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DEDICATORY

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RESUMEN EJECUTIVO

La escritura ha sido un desafío para muchos estudiantes, y mejorar las habilidades de escritura es una preocupación común en el ámbito educativo. El propósito de este estudio fue investigar si el uso de técnicas descriptivas resulta efectivo para mejorar la capacidad de redacción.

La investigación se basó en un enfoque cuantitativo, empírico-analítico y cuasi-experimental, dividido en tres etapas: un pre-test, una intervención y un post-test. El pre-test se empleó como punto de referencia para evaluar las habilidades iniciales de escritura de los estudiantes. Durante la intervención de cinco semanas, se implementaron técnicas descriptivas específicas en diez sesiones, incluyendo estrategias como la utilización de adjetivos y adverbios, metáforas, personificación, descripción, así como el uso de elementos sensoriales y espaciales. Estas técnicas se integraron en actividades de preescritura, escritura y revisión posterior. El post-test se utilizó para evaluar las mejoras después de la intervención.

Los resultados evidenciaron mejoras significativas en el rendimiento de los estudiantes en las pruebas posteriores a la intervención, respaldando así la efectividad de las estrategias descriptivas. Además, se propuso un enfoque integral que comprende cinco intervenciones específicas, cada una con estrategias detalladas y planes de lecciones.

La evidencia sólida de este estudio sugiere que las técnicas descriptivas tienen un impacto positivo en el desarrollo de las habilidades de escritura de los estudiantes. Las mejoras observadas en las pruebas posteriores a la intervención respaldan su eficacia y subrayan su importancia en la enseñanza de la escritura. Estos hallazgos enfatizan la relevancia de la integración de estas técnicas en la instrucción de escritura como un enfoque valioso para mejorar las habilidades de escritura de los estudiantes.

PALABRAS CLAVES: DESARROLLO, EDUCACIÓN, ESCRITURA, ESTUDIANTES, HABILIDADES DE ESCRITURA, IMPACTO, MEJORA DE LA ESCRITURA, PRUEBAS, RESULTADOS, TÉCNICAS DESCRIPTIVAS.

ABSTRACT

The writing process has historically been a challenge for many students and improving writing skills is a common concern in education. The aim of this research was to determine the effectiveness of using descriptive techniques to improve writing skills.

The research approach is quantitative, empirical-analytical, and quasi-experimental. The study was divided into three phases: pre-test, intervention, and post-test. The pre-test provided a baseline to assess students' initial writing skills. During the five-week intervention, specific descriptive techniques were applied in ten sessions, covering strategies such as the use of adjectives and adverbs, metaphors, personification, description, sensory and spatial use. These techniques were incorporated into prewriting, writing and post writing activities. The post-test assessed improvements after the intervention.

Results highlighted significant improvements in students' performance on post-intervention tests, supporting the effectiveness of descriptive strategies. In addition, a comprehensive approach was presented with five specific interventions, each with detailed strategies and lesson plans.

Strong evidence from this study indicates that descriptive techniques have a positive impact on the development of students' writing skills. Improvements in post-intervention tests support their effectiveness and highlight their relevance in the teaching of writing. These findings underscore the importance of integrating these techniques into writing instruction as a valuable approach to improving students' writing skills.

KEYWORDS: DEVELOPMENT, DESCRIPTIVE TECHNIQUES, EDUCATION, IMPACT, RESULTS, STUDENTS, TESTS, WRITING, WRITING IMPROVEMENT, WRITING SKILLS

CHAPTER I.

THE RESEARCH PROBLEM

1.1 Introduction

The ability to communicate effectively through the use of written language is known as written expression. A successful tactic for teaching writing in English is descriptive writing, which focuses on vivid detail to generate a vivid image in the reader's mind (Maulida et al., 2022; Rao & Durga, 2018).

The title of this research is "Enhancing Writing Skills through Descriptive Techniques." This study employs a research approach that integrates qualitative and quantitative elements within a quasi-experimental design. The primary objective is to evaluate how students acquire English language proficiency through descriptive writing, with the aim of refining their writing abilities. Emphasis is placed on implementing an educational approach rooted in descriptive writing strategies to showcase how this writing style can foster the cultivation of crucial skills in students.

However, some potential limitations of the research are mentioned. These include the possibility of selection bias in the sample, which suggests that the choice of participants may not be completely random and could affect the generalizability of the results. In addition, the lack of representativeness of the population of interest is noted, implying that the results may not be applicable to wider groups of English language learners. The subjectivity of the researcher in the evaluation is also highlighted, indicating that the researcher's personal interpretation could influence the results of the study. These limitations are important considerations to bear in mind when interpreting the research results.

The study is structured in 6 chapters, which are described as follows:

Chapter I: Statement of the research problem

- Clear and concise description of the elements involved in the work.
- Highlight the importance and focus of these elements.
- Justification of the study project.
- Description of the research objectives.

Chapter II: Research framework

- Contextualization underpinning the study.
- Description of the current situation that motivates the research activities.
- Bibliographical review of the variables involved in the research.

Chapter III: Methodology

- Explanation of the methodology of the study.
- It includes the location of the project, instruments, techniques, research strategies, hypotheses, population, sample, data collection methods and related analyses.

Chapter IV: Results and discussion

- Presentation of the statistical results obtained.
- Analysis and discussion of the results according to the authors' interests.

Chapter V: Conclusions and recommendations

- Presentation of the conclusions derived from the results obtained in the research.
- Proposed recommendations based on the findings of the study.

Chapter VI: Proposal

- Proposal of an organized methodology.
- Suggests specific activities to improve writing skills.

1.2 Justification

Writing skills have a fundamental role to play in effective communication in both academic and professional settings. Therefore, the relevance of this study is that it recognizes the importance of enhancing these skills through descriptive strategies in order to engage in critical thinking and have a beneficial effect on students.

The conclusions that emerge from this research have the capacity to address tangible issues in society, ranging from economic and employment perspectives to social issues. The improvement of writing skills not only improves the effectiveness of written communication, but also impacts productivity in the workplace in everyday situations. There is also the potential for this research to influence methods of writing assessment in the future, generating substantial benefits for people's education and personal or work-related growth.

The primary beneficiaries of this study are consequently students, who can actively participate in the learning process and develop more effective writing imagery through activities that foster critical thinking and creativity. Indirectly, teachers also benefit by acquiring new pedagogical strategies that they can incorporate into their teaching.

The findings of this research have the potential to contribute to the development of new theories and concepts in the field of education and communication, directly impacting the way writing is taught and assessed in the future. A variety of methods of disseminating the results, including workshops and online resources, aimed at ensuring that the information reaches a wide audience and has a significant impact on improving writing skills in a variety of contexts, will be implemented.

1.3 Objectives

1.3.1 General

To determine the effectiveness of using Descriptive Techniques to Enhance Writing skill

1.3.2 Specific

- To recognize the importance of developing writing skills.
- To analyze the effect of descriptive technique in writing skills.
- To outline which activities are the best to improve writing skills.

CHAPTER II.

Literature Review

In recent years, the teaching of descriptive writing in (EFL) has been a topic of growing interest in educational research. EFL teachers are increasingly interested in improving the teaching of descriptive writing, as it is considered a fundamental skill for effective communication in English. Several researches have been done on how descriptive method has been an effective technique to enhance writing skill.

2.1 Independent variable

Descriptive techniques

A descriptive technique refers to a method used to describe or depict something in detail. These techniques are commonly employed in various fields such as literature, art, science, and research.

Descriptive techniques are literary tools used in writing to describe people, places, objects, and events in a more detailed and evocative way, with the aim of creating vivid and emotionally connected mental images in the reader's mind. This definition has been established through the contribution of several authors and experts in the field of literature and writing (Birello & Pujolà, 2023).

For example, descriptive techniques are essential in writing to allow readers to see and feel the story being told, and to create an emotional connection between the reader and the characters or plot. King suggests that description should be "brief and suggestive" so that the reader can imagine the scene in his or her own words (Septiani et al., 2022).

On the other hand, it is stated that descriptive techniques were essential for creating realistic characters and for establishing the tone and atmosphere of a literary work. Literary theorist and critic Northrop Frye has also discussed descriptive techniques in writing, arguing that description is essential to the creation of fictional worlds in

literature, and that descriptive techniques are important for the creation of mental images that allow readers to imagine and understand these worlds (Sari & Wahyuni, 2018)

2.1.1 Descriptive Technique in Learning English

In the context of learning English, descriptive techniques refer to methods used to help learners understand and describe various aspects of the language, such as vocabulary, grammar pronunciation, and usage. (Dilart, 2019)

Here are some common descriptive techniques used in English language learning:

- 1. Visual Aids:** Using visual aids such as pictures, diagrams, and videos to illustrate vocabulary and concepts. This helps learners associate words with images, making the learning process more memorable.
- 2. Real-life examples:** Providing real-life examples of how words or phrases are used in context. This helps learners understand the meaning and usage of words and expressions in authentic situations.
- 3. Word assassination:** Associating new words with familiar words or concepts to aid memory retention. This technique helps learners make connections between new vocabulary and their existing knowledge.
- 4. Comparative analysis:** Contrasting and comparing similar words or structures to highlight differences in meaning, usage, or pronunciation. This technique helps learners grasp subtle nuances and distinctions in the language.
- 5. Modeling:** Demonstrating correct pronunciation, intonation, and grammar structures through modeling by the teacher or through audio recordings. Learners can mimic and practice these models to improve their language skills.

6. Contextualization: Providing meaningful contexts for language practice, such as role-plays, dialogues, and storytelling. This allows learners to use language in authentic situations and enhances their understanding of how language functions in communication.

7. Chunking: Breaking down language into smaller, more manageable chunks, such as phrases or collocations, to facilitate learning and retention. Learners can focus on mastering these smaller units before tackling larger language constructs.

8. Guide Discovery: Guiding learners to discover language patterns and rules through guided activities and tasks, rather than simply presenting them with explicit rules. This approach encourages active engagement and deeper understanding of the language.

9. Error Analysis: Analyzing and correcting learners' errors in a constructive manner to help them identify and rectify mistakes. This technique promotes self-awareness and reflection, leading to improved language accuracy and proficiency.

10. Feedback: Providing timely and constructive feedback on learners' language production, both written and spoken. Feedback helps learners identify areas for improvement and encourages them to continue practicing and refining their language skills.

2.1.2 Types of descriptive techniques

- **Adjectives and adverbs:** Adjectives and adverbs are words that are used to describe or modify a noun or verb. In writing, adjectives and adverbs can be used to describe the appearance, personality, emotions and actions of characters, as well as to describe places and objects (Hoang & Boers, 2018).
- **Metaphors and similes:** Metaphors and similes are literary devices used to make comparisons between two different things. These descriptive techniques can be used to create striking imagery and give a different perspective on an object or situation (Acedo, 2020).

- **Personification:** Personification is a descriptive technique used to bring inanimate objects or animals to life by attributing human characteristics to them. This helps to create a more vivid picture of the scene and can help the reader connect emotionally with what is happening (Belkhir, 2021).
- **Alliteration:** Alliteration is a descriptive technique used to repeat consonant sounds in a phrase or verse, creating a rhythmic, musical effect (Parra G. & Calero S., 2019).
- **Onomatopoeia:** Onomatopoeia is a descriptive technique used to imitate sounds in writing, using words that sound like the sounds being described. This descriptive technique helps to create a more detailed picture of the environment and can add a comic or dramatic effect to the scene (Acedo, 2020).

Each of these descriptive techniques can be used effectively to improve the quality of the writing and create more vivid and emotional mental images in the reader's mind.

There are a variety of researches about descriptive method in learning English. They explain the following:

One of the main difficulties EFL learners face when learning to write descriptions in English is the lack of vocabulary and the inability to express their ideas adequately. In addition, students often have difficulty understanding the structure and organization of a well-written description. To address these difficulties, researchers have proposed various teaching strategies. Some of these strategies include the teaching of specific vocabulary for descriptions, the use of writing models to guide students in the structure of a description, free writing practice, and effective feedback on writing (Murga et al., 2018).

By using descriptive writing, students will learn to use richer and more precise language, enabling them to express themselves more clearly. In addition, this technique also encourages the development of creativity and imagination, as students must visualize and describe in detail the objects, places, or people they are writing about. By learning to describe an object or place in a clear and organized way, students also learn

to structure their ideas in a coherent and logical format. In addition, descriptive writing can be especially useful, as it helps them to develop their vocabulary and comprehension (Calderón & Tuarez, 2019).

Aside from vocabulary development and sentence structure mastery, descriptive writing has an unexpected benefit for EFL learners: it improves cognitive ability. Hayes (2018) conducted research that provided insight on this phenomenon. The study featured EFL students participating in a variety of descriptive writing assignments. Surprisingly, the findings indicated a favorable effect on students' critical thinking and problem-solving ability. The researchers ascribed this improvement to the nature of the descriptive writing process. When creating a clear and vivid description, students must go into the specifics of an object, location, or person. This in-depth study entails a number of cognitive stages. First, they must deconstruct the subject to determine its many components and qualities. The following step is to pick the most important material; not every detail needs to be included in the final description. Finally, these chosen information must be grouped logically and coherently to ensure that the description flows easily and presents the reader with a clear image. This method of assessing, choosing, and arranging information is similar to the mental acrobatics involved in critical thinking and problem solving. EFL students improve their cognitive muscles by participating in descriptive writing on a regular basis, making them more skilled at addressing complicated issues and viewing situations from many perspectives. This improved cognitive prowess goes beyond the English language classroom, helping students in a variety of academic and personal situations.

Descriptive writing is more than just painting pictures with words; it may also be an effective technique for promoting intercultural understanding. Silva and McKee (2014) investigated this very concept. The researchers created tasks in which EFL students utilized descriptive writing to represent cultural artifacts and behaviors unique to a culture other than their own. The findings were remarkable. The process of defining these new things and activities drove the students to dig deeper, explore, and learn more about the target culture. This research initiated a process of comparison

and contrast. Students began to compare and contrast the cultural object or activity they were describing to their own personal experiences and cultural background. This approach helped them obtain a better understanding of cultural differences and commonalities. In this case, descriptive writing served as a bridge, helping students to expand their cultural framework and get a fresh perspective on the world. This heightened multicultural understanding is a crucial tool in today's increasingly linked world, enabling improved communication, collaboration, and respect among individuals from various origins.

Unleashing the power of emotions: Descriptive writing is more than just relaying facts; it may also help EFL learners develop emotional intelligence. Santos (2017) investigated this fascinating link. The study concentrated on the use of descriptive prompts, which are basically writing prompts intended to elicit particular emotional reactions. Students were given prompts asking them to describe events, objects, or experiences that elicited specific emotions. The process of responding to these suggestions encouraged pupils to explore deeper into their own emotional landscapes. They proceeded to investigate the subtleties of their sensations, attempting to understand the "why" underlying their emotional responses. However, reflection alone was insufficient. The prompts also asked individuals to express their feelings in vivid terms. Selecting the appropriate words to describe their emotions became an exercise in emotional expression. During this process, students improved their emotional intelligence, which is the capacity to comprehend, use, and control their own emotions in constructive ways. This improved capacity to navigate their emotional environment is an important life skill, allowing people to strengthen relationships, handle stress efficiently, and make informed decisions. In this way, descriptive writing becomes an emotional literacy tool, allowing EFL learners to not only express themselves clearly in English but also get a better understanding of themselves.

