves with its features.

ACTIVITIES:

Hands-On Activity

- Students use the selected writing app to draft a paragraph on a given topic.
- Emphasis on utilizing digital tools for organizing thoughts and enhancing writing structure.
- Peer sharing and feedback:
- Students pair up and share their digital paragraphs.
- Partners provide feedback on the use of technology and the overall effectiveness of the writing.

Resources:

- Classroom computers or students' devices
- Selected writing apps or online platforms
- Projector for app demonstration

Skills emphasized:

- Technological literacy for writing improvement
- Collaborative exploration of digital tools
- Peer feedback and constructive criticism

Assessment:

- Observation of students' engagement with the writing app.
- Peer feedback on the use of technology in paragraph writing.
- Homework:

Extended Technology Use: Students explore the writing app further and write another paragraph on a different topic for homework. They reflect on how technology influenced their writing process.

WEEK: 4

Level: Fifth Year of Basic Education

Topic: Peer Collaboration and Feedback for Paragraph Writing Improvement

Objective: By the end of this lesson, students will be able to collaborate with peers and provide constructive feedback to enhance their English paragraph writing skills.

Stages: Pre-Reading Experience

Duration: 40 minutes

Warm-up: Icebreaker

- Icebreaker - Pair Introductions:
- Teacher facilitates a pair-introduction activity where students share their names, interests, and one thing they enjoy about writing.
- Encourage positive communication and rapport building.

Discussion on collaborative writing:

- Teacher introduces the concept of collaborative writing and its benefits.
- Students share their thoughts on working with peers in the writing process.

ACTIVITIES:

Development: Pair writing activity:

- Students form pairs and choose a writing prompt.
- Each pair collaboratively writes a paragraph, taking turns to contribute ideas and sentences.

Peer review workshop:

- Pairs exchange paragraphs and engage in a peer review session.
- Students provide constructive feedback using a provided checklist or guidelines.

Whole-Class Discussion:

- Reconvene as a class and discuss the peer collaboration experience.
- Students share insights gained from the feedback received and discuss strategies for improvement.

Resources:

- Writing prompts or topics
- Peer review checklist or guidelines

Skills emphasized:

- Collaborative writing and idea generation
- Constructive peer feedback and active listening

- Reflection on feedback for continuous improvement

Assessment:

- Observation of pair collaboration during writing activity.
- Peer feedback on the quality and effectiveness of the paragraphs.

Homework:

Reflection journal: Students write a short reflection on their experience collaborating with a peer, including how the feedback received will inform their future writing.

# WEEK : 5

Level: Fifth Year of Basic Education

Topic: Scaffolding Techniques for Paragraph Writing

Objective: By the end of this lesson, students will be able to apply scaffolding techniques to enhance their English paragraph writing skills.

Stages: Pre-Reading Experience

Duration: 40 minutes

Warm-up: Anticipation Guide

- Teacher provides a list of key terms or concepts related to paragraph writing.
- Students express their initial thoughts or understanding of each term.

Discussion on scaffolding:

- Teacher introduces the concept of scaffolding in education.
- Students discuss how scaffolding might be applied to improve their paragraph writing.

ACTIVITIES:

Development: Guided writing exercise:

- Teacher models the process of writing a paragraph on a specific topic.

- Students actively participate by suggesting ideas, sentence structures, and vocabulary.
- interactive scaffolding activity:
- Students receive a writing prompt and work in pairs.
- Each pair collaboratively applies scaffolding techniques to plan and draft a paragraph.

Class wide Reflection:

Reconvene as a class and discuss the effectiveness of scaffolding in the writing process.

Students share specific examples of how scaffolding improved their paragraph construction.

Resources:

- Writing prompts or topics
- Whiteboard and markers
- Guided writing handouts

Skills Emphasized:

- Collaborative writing and idea generation
- Application of scaffolding techniques
- Reflective thinking on writing processes

Assessment:

- Observation of student engagement in the guided writing exercise.
- Evaluation of the paragraphs created using scaffolding techniques.

Homework:

Scaffold Writing Assignment: Students receive a new writing prompt and apply the scaffolding techniques learned in class to independently write a paragraph for homework. They reflect on the challenges and successes encountered during the process.

WEEK : 6

Level: Fifth year of Basic Education

Topic: Reflective writing - connecting personal experiences to paragraphs

Objective: By the end of this lesson, students will be able to reflect on their personal experiences and incorporate them into English paragraph writing.

Stages: Pre-Reading Experience

Duration: 40 minutes

Warm-up: Photo reflection.

- Teacher displays a series of photos related to common experiences (e.g., travel, celebrations, and hobbies).
- Students individually select a photo and reflect on personal experiences associated with it.

Group sharing:

Students form small groups and share their reflections.

Each group selects one experience to discuss with the class.

Activities:

Development.

Introduction to reflective writing:

Teacher discusses the concept of reflective writing and its role in paragraph development.

Students brainstorm elements of personal experiences that can be incorporated into writing.

Reflective writing exercise:

- Students choose a significant personal experience to write about.
- They draft a paragraph that connects the experience to the broader themes discussed in class.

Peer Feedback Session:

- Students exchange paragraphs and provide positive feedback on the effectiveness of connecting personal experiences to writing.
- Emphasis on constructive comments and suggestions for improvement.

Resources:

Photos related to various experiences

Writing materials

- Skills Emphasized:
- Reflection on personal experiences
- Application of reflective writing techniques
- Constructive peer feedback

Assessment:

Evaluation of the depth and clarity of personal reflections in the paragraphs.

Peer feedback on the incorporation of personal experiences.

Homework:

Extended Reflective Writing: Students select a different personal experience and write an extended reflective paragraph for homework. They consider the feedback received from their peers in class.

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*THANKS*