Descriptive writing may be more than simply a scheduled exercise; it can also serve as a motivator and engagement tool for EFL students. Huerta & Glisan (2018) investigated this notion by including choice into the descriptive writing process.

Instead of selecting a single, general topic, the researchers gave students many alternatives for what to explain. They may select items, locations, or even experiences. Furthermore, students were allowed to choose their chosen descriptive style, which may be a formal and thorough report or a more creative and lyrical approach. The findings were clear: providing options enhanced student enthusiasm and involvement in writing activities. This is most likely because choice empowers kids. They felt more in control of their work since they could choose a topic or style that spoke to them. This sense of control encouraged intrinsic motivation, which is the urge to write based on personal interests rather than external pressure. Furthermore, by providing a number of alternatives that appeal to different learning styles and interests, students may discover a method that feels comfortable and interesting. By introducing choice into descriptive writing projects, educators may turn them from mindless exercises to chances for students to express themselves honestly, allowing them to become more motivated and engaged learners.

2.2 Dependent variable

Writing Skill

Writing skill refers to the ability to effectively communicate ideas, thoughts, and information through written language. It encompasses various elements, including grammar, vocabulary, organization, coherence, and style.

This research will pretend to make a deep study of what skills people who are interested in learning English must face.

2.2.1 English Language

The English language is a West Germanic language that originated in medieval England and is now one of the most widely spoken languages in the world. It belongs to the Indo-European language family and has undergone significant evolution and expansion over the centuries.

English is characterized by its flexibility, borrowing vocabulary from various languages, including Latin, French, Greek, and more recently, from languages of countries that were once part of the British Empire or influenced by British culture. This rich linguistic heritage has contributed to the diversity and complexity of the English language. English is characterized by several skills that are the base of the language.

Learning English can indeed present various challenges, but with persistence and the right approach, these challenges can be overcome. Here are some researchers mention this fact.

In Chile, learning English is a common challenge for secondary school students, especially for those from low-income backgrounds: according to the 2018 PISA study, only 23% of Chilean secondary school students achieved satisfactory proficiency in English. As a result, the Chilean government has taken steps to enhance the education in general (Parra G. & Calero S., 2019).

In Argentina, teaching writing in English is a common challenge for secondary students, especially for those who do not have access to adequate resources or well-trained English teachers. According to the 2018 PISA (Student Achievement Survey) report, only 19% of Argentine secondary students achieved a level of English considered satisfactory. According to the 2018 PISA (Student Achievement Survey) report, only 19% of Argentine secondary school students achieved a level of English considered satisfactory. As a result, the Argentine government has implemented policies (Hopfenbeck et al., 2018).

In Ecuador, teaching has become a priority in recent years, as it is considered fundamental for students' academic and professional development. However, national and international test results indicate that there is a significant gap between the level of language teaching and students' effective English writing skills (Mascia, 2018).

According to a report by the Ecuadorian Ministry of Education, only 10.5% of students achieved a satisfactory level in the English section of the National University Entrance Examination (ENES) in 2020. Furthermore, according to the PISA 2018 study, only 3.6% of Ecuadorian students achieved a good level in writing in English, indicating the need to improve the quality of language and writing instruction (Sánchez et al., 2020).

The Ministry of Education has implemented policies, such as teacher training and the promotion of exchange programs for students. However, a more focused approach to writing in English is also required, as it has been identified as one of the weakest areas in students' language proficiency (Villafuerte & Mosquera, 2020).

2.2.2 English Skills

English skills refer to the proficiency and competency in various aspects of the English language, including listening, speaking, reading, and writing. These skills are essential for effective communication, both in academic and professional settings, as well as in everyday life.

Listening: Listening skills involve the ability to understand spoken English, including comprehension of conversations, lectures, presentations, and audio recordings. Effective listening requires concentration, attention to detail, and the ability to identify key information, main ideas, and supporting details. (Meyer 2018)

Speaking: Speaking skills involve the ability to communicate orally in English, expressing thoughts, ideas, opinions, and information clearly and effectively. This includes pronunciation, intonation, fluency, and confidence in spoken communication. Speaking skills are crucial for interpersonal communication, presentations, public speaking, and discussions. (Meyer 2018)

Reading: Reading skills involve the ability to understand written English texts, including articles, essays, books, emails, reports, and other written materials. Effective reading requires comprehension of the main ideas, understanding of vocabulary and grammar, and the ability to infer meaning from context. Reading skills are essential for

academic study, research, and obtaining information from various sources. (Meyer 2018)

Writing: Writing skills involve the ability to produce written English texts, including essays, reports, emails, letters, articles, and other written documents. Effective writing requires clarity, coherence, organization, grammar, vocabulary, and punctuation. Writing skills are crucial for academic assignments, professional communication, creative expression, and conveying ideas in written form. (Meyer 2018)

Writing Skills in general, writing skill refers to a person's ability to communicate thoughts, ideas, and emotions through the written word effectively and clearly. It involves the ability to organize and structure ideas, to select and use appropriate words, and to convey the message in a coherent and convincing manner. There are various definitions of writing skill proposed by different authors (Rao & Durga, 2018).

Descriptive skills, therefore, fit well into the writing part of Language Arts. There are specific tools that authors may use to raise their work from just utilitarian to really emotive. By mastering descriptive approaches, authors may elevate their work, weaving words that connect with readers and leave an indelible impact. (Meyer 2018).

2.2.3 How descriptive techniques are applied in writing

Descriptive techniques can be applied in any kind of writing, from fiction to essays and newspaper articles. In fiction, descriptive techniques are especially important because they help to create a rich, detailed world in which characters can interact. In essays and newspaper articles, on the other hand, descriptive techniques can be used to explain or illustrate concepts or arguments. In either case, descriptive techniques are a useful tool for any writer who wants to improve their ability to make their writing more evocative and vivid (Pasaribu, 2022).

2.2.4 Selection and Organization of Descriptive Details

Not all details are created equal. Effective descriptive writing involves choosing the most impactful details and arranging them strategically. Donald M. Murray's "A Writer's Guide to Composition" (1999) offers practical advice on this very topic. Murray emphasizes the importance of selecting details that appeal to the senses and evoke a strong emotional response in the reader. Additionally, organizing these details logically, perhaps spatially from foreground to background or chronologically, creates a clear picture in the reader's mind.

Writing skill is the ability to generate meaningful texts, combining syntax, vocabulary, and the ability to create relationships between ideas. On the other hand Hanafiawi et al (2020) referred to the ability to carry out a variety of writing tasks including planning, idea generation, revision and editing.

Rahmawati et al, (2019) defined writing skill as the ability to produce clear, organized and coherent texts that communicate information and/or express an opinion. Likewise, in Parra and Calero (2019) definition, writing skill focuses on the ability to "meet the cultural expectations of an audience and make effective use of rhetorical and linguistic conventions.

Although each author approaches writing skill from a slightly different perspective, it can be observed that all definitions stress the importance of the ability to communicate effectively through the written word. In other words, all these definitions suggest that writing skills are essential for effective communication and the expression of ideas and emotions through the written word.

2.2.5 Elements of the writing process

The details of this process may vary from person to person, there are several common elements that are present in most writing processes. These elements include:

Planning: The planning stage involves generating ideas and planning the overall structure of the text. This may include creating an outline or concept map, identifying

the audience and purpose of the text, and organizing ideas into a logical order (Sarifah & Apsari, 2020).

Draft: The draft stage involves the production of the first draft of the text. At this stage, the aim is simply to get the ideas down on paper without worrying too much about grammatical correctness or spelling (Sapitri et al., 2019).

Revision: The revision stage involves reviewing and editing the draft to improve its clarity, coherence, accuracy, and effectiveness. This may include correcting grammatical and spelling errors, revising the organization and structure of the text, and editing sentences and paragraphs to improve flow and coherence (Hoang & Boers, 2018).

Final editing: The final editing stage involves the final revision of the text to ensure that it is ready for publication or submission. This may include final checking of spelling, grammar and punctuation, as well as final checking of the overall structure of the text (Parra G. & Calero S., 2019).

2.2.6 Components of writing

The components of writing are the skills and processes necessary to produce an effective written text (Liardét, 2018). These components include:

Grammar and spelling: grammar and spelling are fundamental to the clarity and effectiveness of text. Grammar refers to the rules and conventions governing sentence and paragraph structure, while spelling refers to the correct spelling of words.

Vocabulary: Varied vocabulary is important for accurately communicating the message and maintaining the reader's interest.

Structure and organization: The structure and organization of the text are important to guide the reader through the information clearly and coherently. Structure refers to the way sentences and paragraphs are organized, while organization refers to the way ideas are arranged and presented.

Fluency: Fluency refers to the ability to write clearly and coherently, enabling the reader to understand the message of the text effectively.

Creativity: Creativity refers to the ability to produce an original and engaging text that captures the reader's attention and holds their interest.

In summary, the components of writing include grammar and spelling, vocabulary, structure and organization, fluency, and creativity. Mastery of these components can help to produce effective and coherent written texts.

2.2.7 How writing skill is measured

Writing assessment: Writing assessment is a direct way of measuring writing ability. This can be done by a teacher, tutor or professional evaluator who analyses the student's written text and assesses it according to specific criteria, such as grammar, organization, and clarity.

Standardized tests: Standardized tests, such as the TOEFL or the SAT, can also measure writing ability. These tests assess knowledge of grammar, vocabulary, and general writing skills.

Self-assessment: Students can also self-assess by reflecting on their own writing process and analyzing their own work. This can help them identify their strengths and weaknesses and set goals for improvement.

Conversely, Afika et al. (2022) conducted a study in Indonesian schools to examine the impact of grouping techniques on enhancing students' writing skills and to assess the extent to which these techniques influence such skills. The study encompassed 15 students spanning grades 1 to 10. Employing a methodology that involved both a written test and a questionnaire, the research revealed that the mean pre-test score was 40.33. Following the treatment, the grades substantially increased to 71.00. Data analysis indicated a significant improvement in students' descriptive writing ability after receiving instruction with group techniques. As a result, the learning objectives

were achieved, i.e. students were able to write descriptive texts in English according to general structures and linguistic features, and the use of grouping techniques effectively improved students' expository writing ability, which is why this article was selected for analysis.

Under the same line of research, Hanafiawi et al. (2020) pursued the goal of evaluating how the implementation of grouping techniques enhances the writing abilities of first-year school students during the academic year 2018-2019. Employing an action research approach within the classroom setting, the study unfolded in two distinct phases. Notably, it was observed that the majority of students demonstrated progressive improvements at the conclusion of each evaluation cycle. The average score in the pre-test stood at 45.7, marking an increase to 53.7 in post-test 1, and a further ascent to 79.3 in post-test 2. Derived from these findings, the researcher concluded that the integration of grouping techniques in the descriptive writing classroom not only fosters advancements in students' writing skills but also cultivates a more dynamic and participatory classroom environment.

Descriptive methods can significantly improve writing skills by enhancing various aspects of the writing process and fostering a deeper understanding of language and communication. Here's how descriptive methods can contribute to the improvement of writing skills:

Vocabulary extension: Descriptive writing often involves the use of vivid and specific language to create imagery and evoke sensory experiences. Engaging in descriptive writing exercises encourages writers to explore a wider range of vocabulary, including adjectives,

Imagination and Details: Descriptive writing focuses on creating vivid imagery and capturing details that appeal to the senses. By practicing descriptive writing, writers learn how to observe and describe their surroundings or experiences in greater detail, honing their observational skills and sharpening their ability to convey sensory information effectively in their writing.

Development of voice and style: Descriptive writing allows writers to develop their unique voice and style by experimenting with different techniques, tones, and stylistic devices. Through practice, writers can refine their writing voice, experiment with different writing styles, and develop a distinctive authorial presence that resonates with readers.

Emotional Impact: Descriptive writing has the power to evoke emotions and create a strong emotional impact on readers. By learning how to effectively use descriptive language to convey emotions and mood, writers can enhance the emotional resonance of their writing, engaging readers on a deeper level and eliciting a more powerful response.

Revision and Editing: Descriptive writing encourages writers to revise and refine their work to improve clarity, coherence, and effectiveness. Through the process of revising descriptive writing, writers develop critical thinking skills, learn how to evaluate their own writing objectively, and become more adept at identifying areas for improvement and making revisions accordingly.

Overall, descriptive methods can be a valuable tool for students looking to improve their writing skills by enhancing their vocabulary, developing their descriptive abilities, refining their voice and style, and mastering the art of effective communication through written language.

Descriptive techniques and writing skill

The aim of teaching descriptive techniques in English writing is to help students develop skills in creating mental images that are more vivid and detailed, which in turn enables them to express themselves more clearly and effectively in their writing. Students also learn to use these techniques to create specific effects in their writing, such as using metaphors and similes to create analogies or personification to bring inanimate objects to life (Sirait & Marlina, 2018).

To illustrate the practical application of descriptive techniques in an EFL (English as a Foreign Language) context, consider a high school English class. Here, the teacher strategically integrates descriptive techniques into the curriculum to elevate students' writing prowess. One engaging assignment entails students describing a cherished memory from their summer vacation, harnessing vivid and detailed imagery. With the teacher's guidance, students learn to wield descriptive language adeptly, utilizing metaphors, similes, and personification to enrich their compositions.

For instance, a student might vividly recount a serene day at the beach, likening the crashing waves to thunderous applause and the golden sand to a comforting blanket of warmth. Through the skillful incorporation of descriptive techniques, the student not only transports the reader to the idyllic seaside setting but also effectively conveys the accompanying emotions and sensations. Such exercises foster the development of students' descriptive writing acumen, empowering them to artfully articulate their experiences and emotions to a broader audience.

CHAPTER III.

METHODOLOGY

3.1. Type of research

This study used an evidence-based, quasi-experimental, quantitative, empirical-analytical approach to collect and analyse measurable and observable data to evaluate the efficacy of descriptive techniques in enhancing writing abilities. Through statistical analysis and in-depth examination of the data, the relationship between the use of these techniques and the improvement of writing skills was investigated. Moreover, a quantitative experimental study was carried out to examine the impacts of descriptive techniques on the development of writing skills. The comparative evaluation included an experimental group applying descriptive techniques and a control group receiving no specific intervention. This combination of approaches allowed for a more accurate and objective understanding of the effects of writing techniques on the improvement of writing skills.

3.2 Population or sample

This research was conducted in the province of Cañar, in Azogues at the Unidad Educativa Fiscomisional Santa Rosa de Lima. The participants were 59 fifth-grade students from the school, ranging in age from 9 to 10 years old. These students were divided into 2 groups, the experimental group with 28 students, and the control group with a total of 31 students.

The chart below shows the population and sample in more detail.

Chart 1. Population

Group	Boys	Girls	Total
Control	20	11	31
Experimental	15	13	28

Source: Field Research

Author: Pillaga, I. (2023)

3.3 Hypothesis Approach

- **Hypothesis1:** Descriptive writing improves students writing skills.
- **Hypothesis0:** Descriptive writing does not improve students writing skills.

3.4 Data collection:

Instruments and Techniques.

Techniques.

This study employed a pre-experimental approach with a single-group, single-group. The Key English Test (KET): A2 Key - Basic English Test was used to assess the participants' level of English. This test, developed and administered by Cambridge Assessment English, a world-renowned organization in English language assessment, has rigorous development and validation procedures that guarantee the reliability and validity of the results obtained. Considering the target group of this study, only the written part of the exam was considered.

Instruments.

A rubric was used to evaluate students' written productions and obtain data. The evaluation criteria employed in the Writing section of the Cambridge English KET exam are structured around key elements, including content and idea development, organization and structure, vocabulary and grammar proficiency, as well as coherence and cohesion. Assessors assign scores according to pre-defined proficiency levels, considering aspects such as relevance and development of ideas, clarity of organization, accurate use of vocabulary and grammar, and coherence and connection between the ideas presented in the text. The rubric included three main criteria: content, organization, and language, with five levels ranging from 0, the lowest score, to 5, the highest score (See Annex 1 and 2).

Procedure.

The development of the research is divided into 3 phases.

Phase 1. Pre-test

First, a diagnostic pre-test was administered. This assessment was carried out using questions taken from A2 Key test, which were distributed to the students. In this segment, the students had to write a brief essay in which they described an image-related event.

Phase 2. Intervention

After obtaining the pre-test results, the experimental group underwent an intervention. It is noteworthy that during this phase, only students belonging to the experimental group received descriptive strategies. Meanwhile, the control group continued with the regular daily curriculum of the educational institution. The classroom intervention phase spanned seven weeks and was structured as follows.

During the first week, pre-testing took place. Over the subsequent five weeks, the researchers conducted the classroom intervention twice a week, totaling 10 sessions. In the seventh week, a post-test was administered.

The intervention centered on the utilization of descriptive strategies, encompassing adjectives and adverbs, metaphors and similes, personification, alliteration, and detailed description. These strategies were incorporated into a teaching approach comprising three stages: pre-writing activities, activities during writing, and post-writing activities.

The intervention program comprised 10 sessions designed to incorporate descriptive strategies aimed at enhancing students' writing skills. Each session followed a structured format, beginning with a "pre-writing activity" to help students acquaint themselves with the topic and recall relevant prior knowledge. This was followed by a

"writing activity," during which students revised their text with the support and guidance of the teacher. Finally, each session concluded with a "post-writing activity."

For each descriptive strategy, two rounds of exploration were conducted. Each round consisted of paired sections covering the introduction to the strategy and its application in writing. The session format for each strategy was structured as follows.

Session 1: Introduction to strategy

- **Introduction:** The teacher begins the session by explaining the importance of strategy in English writing.
- **Definition:** The definition and function of strategy is explained.
- **Examples:** Several examples are provided.
- **Guided Practice:** Sentences are provided, and students have identified and highlighted the strategies presented in them.
- **Independent practice:** Students have to write using the strategies and are given feedback on their use.

Session 2: Use of adjectives and adverbs in writing.

- **Review:** concepts from the strategy learned in the previous session are reviewed.
- **Examples:** Examples of how adjectives and adverbs can be used in writing are provided.
- **Guided Practice:** Students receive a paragraph and are tasked with identifying the type of strategy employed. Subsequently, they rewrite the paragraph using different strategies to enhance their writing
- **Independent practice:** Students are asked to write a paragraph using the descriptive techniques learned and are given feedback on their use.

3.5 Data processing and statistical analysis:

The data collected before and after the test, were synthesized in Excel files. These data had to be uploaded into the Statistical Software (SPSS) to test for normality. Non-parametric Wilcoxon tests for comparison of means were then used. Lastly, rules of comparison were established to prove or reject the hypotheses.

CHAPTER IV.

RESULTS AND DISCUSSION

The research analyzed the impact of the implementation of various teaching strategies on students' performance in the area of writing. In order to evaluate this impact, a pre- and post-test using the A2 Key writing section was conducted with two groups of students (Control and 6.2 al). The results are presented below, highlighting the significant differences between the scores obtained in both instances. These results provide a clear picture of the effectiveness of the strategies implemented and their influence on the development of students' writing skills.

4.1 Pre-test

The initial phase of the study involved administering a test, consisting of two questions related to written production, from parts 6 and 7 of the A2 Key exam.

In the first question, the learner is required to write an email in an organized way, using the language and sentences typically used to open and close an email on a given topic. Similarly, in the second question, students have to plan and write short stories based on three given images.

Both groups were instructed to compose an email and a story, each encapsulated within a single paragraph. Each participant was allocated a 30-minute timeframe to fulfill the assignment. As elucidated in a preceding section, the researcher adopted a rubric-based methodology, encompassing three primary criteria, to gather numerical data. Consequently, the outcomes are delineated in alignment with the rubric, and the averages are succinctly presented in the tables below.

4.1.1 Pre-test Control Group

Chart 2. Pre-test for control group

Pre-test Control Group										
SS	Question 1				Question 2				Total over 30	Total over 10
	Cont.	Org.	Lang.	Total	Cont.	Org.	Lang.	Total		
1	3	3	2	8	1	2	3	6	14	4,7
2	3	1	0	4	1	2	2	5	9	3,0
3	3	1	2	6	2	3	3	8	14	4,7
4	4	2	2	8	3	2	3	8	16	5,3
5	3	1	1	5	3	1	1	5	10	3,3
6	3	2	2	7	1	1	1	3	10	3,3
7	4	3	0	7	2	3	2	7	14	4,7
8	3	3	0	6	2	3	3	8	14	4,7
9	3	3	2	8	3	3	2	8	16	5,3
10	3	2	0	5	1	3	1	5	10	3,3
11	3	2	2	7	1	3	2	6	13	4,3
12	4	2	2	8	1	1	1	3	11	3,7
13	3	1	0	4	1	3	3	7	11	3,7
14	4	3	0	7	1	3	2	6	13	4,3
15	4	1	2	7	3	1	1	5	12	4,0
16	4	3	1	8	1	3	3	7	15	5,0
17	3	3	1	7	3	2	3	8	15	5,0
18	4	3	2	9	2	1	3	6	15	5,0
19	4	3	0	7	2	3	2	7	14	4,7
20	3	3	0	6	1	3	1	5	11	3,7
21	3	2	0	5	2	1	1	4	9	3,0
22	4	1	2	7	2	3	1	6	13	4,3
23	4	3	0	7	2	1	2	5	12	4,0
24	3	2	1	6	1	2	1	4	10	3,3
25	4	3	2	9	3	2	1	6	15	5,0
26	4	1	0	5	2	1	1	4	9	3,0
27	3	2	2	7	2	1	1	4	11	3,7
28	3	2	1	6	3	1	3	7	13	4,3
29	4	2	0	6	3	1	3	7	13	4,3
30	4	2	2	8	2	1	1	4	12	4,0
31	3	2	0	5	1	2	2	5	10	3,3
Average										4,1

Source: Field research

Author: Pillaga, I. (2023)

Analysis and interpretation

For the first question, the following points stand out:

- **Content:** The average score obtained in this category is approximately 3.6 out of 5. This indicates that, in general, students in the control group showed a moderate level of ability to express the required content in their answers. In the context of the question, students recognize the structure and content of an e-mail. On the one hand, some students scored higher, while others scored lower, suggesting a lack of content development or unclear ideas.
- **Organization:** The average score obtained in this category is approximately 2.1 out of 5. This indicates that students in the control group found it difficult to organize their ideas in a coherent and structured way in their answers. The lack of a clear structure may have affected comprehension and writing fluency.
- **Language:** The average score obtained in this category is approximately 1.1 out of 5. This suggests that students in the control group had significant difficulties in the appropriate use of language. Grammatical and vocabulary errors were evident, which affected the overall quality of their responses.

For the second question, the following points stand out:

- In terms of content, students in the control group obtained a low average score. This suggests that they had difficulties in relating the images and constructing a story with adequate development. It is possible that they had difficulties in establishing logical connections between the images and generating relevant story ideas.
- In terms of organization, poor performance is also observed. Students in the control group had difficulties in structuring the story in a coherent way, possibly with a lack of clear introduction, development, and conclusion. This indicates a lack of organization and fluency in the narrative.

4.1.2 Pre-test Experimental Group

Chart 3. Pre-test for experimental group

Pre-test Experimental Group										
SS	Question 1				Question 2				Total over 30	Total over 10
	Cont.	Org.	Lang.	Total	Cont.	Org.	Lang.	Total		
1	3	2	2	7	1	0	1	2	9	3,0
2	3	2	2	7	2	1	3	6	13	4,3
3	3	1	1	5	3	1	2	6	11	3,7
4	3	2	2	7	1	1	1	3	10	3,3
5	3	1	3	7	2	3	2	7	14	4,7
6	4	1	2	7	1	2	1	4	11	3,7
7	4	1	3	8	1	1	3	5	13	4,3
8	3	3	3	9	3	0	0	3	12	4,0
9	4	2	2	8	3	1	2	6	14	4,7
10	3	2	2	7	1	0	1	2	9	3,0
11	4	3	3	10	3	3	1	7	17	5,7
12	4	1	3	8	2	1	3	6	14	4,7
13	4	3	1	8	1	2	2	5	13	4,3
14	4	2	1	7	3	1	3	7	14	4,7
15	4	3	3	10	0	0	3	3	13	4,3
16	3	2	1	6	3	3	1	7	13	4,3
17	3	2	3	8	3	3	2	8	16	5,3
18	4	1	2	7	0	1	2	3	10	3,3
19	4	2	2	8	2	0	2	4	12	4,0
20	3	1	3	7	0	2	3	5	12	4,0
21	3	3	2	8	2	1	2	5	13	4,3
22	2	1	3	6	0	3	0	3	9	3,0
23	4	2	3	9	3	1	2	6	15	5,0
24	2	1	2	5	3	2	2	7	12	4,0
25	2	1	1	4	3	0	0	3	7	2,3
26	2	2	1	5	0	2	3	5	10	3,3
27	2	1	2	5	2	3	1	6	11	3,7
28	3	1	3	7	2	3	2	7	14	4,7
Average										4,0

Source: Field research

Author: Pillaga, I. (2023)

Analysis and interpretation

Within the context of the first question, the following points stand out:

- Both groups were able to convey relevant information in their emails.
- Both groups were able to structure their emails in a coherent and logical manner.

For the second question, the following points stand out:

- **Content:** the content score reflects the relevance and adequacy of the information provided in the students' answers. On the other hand, some students obtained higher scores on content, indicating that they managed to convey meaningful and related information to the images provided.
- **Organization:** The organization score assesses how ideas are structured and presented in the answers. When analyzing the results, it can be seen that some students scored low on organization, indicating that they may have had difficulties in logically ordering the different parts of their stories. On the other hand, some students scored higher on organization, suggesting that they were able to present their ideas in a coherent and sequential manner.
- **Language:** The language score refers to the appropriate use of grammar, vocabulary, and sentence structure in the students' responses. When analyzing the results, it is possible to observe that some students obtained low scores in language, which may indicate difficulties in the clear and precise expression of their ideas, as well as grammatical errors or limitations in the vocabulary used. However, some students obtained higher scores in language, suggesting that they were able to use appropriate and expressive language in their responses.

Both sets exhibited similar skills in relation to the content, organization and language used in their compositions. However, it is crucial to highlight the reasons behind the low scores and to analyse what specific aspects of performance might have influenced these results. Factors to consider include a possible lack of understanding of

instructions, difficulties with the structure and organization of the email, grammatical and vocabulary problems, as well as a lack of practice and skill in writing.

4.2 Post-test

After examining the initial test results, the researcher developed a set of lesson plans focusing on descriptive strategies, based on the Ministry of Education modules. Over the course of five weeks, the experimental group engaged in learning and applying these descriptive strategies. In contrast, the control group participated in English lessons with the activities were carried out individually.

4.2.1 Post-test Control group

Chart 4. Post-test for control group

Post-test Control Group										
S	Question 1				Question 2				Total over 30	Total over 10
	Cont.	Org.	Lang.	Total	Cont.	Org.	Lang.	Total		
1	3	2	2	7	1	0	1	2	9	3,0
2	3	2	2	7	2	1	3	6	13	4,3
3	3	1	1	5	3	1	2	6	11	3,7
4	3	2	2	7	1	1	1	3	10	3,3
5	3	1	3	7	2	3	2	7	14	4,7
6	4	1	2	7	1	2	1	4	11	3,7
7	4	1	3	8	1	1	3	5	13	4,3
8	3	3	3	9	3	0	0	3	12	4,0
9	4	2	2	8	3	1	2	6	14	4,7
10	3	2	2	7	1	0	1	2	9	3,0
11	4	3	3	10	3	3	1	7	17	5,7
12	4	1	3	8	2	1	3	6	14	4,7
13	4	3	1	8	1	2	2	5	13	4,3
14	4	2	1	7	3	1	3	7	14	4,7
15	4	3	3	10	0	0	3	3	13	4,3
16	3	2	1	6	3	3	1	7	13	4,3
17	3	2	3	8	3	3	2	8	16	5,3
18	4	1	2	7	0	1	2	3	10	3,3
19	4	2	2	8	2	0	2	4	12	4,0
20	3	1	3	7	0	2	3	5	12	4,0
21	3	3	2	8	2	1	2	5	13	4,3
22	2	1	3	6	0	3	0	3	9	3,0
23	4	2	3	9	3	1	2	6	15	5,0
24	2	1	2	5	3	2	2	7	12	4,0
25	2	1	1	4	3	0	0	3	7	2,3
26	2	2	1	5	0	2	3	5	10	3,3
27	2	1	2	5	2	3	1	6	11	3,7
28	3	1	3	7	2	3	2	7	14	4,7
29	2	1	1	4	2	0	0	2	6	2,0
30	3	2	2	7	2	2	1	5	12	4,0
31	4	1	3	8	0	2	0	2	10	3,3
Average										4,7

Source: Field research

Author: Pillaga, I. (2023)

Analysis and interpretation

In the context of question 1, the following results stand out:

- The "Content" score varies between 2 and 5, with a mean of approximately 3.6. This indicates that in general, participants in the control group have a moderate level of content in their answers.
- As for the "Organization" score, it ranges between 1 and 3, with a mean of about 1.9. This suggests that the organization of responses in the control group is mostly poor or barely adequate.
- The "Language" score ranges between 1 and 3, with an average of about 1.9. This suggests that the use of language in the control group's responses is mostly insufficient or barely acceptable.

Overall, the results indicate that the control group is at a moderate level in terms of the content of their responses but shows difficulties in the organization and use of language.

For question 2, the results were:

- Content: scores ranged from 1 to 4. Most participants scored 2 and 3, with some lower scores of 1 and higher scores of 4.
- Organization: Scores range from 1 to 3. Most participants scored 1, 2 and 3, however, there is a higher concentration in scores 2 and 3.
- Language: Scores are distributed between 1 and 4. The majority of participants scored 1, 2 and 3, while scores higher than 4 are less common.

In general, the scores on question 2 show variability in all tested categories (content, organization, and language). However, there is a trend towards medium scores in all categories, with some participants scoring lower and others scoring higher.

4.2.2 Post-test Experimental group

Chart 5. Post-test for experimental group

Post-test Control Group										
SS	Question 1				Question 2				Total over 30	Total over 10
	Cont.	Org.	Lang.	Total	Cont.	Org.	Lang.	Total		
1	3	4	2	9	2	4	5	11	20	6,7
2	4	1	1	6	4	2	3	9	15	5,0
3	4	2	4	10	5	3	4	12	22	7,3
4	4	4	2	10	3	4	5	12	22	7,3
5	3	1	2	6	5	4	2	11	17	5,7
6	3	3	2	8	3	4	2	9	17	5,7
7	4	3	2	9	4	5	4	13	22	7,3
8	4	3	2	9	5	3	3	11	20	6,7
9	3	3	3	9	5	4	3	12	21	7,0
10	3	3	2	8	1	3	3	7	15	5,0
11	3	4	2	9	2	6	5	13	22	7,3
12	4	2	2	8	3	2	4	9	17	5,7
13	3	2	1	6	4	6	4	14	20	6,7
14	4	5	2	11	1	5	5	11	22	7,3
15	5	2	3	10	4	3	1	8	18	6,0
16	4	5	2	11	3	5	3	11	22	7,3
17	3	3	1	7	4	3	5	12	19	6,3
18	5	5	2	12	3	2	6	11	23	7,7
19	5	5	0	10	3	3	4	10	20	6,7
20	4	4	1	9	2	3	3	8	17	5,7
21	4	4	1	9	2	3	1	6	15	5,0
22	4	2	3	9	4	3	1	8	17	5,7
23	4	3	1	8	3	3	2	8	16	5,3
24	4	3	2	9	3	2	1	6	15	5,0
25	5	3	3	11	4	5	4	13	24	8,0
26	5	1	2	8	2	3	4	9	17	5,7
27	3	4	3	10	3	2	2	7	17	5,7
28	4	4	2	10	4	4	3	11	21	7,0
29	4	3	2	9	6	3	4	13	22	7,3
30	4	4	3	11	2	4	2	8	19	6,3
31	3	2	2	7	3	3	2	8	15	5,0
Average										6,3

Source: Field research

Author: Pillaga, I. (2023)

Analysis and interpretation

For question 1, the following results were obtained:

- Content: scores range from 3 to 5. Most participants obtained scores of 3 and 4, with some higher scores of 5.
- Organization: Scores range from 1 to 5. Most participants scored 2, 3 and 4, with some lower scores of 1 and higher scores of 5.
- Language: Scores range from 0 to 4. Most participants obtained scores of 1, 2 and 3, while some obtained lower scores of 0 and higher scores of 4.

For question 2, the results were as follows:

- Content: Scores range from 1 to 5. Most participants obtained scores of 3 and 4, with some scoring lower scores of 1 and higher scores of 5.
- Organization: Scores range from 2 to 6. Most participants scored 3, 4 and 5, with some lower scores of 2 and higher scores of 6.
- Language: Scores range from 1 to 6. Most participants scored 2, 3 and 4, while some scored lower scores of 1 and higher scores of 5 and 6.

4.3 Summary of results

Chart 6. Summary of results

Students' average over 10	Tests	
	Pre-test	Post-test
Control	4,1	4,7
Experimental	4,0	6,3

Source: Field research

Author: Pillaga, I. (2023)

Analysis and interpretation

The analysis results reveal a general enhancement in the performance of both groups when juxtaposed with the pre-test. Notably, the experimental group, subjected to the descriptive strategies intervention, demonstrated a substantially greater surge in their re-test mean compared to the control. Whereas the control group exhibited modest improvement, with a mean increase from 4.1 at baseline to 4.7 on the post-test, the experimental group showcased more substantial progress, elevating their mean from 4.0 on the pre-test to 6.3 on the retest.

These results substantiate the positive impact of the descriptive strategies intervention in the experimental group when contrasted with the control group. The incorporation of descriptive strategies equipped participants with supplementary tools and approaches to address the writing task more adeptly. The focal point on organization and language within the intervention appears to have yielded a noteworthy influence.

Importantly, the improvement observed in the control students can be attributed mainly to standard classroom teaching and practice, while the experimental group additionally benefited from the specific descriptive strategy's intervention. This further highlights the importance of implementing specific pedagogical approaches and techniques to improve students' performance in particular subject areas.

However, although the descriptive strategies intervention proved to be beneficial for the experimental students in generating an improvement in their writing, it is important to note that the post-test average of 6.3 still falls short of an outstanding score. This raises the need to further explore and refine the strategies used in the intervention, as well as to consider other factors that might have influenced the results.

One possible reason why the average did not reach a higher level could be the limited duration of the intervention. A longer period of implementation of descriptive strategies and intensive practice may be required to achieve even more significant improvements in writing performance. In addition, it is also important to consider other

aspects that may affect writing, such as students' level of motivation, their previous experience in developing writing skills, and the feedback provided during the process.

4.4 Hypothesis verification

First, the difference between the scores for each group (control and experimental) was calculated. The Kolmogorov-Smirnov test was applied to determine whether these differences followed a normal distribution. The results indicated that the differences in both study groups were normally distributed.

Chart 7. Kolmogorov-Smirnov normality test

Parameters	Control Group	Experimental group
N	31	28
Mean	0,5452	2,2929
Standard deviation	0,86789	1,23886
Absolute	0,138	0,121
Positive	0,098	0,121
Negative	-0,138	-0,064
Test statistic	0,138	0,121
Asymptotic sig. (bilateral)	0,013	0,020

a. The test distribution is non-normal.

b. It is calculated from data.

c. Lilliefors significance correction.

Source: Field research

Author: Pillaga, I. (2023)

The normality test using the Kolmogorov-Smirnov test revealed that the data did not exhibit a normal distribution. Given this result, the decision was made to use the non-parametric Wilcoxon test. By opting for the Wilcoxon test, a robust and reliable statistical analysis is guaranteed to test the hypotheses in this study.

This test was used to verify the Hypothesis between 2 groups. The statement of the hypothesis was as follows.

- **Hypothesis1:** Descriptive writing improve students writing skills.
- **Hypothesis0:** Descriptive writing does not improve students writing skills.

Chart 8. Wilcoxon test hypothesis verification

Control Group		Experimental group	
Asymptotic sig. (bilateral)	0,200	Asymptotic sig. (bilateral)	0,001

Source: Field research

Author: Pillaga, I. (2023)

The results obtained through the Wilcoxon test demonstrated statistical significance at a confidence level exceeding 95%. With a p-value of 0.200 in the comparison between the pre-test and post-test, the findings indicate that the null hypothesis, positing that the application of descriptive writing did not enhance writing skills, can be accepted. Conversely, the alternative hypothesis suggesting an improvement in writing skills due to the application of descriptive writing is upheld, as the p-value does not support the rejection of this hypothesis.

However, the Wilcoxon test also yielded a p-value (0.01) below the established level of significance (0.05). This means that the null hypothesis is now rejected and the alternative hypothesis, which postulated that the application of descriptive writing significantly improved students' writing ability, is accepted. These results suggest that, although the improvement was not extraordinary, the implementation of descriptive strategies had a benefit impact on the students' writing production.

CHAPTER V.

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Through the literature review and the background of other studies, descriptive techniques for teaching writing were identified and highlighted. These techniques included close observation, the use of metaphors and comparisons, the use of the five senses, spatial organization, and the use of adjectives and descriptive words. Furthermore, they were carefully selected based on their proven effectiveness in previous research and their theoretical relevance of descriptive writing skills. The inclusion of these techniques in the study provided a solid and grounded framework for addressing the goal of improving students' writing skills.

The literature research and analysis, coupled with the examination of pre-test results, served as the foundation for designing tailored descriptive strategies for implementation in the study. These strategies were carefully chosen after considering the unique needs and challenges observed within the student group, along with a thorough exploration of pedagogical methods known to be effective. The execution of these strategies was seamless and efficient, fostering an environment where students actively engaged in the learning process and honed their descriptive writing skills. This effective implementation facilitated meaningful progress in the development of students' descriptive writing abilities.

Notably, significant improvements in student performance were observed between tests, underscoring the success of the intervention in enhancing descriptive writing proficiency. These findings affirm the efficacy of the descriptive strategies employed and underscore the importance of integrating them into writing instruction to bolster students' academic performance in this area.

5.2 Recommendations

It is necessary to provide training and guidance before implementing descriptive techniques in the study, it is advisable to provide participants with detailed training on how to use each of the strategies. This will help to ensure that learners correctly understand how to apply them and get the maximum benefit from them.

It is important to encourage regular practice of descriptive techniques. This can be achieved by assigning descriptive writing tasks that require the application of the strategies in different contexts and topics. The more students' practice, the more familiar they will become with the techniques and the more their descriptive writing skills will improve.

During the study, it is essential to provide students with specific and constructive feedback on their descriptive writing. This will help them to identify their strengths and areas for improvement, as well as to understand how they can effectively apply descriptive techniques in their writing. Individualized and detailed feedback will be especially beneficial.

When implementing descriptive techniques, it is important to encourage students to be creative and original in their writing. This involves encouraging them to use their imagination and critical thinking to find unique ways to apply the strategies and create interesting and engaging descriptions.

As the study unfolds, it is essential to continually assess students' progress and adjust the strategies and approaches used, if necessary. This may involve revising and adapting descriptive techniques according to the specific needs and challenges that arise during the study, thus ensuring that their effectiveness in developing participants' descriptive writing skills is maximized.

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CHAPTER VI.

PROPOSAL

6.1 General Information

Topic: Descriptive Strategies

Executing institution: Unidad Educativa Fiscomisional Santa Rosa De Lima

City: Cañar

Author: Licenciado Bryan Israel Pillaga Riofrío

6.2 Experiment Background

Descriptive writing is a fundamental skill in the written communication process and plays an essential role in students' academic and professional development. The ability to express ideas and concepts effectively through writing is not only valuable in itself, but also results in clearer and more persuasive communication in all aspects of life. (Maulida et al., 2022; Rao & Durga, 2018)

In the educational context, the development of writing skills is a key objective, as writing is an essential tool for the acquisition and expression of knowledge. However, effective writing goes beyond simply conveying information; it involves the ability to paint vivid pictures in the reader's mind, so that the reader feels immersed in the content and emotionally connected to the text (Sirait & Marlina, 2018).

Descriptive writing, in particular, plays an essential role in this process. Through descriptive techniques, writers can bring their words to life and make readers visualize, feel and experience what is being communicated. Detailed description enables the creation of rich and evocative mental images, which enriches the reading experience and facilitates deep understanding of content. (Mascia, 2018)

In the process of developing pedagogical strategies to improve writing skills through descriptive techniques, previous experiences have been considered which shed light on

the challenges and prior learning in this field of study. One of the most significant elements in this line of research was the conduct of a comprehensive pre-test prior to the implementation of the planned activities. (Mascia, 2018)

The results of the pre-test revealed significant deficiencies in students' writing and writing skills, regardless of whether they were writing emails or creating picture-based narratives. In both contexts, significant problems were observed that need to be addressed effectively.

One of the main shortcomings identified was insufficient content. Students faced difficulties in developing relevant and coherent ideas in their responses. This translated into an inability to relate the images provided to meaningful narratives or emails. The lack of development of clear ideas was evident and affected the overall quality of their written productions.

Another critical aspect was the poor organization of students' responses. Logical and coherent structuring of ideas was a common challenge. This resulted in a lack of clarity in the sequence of events and the arrangement of information in narratives and emails. The lack of clear structure had a negative impact on the overall comprehension of their writing.

Limited and inappropriate use of language was another problem area identified. Students faced significant difficulties in choosing appropriate words and in the correct use of grammar. Grammatical errors and limitations in the vocabulary used were observed, which affected the quality and fluency of their written responses.

These general shortcomings underline the critical importance of addressing these specific areas for improvement in the development of pedagogical strategies aimed at improving writing skills through descriptive techniques. The proposed pedagogical guide was designed with the fundamental aim of helping students overcome these deficiencies and improve their descriptive writing skills in a meaningful and effective way.

In this sense, the teaching of descriptive techniques becomes a crucial part of the process of developing writing skills. However, it is important to recognize that this teaching can be challenging in the classroom. Students often find it difficult to express their ideas accurately and to create vivid descriptions. Therefore, the need arises to investigate effective approaches that enable educators to teach and students to learn descriptive writing more efficiently and effectively.

In support of this choice, however, relevant pedagogical theories and approaches are drawn upon. One of these is situated cognition theory, which argues that learning is most effective when it is related to authentic situations and contexts. In the context of descriptive writing, this means that activities should contextualize descriptions in meaningful and authentic settings, which enhances the comprehension and effectiveness of descriptive writing. (Liardét, 2018)

In addition, the constructivist approach emphasises active learning and students' construction of knowledge. Activities that engage students in creating vivid descriptions and challenge them to think creatively contribute to the development of descriptive writing skills and active knowledge construction. (Septiani et al., 2022)

The present research proposal aims to address this need by providing a pedagogical guide that brings together specific activities designed to develop writing skills through descriptive techniques. This guide is based on the premise that mastery of descriptive writing is essential for effective communication and success in lifelong learning.

6.3 Justification

The creation of a pedagogical guide that focuses on the use of descriptive strategies in the educational context is justified on the basis of a number of key benefits for both teachers and students. These benefits cover fundamental areas of teaching and learning and promise to enrich the educational experience as a whole.

Firstly, the use of descriptive strategies in the teaching of writing presents itself as a powerful tool for teachers. Descriptive techniques, which include the use of adjectives,

metaphors, and detailed descriptions, allow students to enrich their texts, making them more vivid and expressive. The teaching guide will provide teachers with practical examples and activities that will facilitate the effective incorporation of these strategies in the classroom.

In addition to improving writing skills, the focus on descriptive strategies also contributes to the development of critical thinking. Students are challenged to carefully observe and analyze details in their environment when describing objects, places, or experiences. This fosters the ability to think critically as they consider how to effectively convey those observations. The teaching guide will include exercises designed to stimulate critical thinking and detailed observation.

A crucial aspect is the motivation and active participation of students. Descriptive techniques can make writing more interesting and engaging by allowing students to express their creativity and personality. This, in turn, can increase motivation and active participation in the writing process. The pedagogical guide will provide activities that promote students' active participation and inspire them to engage in writing enthusiastically.

In addition, the use of descriptive strategies encourages an appreciation of different perspectives. Students learn to look at the world from different angles and to appreciate the richness of detail in their environment. This promotes empathy and understanding of diverse experiences and points of view, which enriches the learning environment. The pedagogical guide will encourage teachers to explore the diversity of perspectives in the classroom and to use descriptive techniques to encourage openness to new ideas.

Finally, these descriptive strategies also play a key role in enhancing effective communication. They help students to express their thoughts and emotions more efficiently and accurately, which is essential in both written and verbal communication. The pedagogical guide will provide strategies to improve written communication and foster an effective exchange of thoughts and emotions.

6.4 Objective

General

To develop a comprehensive pedagogical guide to enable teachers to improve students' writing skills through the effective implementation of descriptive techniques in the teaching and learning process of writing.

Specific

1. To identify and select the most appropriate and effective descriptive strategies for teaching writing in the educational context, considering the needs and levels of students.
2. To design pedagogical activities and exercises that integrate descriptive strategies in a meaningful way into the curriculum, thus fostering the development of observational, critical thinking and creative writing skills.
3. To facilitate the successful implementation of the pedagogical guide by providing support and guidance to teachers so that they can effectively incorporate descriptive strategies into their educational practice, without requiring assessments.

6.5 Feasibility

The viability and feasibility of the pedagogical guide focusing on the use of descriptive strategies in the teaching and learning process of writing is underpinned by several key elements that support its effective implementation in educational settings. Firstly, this guide is supported by a solid theoretical base backed by pedagogical and literary research that demonstrates the effectiveness of descriptive strategies in improving students' writing skills and critical thinking. This theoretical underpinning ensures that the guide is grounded in well-established pedagogical practices.

Furthermore, the guide is perfectly in tune with current educational goals, which emphasise the need to foster effective communication, creative writing, and the development of critical

thinking among students. This alignment ensures that the guide is relevant and valuable to teachers and students in the context of contemporary educational goals.

The adaptability of the guide is another factor that supports its viability. It has been designed in a flexible way so that it can be implemented in a wide variety of educational contexts, including different school levels and subject areas. This flexibility allows it to be adopted in a variety of educational institutions and adapted to the specific needs of each setting, which facilitates its integration into different educational systems.

The availability of resources and materials is another crucial aspect for the feasibility of the pedagogical guide. The resources needed for its implementation, such as examples of activities, exercises, and pedagogical suggestions, are accessible and inexpensive. This simplifies its adoption by teachers, as it does not require a significant investment in material or financial resources.

Teacher training and support are essential components to ensure effective implementation of the guide. Additional training workshops and resources are envisaged for teachers to ensure that they are prepared and motivated to use the descriptive strategies effectively in their classrooms.

Ultimately, the pedagogical guide offers long-term benefits as it has the potential to improve students' writing skills, foster their critical thinking and promote more effective communication. These benefits will contribute to students' educational success throughout their lives, which further reinforces its viability and feasibility as a pedagogical tool in the field of education.

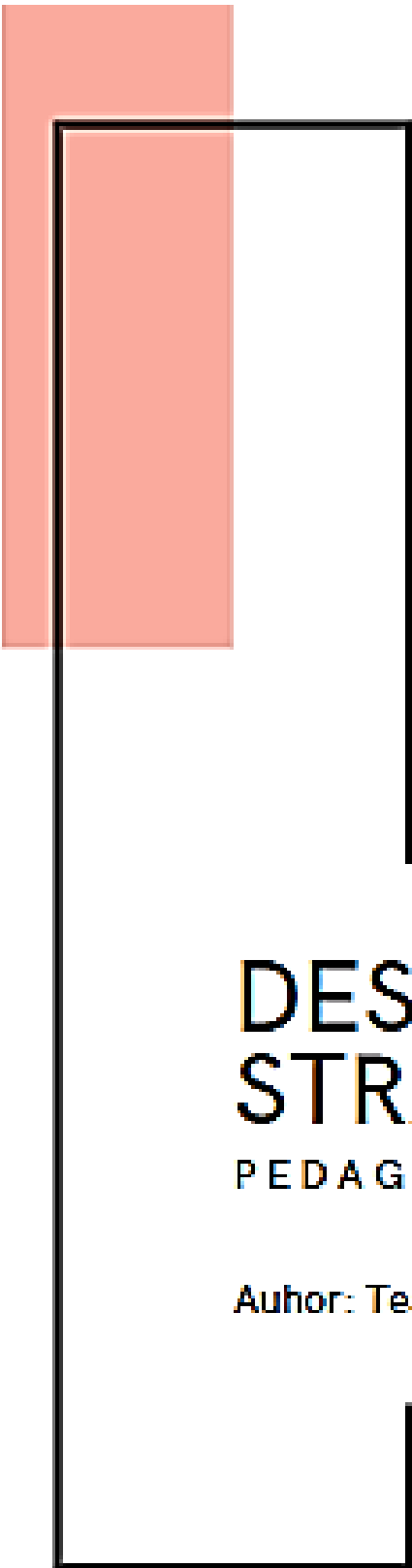
6.6 Methodology

The methodology for the creation of the teaching guide is based on a systematic process involving several essential stages. First, a rigorous research and literature review will be conducted to identify the most effective descriptive strategies for teaching writing. This literature review will include current studies, leading pedagogical approaches and best practices in the field of creative and descriptive writing.

Once the key strategies have been identified, specific educational objectives will be defined that are aligned with the educational standards and learning goals set. This will serve as the basis for curriculum design, in which the sequence of content will be planned and specific competences to be achieved by the students will be established.

The next stage will involve the development of concrete pedagogical activities and resources to enable teachers to implement the descriptive strategies in the classroom. These activities will include practical examples, exercises, projects, and pedagogical suggestions designed to facilitate the teaching of descriptive techniques in an effective way.

In addition to the activities, teaching materials, such as teacher guides and student support materials, will be developed to complement the pedagogical guide. These materials will provide detailed guidance on the implementation of the descriptive strategies and how to integrate them into everyday teaching.



DESCRIPTIVE STRATEGIES

PEDAGOGICAL GUIDE

Autor: Teacher Israel Pillaga

Introduction

In the pages that follow, the reader is presented with a carefully crafted pedagogical work aimed at changing the way writing is taught and learned. This pedagogical guide, entitled "Developing Writing Through Descriptive Strategies", is presented as a valuable resource intended to be a compass for educators, helping them navigate the vast ocean of the teaching-learning process of writing.

This guide aims to offer an in-depth look at descriptive strategies and provide practical tools for teachers who wish to enrich their students' writing experience. It is not just about conveying information, but about creating vivid images, evoking emotions, and expressing ideas more richly and effectively.

The purpose of this book is clear: to empower educators to become competent guides of the written word. Through the application of descriptive strategies, teachers will be able to unlock the creative and communicative potential of their students.

This book guides the reader on a pedagogical journey exploring descriptive techniques at their best. Throughout its pages, you will find inspiring examples, carefully designed activities and practical tips to apply in the classroom. This guide aims to elevate students' writing skills and, at the same time, inspire teachers to redefine their pedagogical approach to teaching writing.

The authors of this book have devoted years of research, teaching experience and pedagogical reflection to provide the educational community with a tool that, we are confident, will become an essential resource in the modern teacher's arsenal. We invite the reader to explore the pages that follow and immerse themselves in the art and science of descriptive writing, in pursuit of a future in which every student is a competent, creative, and passionate writer.

Ultimately, this guide is an invitation to transform the teaching of writing and celebrate the power and beauty of words. May the journey begun here inspiring educators to reach new heights in the formation of tomorrow's writers.

Scope

The Pedagogical Guide "Development of Writing through Descriptive Strategies" is designed to meet the needs of teachers and students in the field of General Basic Education, specifically in English levels ranging from Beginner (A0) to Intermediate (A2).

- **For teachers:** This guide offers a wide range of resources, strategies and activities designed to enrich the teaching of English writing at Beginner (A0) to Intermediate (A2) levels. Teachers will find specific tools to help their students develop their writing skills through descriptive techniques. The guide provides examples of activities and workshops that can be effectively incorporated into the existing curriculum, giving teachers the flexibility to adapt them according to their specific needs.
- **For students:** General Basic Education students at English levels from Beginner (A0) to Pre-Intermediate (A2) can benefit from the activities and examples contained in this guide. Through guided practice and specific exercises, students will improve their English writing skills while developing their ability to use descriptive strategies. The guide is presented in an accessible and user-friendly manner, making it easy to understand and apply descriptive techniques.
- **For advanced levels:** Although the main focus is on Beginner (A0) to Pre-Intermediate (A2) levels, this guide is also useful for teachers and students working at more advanced levels. The principles of descriptive writing presented in the guide are applicable and adaptable for learners at higher levels, which extends its usefulness and versatility.

Objectives

General Aim

To provide teachers with a comprehensive and effective tool to facilitate the development of writing skills in English through the application of descriptive techniques.

Specific Aims

- To provide teachers with a variety of resources and specific activities that they can effectively incorporate into their curricula, with the aim of enriching the teaching of writing.
- To develop writing skills, enabling descriptive techniques to be used effectively to communicate ideas and emotions more accurately and vividly.
- To facilitate a learning environment in which teachers and students can experience significant growth in their writing abilities, fostering confidence and interest in the process.

Competences

This pedagogical guide trains teachers in competencies related to the teaching of writing and enables students to develop key skills for effective writing. These competencies strengthen both teaching and learning in a diverse and dynamic educational context.

Competences acquired by teachers

- **In-depth knowledge of descriptive strategies:** Teachers acquire a sound knowledge of various descriptive techniques, such as the use of adjectives and adverbs, metaphors and comparisons, the use of the five senses and spatial organization in writing. They understand how to apply these strategies in different writing contexts.

- **Effective lesson planning:** Teachers learn to plan effective lessons and activities that integrate descriptive strategies into the process of teaching writing. They can design lesson plans tailored to the specific needs of their students.
- **Facilitation of skill development:** Teachers are able to facilitate the development of writing skills in their students by providing constructive feedback and guiding them in the practical application of descriptive strategies.
- **Motivation and confidence building:** Teachers learn to foster their students' intrinsic motivation towards writing in English, creating a learning environment in which students feel confident and encouraged to express themselves creatively.

Competences developed by students

- **Accuracy of Expression:** Students acquire the ability to use descriptive strategies to express their ideas accurately and in detail, improving the quality of their writing.
- **Critical Thinking:** As they apply descriptive techniques in their writing, students develop critical thinking skills as they evaluate and select the most effective descriptions to communicate their ideas.
- **Creativity and Originality:** Descriptive strategies foster creativity and originality in students' writing, allowing them to explore new forms of expression.
- **Broadening Perspectives:** Students learn to see the world from different perspectives by using descriptive techniques to describe objects, places, and experiences from multiple angles.
- **Effective Communication:** As their writing skills improve, students become more proficient at effectively communicating their thoughts and emotions in English.

Application of descriptive strategies

The intervention is designed to improve writing skills and is based on a carefully planned structure that is spread over 10 learning sessions. Each pair of sessions takes place over the course of a week and is dedicated to the teaching and application of a specific descriptive technique.

These sessions are designed to guide students through a gradual and practical learning process, culminating in the improvement of their writing skills. Each session consists of an introduction to the topic, examples illustrating descriptive technique in action, guided practice, and opportunities for students to apply the technique in their writing. Through this structure, students have the opportunity to acquire valuable and applicable skills that will enrich their English writing.

Intervention Structure

Intervention - Sessions 1 and 2: [Name of Descriptive Technique]

Learning Goal: During these two intervention sessions, students will learn how to effectively apply the descriptive technique [name of technique] to improve their English writing skills.

Session 1 - Introduction to the [Name] Technique (Week 1):

- **Topic Introduction:** The teacher introduces the topic of the session by explaining the importance of the [name] technique in descriptive writing.
- **Definition and Function:** A clear definition of the [name] technique is provided and how this technique can enrich writing is explained.
- **Examples:** Examples of activities that use the [name] technique effectively are presented, and students should identify it and discuss how it enhances descriptions.
- **Guided Practice:** Students work on exercises where they are provided with examples of the [name] technique and should practice applying it.

- **Autonomous Practice:** Students are asked to write their own sentences or paragraphs using the [name] technique as homework.

Session 2 - Writing Application (Week 1):

- **Review:** Briefly review what was learned in the previous session about the [name] technique.
- **Assessment:** Students apply the [name] technique in their writing under assessment conditions. They are given a topic to describe, and their ability to use the technique effectively is assessed.
- **Teacher feedback:** Teacher provides individualized feedback to students on their use of the [name] technique in their writing.

Classroom roles

In the context of intervention to improve descriptive writing skills, classroom roles can play a crucial role in the success of the learning process. The roles are as follows:

Teacher Facilitator

The teacher plays a central role as a facilitator of learning. He/she is responsible for introducing the topic of the session, providing clear definitions, giving effective examples, and guiding students through the practice activities. In addition, the teacher provides individualized feedback to students during the assessment session.

Activities

- **Presentation of the topic:** The teacher starts the session by explaining the topic of the descriptive technique to be taught. He/she introduces the importance of this technique in descriptive writing.
- **Definition and Function:** Explains the definition and function of descriptive technique in detail, ensuring that students understand its purpose and application.

- **Illustrative Examples:** Present examples of texts that use descriptive technique effectively. Discuss these examples with students, highlighting how the technique enriches descriptions.
- **Guided Practice:** Provides practical exercises in which students can apply the descriptive technique with the support and guidance of the teacher. Provides immediate feedback and clarification during this phase.
- **Autonomous Practice:** Students are given the task of writing their own sentences or paragraphs using the descriptive technique taught. The teacher gives them clear instructions on the use of the technique and provides feedback on their writing.
- **Assessment:** In the second session, the teacher is responsible for the evaluation of the students' writing. He/she provides specific feedback and scores based on the predefined criteria.

Active Learner

Students are the main actors in the learning process. They should actively participate in the discussions, practice exercises and the evaluation session. Their active participation includes identifying examples, applying the descriptive technique in their writing, and sharing their results with the group.

Activities

- **Participation in the Discussion:** Students actively participate in the teacher-led discussion. They can ask questions, share their ideas and observations, and contribute to the collective understanding of the topic.
- **Identification of Examples:** During the presentation of examples, students should identify the descriptive technique at work in the texts provided. This helps them to recognize how the technique is applied in real situations.

- **Guided Practice:** In the guided practice phase, students work on exercises designed to apply the newly learned descriptive technique. They follow the teacher's instructions and practice the technique in controlled situations.
- **Autonomous Practice:** Students write their own sentences or paragraphs using the descriptive technique in an independent task. They must apply what they have learned and be creative in their writing.
- **Participation in Assessment:** In the second session, students submit their writing for assessment by the teacher. They can receive individualized feedback and contribute to the discussion of the results.
- **Reflection:** At the end of each session, students have the opportunity to reflect on what they have learned and how they plan to apply the descriptive technique in their future writing. This reflection can be shared as a group.

Descriptive strategies

Strategy 1. Detailed observation

Definition

The technique of detailed observation is a crucial skill that involves the close observation of people, objects, or environments. In order to effectively describe a specific person or object, it is essential to carefully select and highlight details that contribute to a deeper and more complete understanding. This technique relies on the ability to focus on aspects such as body language, clothing, facial expressions, general appearance, and other relevant elements.

Detailed observation is not limited to visual perception alone, but also includes attention to auditory details, such as voice or sounds associated with the observed object. By mastering this technique, students can enrich their descriptions and narratives, conveying vivid and accurate information.

When conducting a detailed description, it is essential to have a clear thesis in mind that clarifies the purpose of the description and reflects a specific attitude or perspective towards the topic. In addition, to ensure cohesion and organization of the description, spatial order is commonly used and transitional words indicating direction (left, right, above, behind, etc.) are incorporated. This structured and organized approach allows students to communicate their observations in an effective and engaging way.

Furthermore, the detailed observation technique is applied in a variety of contexts, from descriptive writing in magazines and newspapers to speeches at events such as tributes and commemorations. In short, mastering this technique provides students with valuable skills for effective writing and communication in a variety of settings.

Activities

Description in Pairs

In this activity, students will work in pairs to observe and describe their partners in detail. The activity is divided into the following steps:

- **Pair Selection:** Students will be grouped into pairs. Each pair will have an "observer" and a "subject" at first. The roles will alternate later.
- **Worksheet:** Each pair will be provided with an observation data collection template. This template will include categories for observers to record details about their partner's appearance, body language, facial expressions, and any other relevant aspects.
- **Detailed Observation:** Observers will use the template to take detailed notes as they observe their partner. They should focus on recording all details that they consider important and relevant.
- **Role reversal:** After a set amount of time, the roles will be reversed. The subject will become the observer and vice versa.
- **Written Description:** Using the notes collected during the observation, students will write a detailed description of their partner on the same template. They should strive to accurately reflect the appearance and characteristics observed.
- **Comparison and Discussion:** Once both descriptions are complete, pairs will compare the written descriptions with reality. This will encourage discussion about the effectiveness of observation and the ability to communicate details accurately in writing.

DESCRIBE PEOPLE



FIRST PARAGRAPH

1 What is his/her name?

2 Who is he/she?

SECOND PARAGRAPH

3 What does his/her body look like?

4 What does his/her face look like?

5 How is he/she dressed?

THIRD PARAGRAPH



5 What is his/her personality like?

6 What does he/she like to do?

Important: Start by describing the physique from top to bottom, i.e.: hair, skin, face, eyes, nose, mouth...

AND NOW WRITE!

DESCRIBE PEOPLE

A large orange rectangular area with a subtle floral pattern, designed for writing. It features ten horizontal lines and a vertical line on the left side, with small white circles at the top of each line, resembling a spiral notebook.

Outdoor Observation

This activity aims to take students outdoors to observe and describe the natural or urban environment around them. The steps are as follows:

- **Preparation:** The teacher will plan an outdoor outing, either in the natural environment (park, garden) or in the urban environment (square, street). Blank worksheets and pencils will be provided to the students.
- **Instructions:** Students will be grouped and instructed to observe their environment carefully. They should focus on details such as vegetation, sounds, colors, architecture, people, etc.
- **Note-taking:** Each student will take notes on what they observe as they explore the outdoor environment. They can use words, drawings, or a combination of to record their observations.
- **Return to Classroom:** After the outdoor field trip, students will return to the classroom with their notes and drawings.
- **Written Description:** In the classroom, students will use their notes and observations to write a detailed description of what they experienced during the outing. They should strive to convey the atmosphere and details they found in the environment.

Worksheet

Instructions: Go outside and choose a quiet place to carefully observe your surroundings. Use this worksheet to record your observations. Try to focus on details and features that you would not typically notice in your routine. Take your time to observe attentively before answering the questions.

DESCRIBE PLACES	LOCATION AND DATA		
		1 What do you see around you?	2 Who is he/she? What type of environment is it??
	LANDSCAPE DETAILS		
	3 Observe the landscape and record specific details about nature. This can include trees, flowers, plants, rocks, water, animals, etc.		
	SKY AND WEATHER		
	4 Describe the state of the sky (sunny, cloudy, rainy, etc.) and the weather in general (hot, cold, windy, etc.).		
IMAGE OR DRAWING			
	5 Attach a photograph or drawing that reflects the place you have observed. You can use your mobile device or hand-draw and then take a photo of your drawing.		

AND NOW WRITE!

A large orange rectangular area with rounded corners, featuring ten horizontal lines for writing. On the left side of this area, there are ten white circular punch holes, each aligned with a horizontal line. To the left of the orange area is a solid dark blue vertical bar.

Descriptive Guessing Game

This activity will encourage students' creativity and observation skills through an interactive game. The steps are as follows:

- **Preparation:** The teacher will prepare a number of objects to be used in the game. These objects should have interesting and unique details.
- **Game Instructions:** Students will be divided into small groups. Each group will be given an object or image without knowing its identity.
- **Observation and Description:** Within a set time limit, each group will observe the assigned object or image and take detailed notes on its characteristics. They should avoid mentioning the name or function of the object.
- **Oral Description:** Each group will orally present their description to the other groups. The aim is to describe the object in as much detail and as accurately as possible without revealing its identity.
- **Guessing:** After listening to the descriptions of the other groups, each group will try to guess which object or image it is. Discussion and debate are encouraged based on the descriptions provided.

Worksheet

Instructions: In this activity, you will describe an object or place in detail without revealing its name. Your classmates will try to guess what you are describing based on your detailed description. Be creative and use vivid language to paint a clear picture with words.

Use these sentences to describe the object you hold

The item in my bag is: (describe if it is soft, hard, squishy, etc.)

I think the item in my bag is made out of: (describe the material, paper, plastic, glass, metal, etc.)

The item in my bag is: (pointy, smooth, scratchy, rough, round, etc.)

I think the item in my bag is usually found: (outside, inside)

I think the item in my bag is for: (children, adults, dogs, birds, etc.)

Autonomous activity

Visit a public space. Sit quietly and observe the room. Write down as many sensory details as you can. What did you notice that you had missed before? Write an article describing the place.

Lesson Plan

Chart 9. Lesson Plan Strategy 1.

	UNIDAD EDUCATIVA FISCOMISIONAL SANTA ROSA DE LIMA		
1. INFORMATIVE DATA			
Area	English as a foreign language		
Teacher's name:			
School Year	2022-2023		
Grade/Course			
Date:			
2. PLAN			
SKILLS WITH PERFORMANCE CRITERIA	ESSENTIAL CONTENT	EVALUATION INDICATORS	
Writing EFL 4.4.8: Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem, and solution, general-to-specific presentation, etc.)	CE.EFL.4.17. Show an ability to convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity.	I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4)	

Methodological strategies	Resources
First Session Warm-up Icebreaker Activity: "Five Senses Introduction" Ask students to stand or sit in a circle. Go around the circle and have each student introduce themselves while sharing their favorite thing they like to observe using one of their five senses Encourage creativity and engagement. II. Introduction Topic introduction: Explain the importance of detailed observation to observe and describe objects. III. Observation Activity Display one of the selected objects (e.g., a flower) and place it in the center of the table. Have students sit around the table in small groups. Assign each group students and give them time to carefully observe IV. Group Discussion Ask each group to discuss and share their observations regarding the assigned person. Record key observations on the worksheet V. Class Discussion Invite each group to share their observations with the whole class. Encourage participation and discussion about differences and similarities in the observations of different people. VI. Individual Reflection Have students write in their notebooks what they learned about detailed observation and how they used their five senses. Second Session I. Review and Discussion	Various objects for observation (e.g., a flower, some fruit, a leaf, a seashell, a small item). Paper and pencils. Worksheets with observation questions.

Start the class by reviewing the reflections written by students in the previous session. Foster discussion about the importance of detailed observation in everyday life. II. Group Activity Provide a variety of new objects for observation (different from those in the previous session). Divide students into groups and assign an object to each group. Instruct the groups to observe and describe the new object using the five senses, just like in the previous session. III. Group Presentations Invite each group to present their object and observations to the entire class. Encourage participation and interaction among the groups. IV. Closing Activity Summary: Summarize key concepts learned about detailed observation and its importance. Distribute a final evaluation sheet with questions about the second session's content. Students will complete this sheet and turn it in.	
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Author: Pillaga, I. (2023)

Strategy 2. Use of literary resources

Definition

The strategy "Use of Literary Resources" focuses on the application of literary elements such as alliteration, imagery, onomatopoeia, personification, and similes to enrich and enhance the quality of descriptions in written texts. These linguistic devices not only enhance written expression, but also enable writers to make a deeper and more effective connection with their readers.

- **Images:** Images are vivid, visual representations that evoke a sense of reality in the reader's mind. Through evocative words and phrases, writers can paint clear and detailed images in the reader's imagination.
- **Onomatopoeia:** Onomatopoeia is the incorporation of words that imitate real sounds. This technique immerses the reader in the narrative, allowing them to experience the sounds of the story in a more immersive way.
- **Personification:** Personification involves attributing human characteristics or qualities to inanimate objects or non-human beings. This technique humanizes non-human elements, which can generate an emotional connection and bring the narrative to life.
- **Simile:** Comparison through simile involves relating two different elements using "as if" or "as if". This technique facilitates understanding and appreciation of the description by connecting something unfamiliar with something familiar.

The implementation of this strategy will be carried out through practical activities and concrete examples. Students will learn to apply these literary devices effectively in their descriptive writing, which will enrich their writing skills and enable them to convey emotions, create powerful images and captivate their readers persuasively. An appreciation of the beauty and depth of language in narrative and description will become a fundamental element in their development as competent writers.

Activities

Use of Metaphors in Descriptive Writing

In this activity, students will practice the use of metaphors in descriptive writing to create vivid and evocative images in the reader.

Instructions:

- Begin by explaining to students what a metaphor is and how it works. Emphasize that a metaphor is an implied comparison between two elements, where one is used to represent the other in a figurative way.
- Provide examples of metaphors and ask students to identify them and understand their meaning.
- Encourage students to create their own metaphors. To do this, you can give them a list of objects or concepts and ask them to choose one and compare it to something completely different, looking for an unusual but meaningful comparison.
- Once students have created their metaphors, ask them to write a descriptive paragraph using one of their metaphors. They should describe a place, person, or situation in a way that the metaphor adds depth and vividness to the description.
- After writing their paragraphs, encourage revision and editing, making sure that the metaphors are effectively integrated into the description.

Worksheet

Instructions: Learn about metaphors and create a metaphor for each given situation.

Scene 1	Scene 2	Scene 3	Scene 4	Scene 5
The calm sea	A furious storm	A quiet forest	A sunny day	Contagious laughter
				

Scene 1: _____

Scene 2: _____

Scene 3: _____

Scene 4: _____

Scene 5: _____

Now, choose one of the metaphors you created and use it in a descriptive paragraph about a scene you imagine. Write your paragraph:

Using Onomatopoeia in Descriptive Writing

In this activity, students will practice using onomatopoeias in descriptive writing to add realistic sounds and dynamism to their narratives.

- Begin by explaining to students what onomatopoeias are and how they work. Emphasize that onomatopoeias are words that imitate or suggest the sound of something in reality.
- Provide examples of common onomatopoeias, such as "chirp," "hiss," "whistle," "hum," "pop," etc. Ask students to repeat them aloud to become familiar with the sounds.
- Then invite students to create their own onomatopoeias. Ask them to think of situations or actions that generate specific sounds and to invent words that effectively reproduce those sounds.
- After creating onomatopoeias, ask students to write a descriptive paragraph using at least one of their onomatopoeias. They should describe a scene, an action, or an event in which the sound is relevant and contributes to the atmosphere of the narrative.
- Encourage students to be creative in their choice and use of onomatopoeias. They should think about how these words can enrich the reader's experience and make the narrative more vivid.
- After writing their paragraphs, encourage revision and editing, making sure that the onomatopoeias are integrated naturally into the narrative and that they contribute to understanding and immersion in the scene.
- Finally, invite students to share their paragraphs with the class and read aloud the onomatopoeias they used. Discuss how the use of onomatopoeia improved the quality of their descriptions and added a sensory element to their narratives.

Worksheet

Instructions: In this activity, you will practice using onomatopoeia in descriptive writing. Follow the instructions and create a descriptive paragraph using at least one onomatopoeia. Then write your paragraph on the back of this sheet.

Step 1: Think of a situation or scene you want to describe. It can be a scene in nature, an everyday activity or any situation that inspires you.

Step 2: Now, create at least three onomatopoeias that relate to the sounds that might be present in the scene you chose. For example, if you are describing a storm, you could create onomatopoeias such as "thunder," "rain," or "wind."

1. _____

2. _____

3. _____

Use the onomatopoeias you created in your descriptive paragraph. Describe the scene in such a way that the sounds integrate naturally and enrich the narrative. Try to convey a vivid, auditory image through your writing.

Use of similes in descriptive writing

In this activity, you will practice identifying similes in descriptive text and understand how they are used to enrich writing.

- Provide students with a descriptive text containing similes. It can be an excerpt from a literary work, an article, or a description of nature.
- Ask students to read the text carefully.
- Distribute worksheets with the text and space for students to identify and underline the similes they find in the text.
- Encourage students to discuss and share in pairs or groups the similes they have identified. They can discuss how the similes help to create more vivid images and convey feelings.
- Conduct a class discussion about the similes identified and their impact on descriptive writing. Ask students how similes add value to the text and why the author used them.
- Ask students to write a short description of a place or situation of their choice using at least three similes. They can share their descriptions with the class and discuss how similes enhance their writing.

Worksheet

Instructions:

- *Read the text provided carefully.*
- *Identify and underline the similes you find in the text.*
- *Discuss with your classmates the similes you have found and how you think they enrich the description.*

Participate in class discussion about similes and their impact on descriptive writing.

Text with similes

"The city awoke early, like a sleeping giant stretching its arms at dawn. Traffic flowed like a snake in constant motion, zigzagging through the congested streets. Buildings rose like giants of steel and glass, touching the sky like needles piercing the clouds.

In the park, children laughed and played, running like little whirlwinds of energy. The water in the fountain danced in the air like liquid choreography. Pigeons fluttered around, like leaves carried by the wind.

In the coffee shop on the corner, the aroma of freshly brewed coffee wafted through the air like a warm embrace. The conversation of the customers flowed like a constant river, full of laughter and whispers.

The city was a poem in motion, with every street and corner telling its own story, like an open book waiting to be explored."

Autonomous Activity

Poem Inspired by a Literary Text

In this task, students will analyse a previously selected literary text and then create a poem that is inspired by that text, using the literary devices identified in the analysis.

Instructions

- Provide students with a previously selected text. It can be a passage from a novel, a poem, a short story, or any other text appropriate to their reading level.
- Ask students to conduct an analysis of the literary text to identify the literary devices they find in the text. Resources may include similes, metaphors, onomatopoeia, personification, alliteration, among others.
- Once they have identified the literary devices in the text, encourage them to reflect on the meaning and function of these devices in the work. How do they contribute to the creation of vivid imagery or the development of themes and emotions in the text?
- Following the analysis, students should create a poem of their own that is inspired by the literary text and uses at least three of the literary devices identified in their analysis. The poem should reflect their understanding of the text and their ability to apply the literary devices creatively.

Worksheet

Instructions: Find, underline, and label each instance of figurative language in the paragraph. Check it on the list as you go. You should find: Simile (2); Personification (2); Alliteration (2); Metaphor; Onomatopoeia (2).

Princess Penelope

Tonight, was the night she had been waiting for. Princess Penelope was head over heels for Prince Patrick and she had finally persuaded her father to allow her to attend the annual royal ball. She could hardly wait. Upon hearing the news, Penelope had sprinted like a cheetah all the way down to the royal dress shop to pick out the perfect dress. As she searched through the racks, each dress seemed to shudder with excitement, waiting to be chosen. Glancing around, Penelope's eyes landed on the most beautiful dress ever made. The dress was a sparkling ruby as it reflected light from every angle. Penelope thought the dress must be the color of Dorothy's slippers. Trying on the dress. Penelope knew it was meant to be worn by her. Now at the ball, her dress swished as she passed the prince. When she turned around, she found his eyes fixed on hers like laser beams.

Choose any 5 of the 9 instances of figurative language and rewrite them, using the table below. If you choose a simile, you must write a new simile. Do not change one form of figurative language to another. There are two examples in the table to help you.

<i>Figurative Language</i>	<i>Original (from the story)</i>	<i>New (my own)</i>
Alliteration	Princess Penelope	Lady Laura
<i>Metaphor</i>	the dress was a sparkling ruby	the dress was a sea of red

[illegible]

Lesson Plan

Chart 10. Lesson Plan Strategy 2

	UNIDAD EDUCATIVA FISCOMISIONAL SANTA ROSA DE LIMA		
1. INFORMATIVE DATA			
Area	English as a foreign language		
Teacher's name:			
School Year	2022-2023		
Grade/Course			
Date:			
2. PLAN			
SKILLS WITH PERFORMANCE CRITERIA	ESSENTIAL CONTENT	EVALUATION INDICATORS	
EFL 4.5.6: Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that reflect traditional and popular Ecuadorian cultures	CE.EFL.4.20. Create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts.	IEFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)	
Methodological strategies		Resources	
Session 1: Use of Metaphors in Descriptive Writing Warm-Up Conduct a quick word game: "Name objects that can be compared to the moon." (Example: a cheese ball).		Selected literary text Worksheets for metaphor and onomatopoeia activities Worksheets for the simile activity	

Activity 1: Explanation of Metaphors

Explanation of what a metaphor is and how it functions.

Provide examples of metaphors and discuss their meanings.

Activity 2: Creating Metaphors

Give students a list of objects or concepts to choose from.

Ask them to create their own metaphors by comparing the objects to something unusual but meaningful.

Activity 3: Descriptive Writing with Metaphors

Students write a descriptive paragraph using one of their metaphors.

Encourage revision and editing.

Session 2: Use of Onomatopoeias in Descriptive Writing and Use of Similes**Warm-Up**

Conduct a quick word game: "Name sounds that represent different emotions."
(Example: laughter, crying, whispers).

Activity 5: Creating Onomatopoeias

Students create their own onomatopoeias representing realistic sounds.

Write a descriptive paragraph using at least one of their onomatopoeias.

Activity 6: Use of Similes in Descriptive Writing

Provide students with a pre-selected literary text containing similes.

Ask them to identify and underline the similes in the text.

Activity 7: Writing with Similes

Students write a brief description of a place or situation using at least three similes.

Share their descriptions with the class.

Autonomous Task: Poem Inspired by a Literary Text

Provide students with a pre-selected literary text.

Ask them to conduct an analysis of the text to identify the literary devices present.

Create an original poem inspired by the literary text, using at least three of the identified literary devices.	
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Author: Pillaga, I. (2023)

Strategy 3. Sensory details

Definition

The "Sensory Details" strategy emerges as a fundamental tool in descriptive writing, allowing writers to immerse readers in a vivid and immersive experience. This technique is based on the notion that the five human senses - sight, hearing, smell, taste, and touch - constitute gateways to the perception of the surrounding world. By harnessing these senses, writers are able to forge deeper images, emotions, and connections in their literary works.

Sight provides the ability to observe and visualize the environment, while hearing captures the surrounding sounds and voices. Smell connects to a wide range of smells, taste allows to savor the world, and touch provides the physical experience of textures and temperatures. Together, these senses form a rich palette of sensory experiences that can be translated into writing to give it expressiveness and vibrancy. By employing the strategy "Sensory Details," it not only enriches description, but also elicits emotions and connections to the text, allowing readers to become immersed in the narrated experience.

This pedagogical guide will explore how to teach and apply the "Sensory Details" strategy in the writing process, providing teachers and students with the tools necessary to turn sensory observation into captivating and immersive words. Through a series of creative activities and practical exercises, students will learn how to use their senses effectively to create richer and more compelling descriptive writing. Together, they will discover the world of sensory detail and its impact on storytelling.

Activities

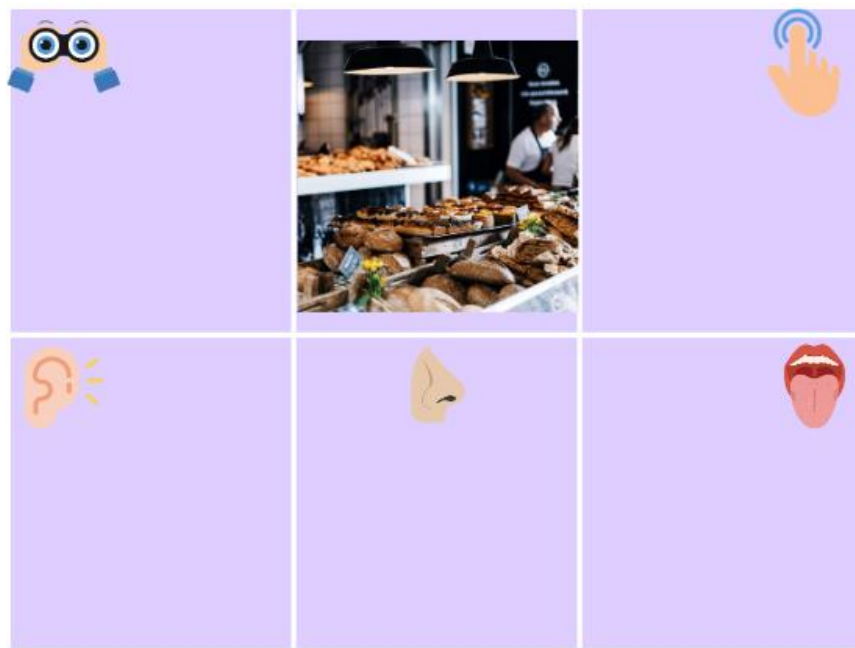
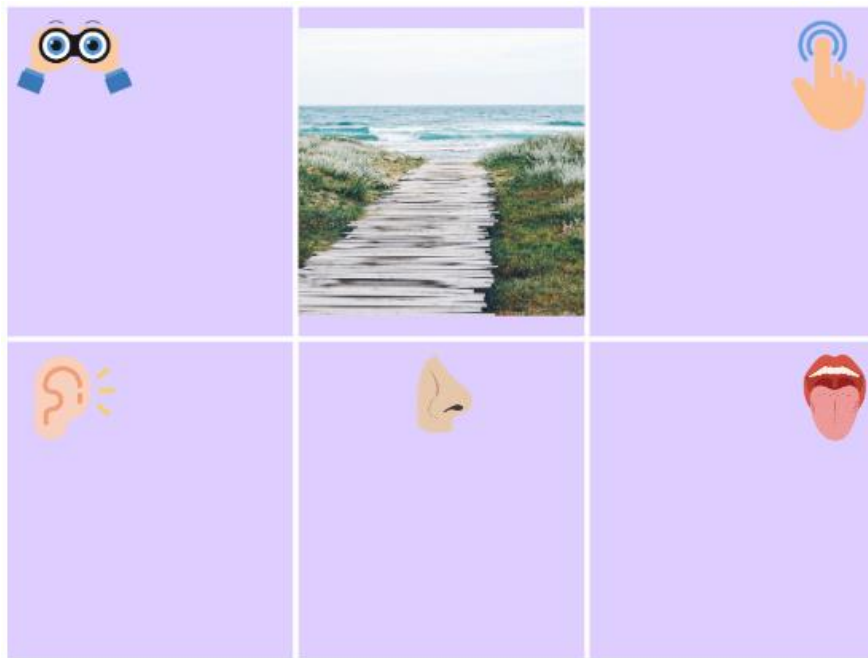
Creating a Sensory Picture

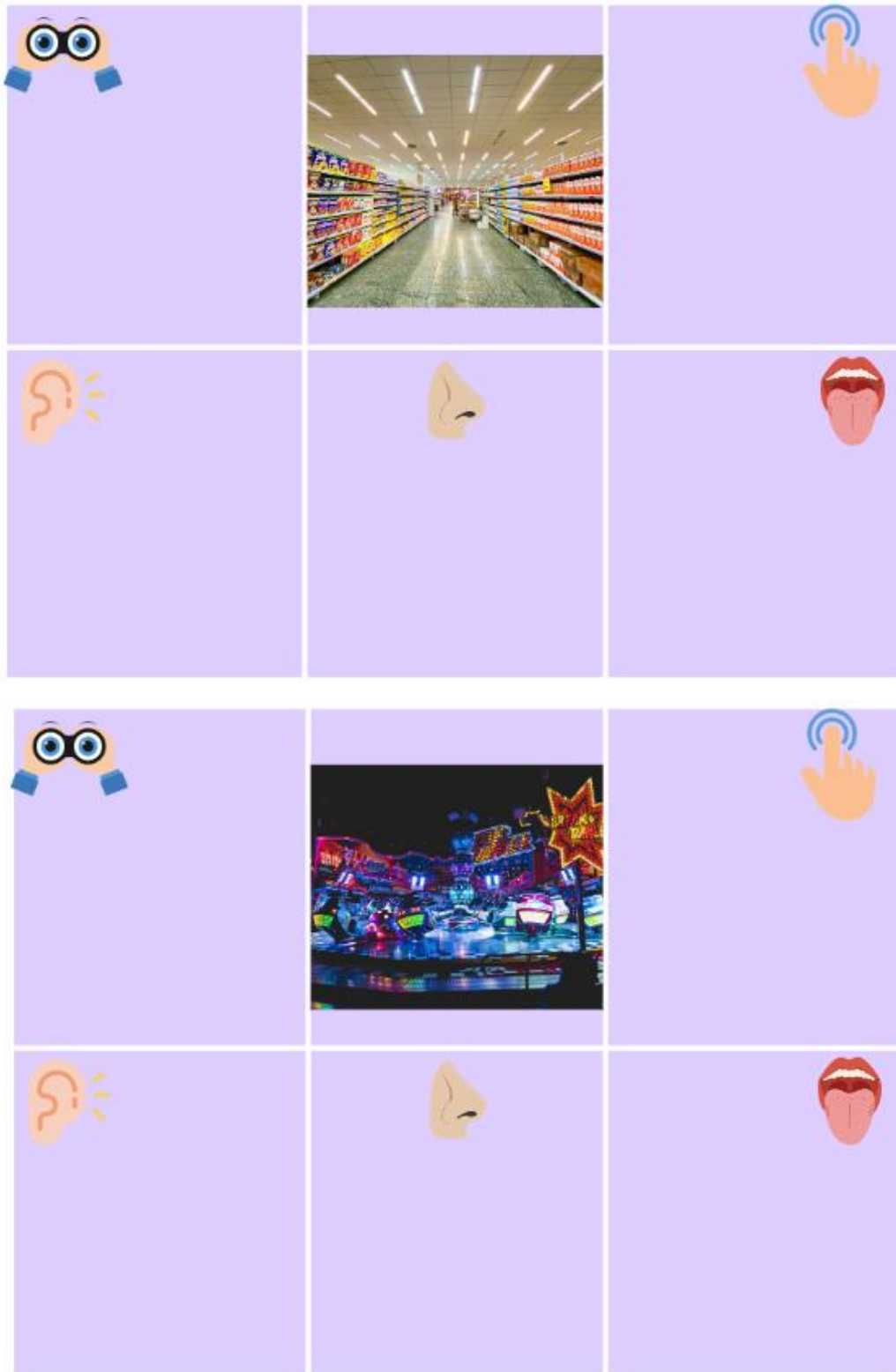
This activity is an immersive experience in which students immerse themselves in a specific environment or setting and use their senses to gather details and sensations. The activity takes place in a physical location or is presented through media that allow students to explore sensorially.

- **Selection of the setting:** The teacher will group the students and provide a setting, place or situation that is interesting and sensory stimulating.
- **Preparation of the senses:** Students should focus during the activity on their five senses: sight, hearing, smell, taste, and touch.
- **Exploration and observation:** Students are given the scenario and take some time to explore and carefully observe all the details and sensations that can be experienced through the selected senses. They should take notes and make records of what they perceive on their worksheets.
- **Detailed description:** In the classroom, students use their sensory observations to create a detailed and vivid description of the scenario they explored. They should focus on conveying how they felt, what they saw, what they smelled, what sounds they heard and any tastes or textures they experienced.

Worksheet

Instructions: Focus on using your assigned senses to observe your surroundings. Take time to collect details and sensations. Write down your observations of what you might see, hear, smell, taste or feel with your hands.





Tactile Exploration and Writing Technique

This activity aims to encourage attention to tactile details and to apply descriptive writing techniques.

- The teacher will provide a selection of objects with various textures. Each student will select one of these objects for this activity.
- The student will have some time to explore the object tactilely. They will use their hands to feel the texture, temperature, and any special characteristics it may have.
- The student will have to make a list of words or phrases that describe the tactile sensation of the object that has been chosen. Students will think of terms such as smooth, rough, cold, rough, wet, etc.
- Finally, the student will use the words and phrases they have generated to write a short description of the object.
- Convey tactile sensation through writing.

Worksheet

Selected Object Name: _____

Step 1: Tactile Exploration

- *Take some time to explore the selected object with your hands.*
- *Describe how it feels to the touch. Use words or phrases that describe the tactile sensation.*
- *What is its texture? Use the words in the box to help you*

Rough	Smooth	Wet	Dry
Sticky	Slippery	Cold	Hot
Coarse	Silky	Squishy	Hard
Prickly	Spongy	Icy	Fiery
Goosey	Textured	Frigid	Scalding
Grainy	Slick	Iced	Pebbly
Harsh	Slippery as eel	Chilly	Scorching
Nubby	Pointy	Glacial	Blistering
Scratchy	Squeezable	Numb	Icing
Hard as rock	Smooth as glass	Brisk	Boiling

My tactile observations		
Tactile Sensation	Texture	Other Characteristics

Step 2: Descriptive Writing

- Use the words and phrases you have generated to write a brief description of the object.
- Try to convey the tactile sensation through your writing. Be creative.

My Written Description:

Guided Sensory Listening

This activity aims to sharpen students' sense of hearing and foster their ability to describe auditory experiences in a detailed and evocative way. This will be done through 'guided sensory listening', where students will immerse themselves in specific sounds and then describe their auditory experiences through writing.

- **Preparation:** Prepare a recording of a variety of environmental sounds, such as birdsong, a flowing stream, city traffic, a thunderstorm, children's laughter, etc. Make sure you have headphones for each student or project the sounds through speakers.
- **Listening Session:** Invite students to close their eyes and focus only on listening. Play the recording of environmental sounds for a few minutes. Encourage students to pay attention to details such as intensity, duration, frequency, and any changes in the sounds.
- **Discussion:** After the listening session, encourage a class discussion about the students' listening experiences. Ask about the sounds that most caught their attention, how they would describe them and what emotions or images they evoked. Encourage students to use descriptive language and share their observations.
- **Descriptive Writing:** Ask students to choose one of the sounds they heard during the activity and describe it in a written paragraph. They should use adjectives and metaphors to convey the listening experience vividly. Encourage them to be creative in their descriptions.
- **Sharing:** At the end of the writing activity, invite some students to share their descriptive paragraphs aloud. This will encourage oral expression and allow classmates to hear different perspectives on the same sound.

Worksheet

Sound Theme: _____

Instructions:

Listen: Close your eyes and concentrate on the sound you are about to hear. Pay attention to the details and how it evokes emotions or images in your mind.

Note-taking: During the listening session, take notes on the sound. Describe its intensity, duration, frequency, and any changes you notice. What comes to mind when you hear it?

Descriptive Paragraph: Use your notes to write a descriptive paragraph about the sound. Try to use adjectives and metaphors to convey the listening experience vividly.

Autonomous activity

Go to a selected environment (e.g., a park).

During your visit to the place, focus on using your five senses to observe and experience the environment. Take your time to collect details and sensations.

Take a photograph of the place and write down your observations about what you have seen, heard, smelled, tasted, or felt with your hands in the box below.

	
PICTURE	
	
	

Write a paragraph about the scenario you visited.

Lesson Plan

Chart 11. Lesson Plan Strategy 3

	UNIDAD EDUCATIVA FISCOMISIONAL SANTA ROSA DE LIMA		
1. INFORMATIVE DATA			
Area		English as a foreign language	
Teacher's name:			
School Year		2022-2023	
Grade/Course			
Date:			
2. PLAN			
SKILLS WITH PERFORMANCE CRITERIA	ESSENTIAL CONTENT	EVALUATION INDICATORS	
Writing EFL 4.4.5 Recognize that various types of writing require different language, formatting, and special vocabulary. (Example: a recipe, a letter, etc.)	CE.EFL.4.15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing	I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)	
Methodological strategies		Resources	
Session 1		Whiteboard and markers	

Warm-Up: "Sensory Exploration Introduction" Sensory Words Brainstorm: Begin by writing the five senses (sight, hearing, smell, taste, touch) on the board. Class Discussion: Ask students to share words or phrases associated with each of the senses. Discuss how sensory words enhance descriptions. Sensory Descriptions: Challenge students to provide a sensory description of something they encountered recently. Discussion: After each description, initiate a brief discussion about how sensory details make descriptions more vivid and engaging. Activity 1 Creation of a Sensory Chart Setting Selection: Explain that students will create a sensory chart based on a chosen setting. Worksheet Instructions: Distribute worksheets and explain the instructions. Students will visit a selected setting (e.g., a park) to focus on using all five senses to observe and experience the environment. Observation and Recording: Students will take time to collect details and sensations using the provided worksheet, which includes a section for a photograph and notes. Activity 2: Sensory Chart Sharing Pair Sharing: Students will pair up and share their sensory charts. They can describe what they observed and experienced during their visits. Class Discussion: Lead a class discussion about the different settings students visited and the sensations they recorded. Emphasize the richness of sensory details. Activity 3: Sensory Writing Introduction: Explain that sensory details can be used in descriptive writing to create vivid images. Listening Exercise: Play a pre-recorded audio clip of various sounds, such as birds singing, water flowing, or city traffic. Ask students to close their eyes, listen, and imagine the setting.	Headphones and audio device for Activity 3 Student worksheets for each activity
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Writing Task: Students will write a short paragraph describing the setting they imagined based on the sounds they heard. Encourage them to use sensory words to convey the atmosphere.

Homework

Students can choose a different setting and create a sensory chart at home, following the same guidelines as in Activity 1.

Session 2

Warm-Up "Sensory Language Review"

Recap: Begin by recapping the previous session's activities and discussions about sensory language.

Sensory Words Quiz: Write down a list of sensory words on the board (e.g., fragrant, shimmering, crisp, etc.). Ask students to identify and define each word's sensory quality.

Activity 4: Sensory Exploration - Part 2

Extension of Activity 1: In this session, students will revisit the same setting they explored in Session 1. They should aim to focus on different sensory details or experiences.

Worksheet Continuation: Students will use the same worksheets from Session 1 to record their additional observations and sensory experiences.

Notes on Differences: Encourage students to note any differences or changes they observe compared to their previous visit.

Activity 5: Sensory Writing - Part 2

Review of Sensory Writing: Remind students of the sensory writing activity from Session 1.

Writing Task: Students will write another short paragraph describing the same setting they visited in Activity 4. This time, they should focus on different sensory aspects or provide a fresh perspective.

Close

Summarize the importance of sensory details and how they can enhance descriptive writing. Encourage students to continue using sensory language in their future writing assignments.	
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Author: Pillaga, I. (2023)

Strategy 4. Spatial organization

Definition

Spatial organization, as a descriptive writing technique, becomes an essential tool for those who wish to immerse their readers in landscapes, settings, and situations with a richness of detail that transcends mere observation. This strategy not only encompasses visual description, but delves into the full sensory experience, allowing writers to play with the location of elements and the reader's perception.

By using spatial organization, writers have the ability to transport readers to places far or near, offering different points of view and perspectives that enrich the narrative. This technique offers the possibility to enter the world of immersive writing, where every word and detail become key pieces that make up a complete picture. In this way, writers can exercise precise control over how the narrative unfolds in space, which in turn impacts the reader's interpretation and experience.

Furthermore, spatial organization not only plays a key role in the description of physical settings but can also be applied to the arrangement of characters, objects, and events in the plot of a story. This versatility opens up a range of creative possibilities that help writers build unique worlds and situations, transporting readers through the pages in an immersive and vivid way.

By applying the strategy of spatial organization in descriptive writing, writers will experience a profound enrichment of their narrative skills and their ability to convey images and settings in a powerful way. This technique will allow them to take readers on a sensory journey through their words, creating a deeper and more emotional connection to the narrative. Writers will learn to play with the placement of elements in their writing, resulting in more dynamic and evocative writing. In addition, by exploring different approaches and perspectives. In addition, writers will develop their ability to generate greater impact and surprise their readers, making their writing a memorable and captivating experience.

Activities

Description in perspective

This activity aims to help students understand how spatial location influences the perception and description of an object or place. To carry out this activity, follow these steps:

- **Selecting the Object or Place:** Students should choose an object or place with which they are familiar. It can be their own room, the classroom, the nearby park, etc. The choice should be based on availability and accessibility.
- **Three Different Perspectives:** Each student should write three descriptions of the object or place, each from a different perspective. For example:
 - **Perspective 1:** Describes the object or place from the point of view of someone who is seeing it for the first time.
 - **Perspective 2:** Describe the same object or place from the point of view of an animal or pet (this could be a dog, cat, bird, etc.).
 - **Perspective 3:** Describe the object or place from your own point of view as the owner or regular user.
- **Relevant Details:** In each description, students should pay attention to details that are relevant from that specific perspective. This could include what is seen, heard, felt, smelled, or tasted from that particular point of view.
- **Descriptive Writing:** Students should use descriptive and precise language to convey their observations. They can use adjectives, metaphors, and other literary devices to enrich their descriptions.

Worksheet



PERSPECTIVE!

1 Choose an object or place

2 Take a picture of the object or place

Use descriptive adjectives

Complete the following sections for each perspective

Visitor

Pet

Me



AND NOW WRITE!

Visitor Perspective

Pet Perspective

Visitor Perspective

Pet Perspective

My Perspective

A yellow notepad with horizontal lines and a spiral binding on the left side. The notepad is positioned to the right of the 'My Perspective' label.

Autonomous activity

Literary journey

This activity aims to foster students' ability to describe places and scenes from different spatial perspectives, thus enriching their descriptive writing skills and creativity.

- **Introduction:** Begin the activity by explaining to students that they are going to embark on an exciting literary journey to an imaginary destination. This destination can be any place they wish, be it a magical world, an exotic jungle, a futuristic city, etc. Encourage students to be creative and choose a destination they find intriguing.
- **Create a List of Details:** Ask students to imagine their destination and list at least five important details they would like to highlight in their journal. These details can include geographical, cultural, sensory, or any other element they feel is relevant.
- **Begin the Literary Journey:** Once they have their destination and list of details, instruct students to begin their literary journey. They should write an entry in their travel journal describing their arrival and their first impressions of the imaginary place. At this stage, they should use their five senses (sight, hearing, smell, taste, and touch) to convey how it feels to be there.
- **Descriptive Details:** As students continue their journey, ask them to focus on the details they had included on their list. They should develop detailed and vivid descriptions of each of these aspects. Encourage them to use descriptive words and literary devices to enrich their descriptions.
- **Reflection and Relation:** As they progress, students should not only describe what they see, but also how these aspects make them feel. Are they amazed by the beauty of the landscape? Are they intrigued by the local culture? Are they surprised by the friendliness of the people? Encourage them to reflect on their experiences in their imaginary destination.

- **Use of Literary:** Throughout their journal, students should try to incorporate literary devices such as metaphors, comparisons, alliteration, and personification to make their descriptions richer and more expressive.
- **Closing:** At the end of the activity, ask students to write a final reflection on their literary journey experience. They should share their final thoughts and emotions, highlighting the most memorable aspects of their imaginary journey.

Lesson Plan

Chart 12. Lesson Plan Strategy 4

	UNIDAD EDUCATIVA FISCOMISIONAL SANTA ROSA DE LIMA		
1. INFORMATIVE DATA			
Area		English as a foreign language	
Teacher's name:			
School Year		2022-2023	
Grade/Course			
Date:			
2. PLAN			
SKILLS WITH PERFORMANCE CRITERIA	ESSENTIAL CONTENT	EVALUATION INDICATORS	
Writing EFL 4.4.8 Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)	CE.EFL.4.17. Show an ability to convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity.	I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4)	
Methodological strategies		Resources	
Session 1: Perspective Description Warm-Up: "Spatial Awareness" Show an image of a well-known place or object from an unusual angle or perspective.		Whiteboard and markers Student worksheets for each activity	

Ask students to guess what it is and share their thoughts on how the perspective influenced their perception.

Activity 1: Perspective Description

Object or Place Selection: Students choose an object or place they are familiar with (room, classroom, park, etc.).

Three Different Perspectives: Students write three descriptions of the chosen object or place, each from a different perspective (follow the original activity).

Relevant Details: In each description, students focus on relevant details from that specific perspective.

Activity 2: Sharing Descriptions

Students share their descriptions in small groups and discuss how perspective affects perception and description.

Select some descriptions to share with the whole class and analyze the differences.

Homework

Assign the optional homework of writing a fourth description from an additional perspective (e.g., a young child, an astronaut, an animal).

Closure

Recap the importance of perspective in description and how it affects how we see the world.

Session 2: Literary Travel Journal

Warm-Up: "Destination Descriptions"

Ask students to share their favorite real-world destinations and briefly describe what makes those places special. Encourage them to use sensory language.

Activity 3: Detail Creation

Students imagine and choose an imaginary destination for their "literary journey."

They make a list of at least five important details they want to highlight in their journal. This can include geographical, cultural, sensory, etc., aspects.

Activity 4: Beginning the Literary Journey

Students start their "literary journey" by writing a journal entry describing their arrival at the imaginary destination and their first impressions. They must use all five senses to convey how it feels to be there. Activity 5: Descriptive Details Students continue their journey, focusing on the details they included in their list. They develop detailed and vivid descriptions of each chosen aspect. They use literary devices like metaphors, comparisons, and personifications to enrich their descriptions. Activity 6: Final Reflection Students write a final reflection on their literary travel experience, sharing standout thoughts and emotions. Closure: Discuss the importance of spatial organization in descriptive writing and how exploring different perspectives can enrich storytelling.	
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Author: Pillaga, I. (2023)

Strategy 5. Use of adjectives and descriptive words

Definition

The strategy "Use of Adjectives and Descriptive Words" focuses on the application of rich and detailed language in descriptive writing. Adjectives and descriptive words are essential tools that enable writers to convey information vividly and accurately. This strategy aims to encourage writing that is rich in detail, where students immerse themselves in the exploration of specific terms that highlight the characteristics and qualities of the objects, places or subjects they are describing.

Rather than resorting to general terms or common phrases, this technique encourages students to carefully choose the words that best convey the essence of their description. The aim is to get their readers to visualize clearly what is being presented, engaging the senses, emotions, and mental images in the process. The use of adjectives and descriptive words results in more vivid, engaging, and persuasive writing.

By adopting this strategy, students are encouraged to explore a more varied and precise vocabulary, which contributes to more effective and engaging communication. In short, "Using Adjectives and Descriptive Words" aims not only to enrich students' writing, but also to enhance their vocabulary choices and their ability to make an impact on their readers.

Moreover, by adopting the practice of carefully choosing words and expressions that best suit their descriptive purposes, students expand their vocabulary and refine their communication skills. This skill translates into more effective writing in all areas of learning, from literature and essay writing to science and mathematics communication.

Activities

Exploring Synonyms

This activity aims to strengthen students' ability to select and use appropriate synonyms in their descriptions, thus enriching their vocabulary and improving the quality of their descriptive writing.

- **Introduction:** Begin by explaining the importance of using specific, descriptive words in descriptive writing. Mention that synonyms are an excellent way to achieve this and enrich your vocabulary.
- **List of Adjectives:** Provide students with a list of common adjectives such as "good", "happy", "sad", "interesting", etc. If you have access to dictionaries, suggest that they use them to look up synonyms.
- **Individual Exploration:** Ask each student to choose an adjective from the list and look for more descriptive synonyms. Give them a few minutes to do this activity individually.
- **Share and Discuss:** Ask students to share the synonyms they found for their adjectives. Encourage them to explain why they chose these synonyms and how they can make their descriptions richer.
- **Writing Exercise:** Now assign each student the task of writing a short description of an object, person or place using one of the synonyms they found. Make sure the descriptions are detailed and vivid.
- **Presentation:** At the end of the activity, select a few students to share their descriptions with the class. This will encourage participation and peer feedback.

Worksheet

Instructions:

Read the list of words in the "Original Word" column.

Write at least three different synonyms for each word in the "Synonyms" column. You can use a dictionary or an online tool to find synonyms.

After finding the synonyms, choose one of the synonyms that you consider the most appropriate or interesting to use in a description. Write it in the column "Selected Synonym".

In the "Example Sentence" column, create a sentence that uses the original word and the selected synonym in a description. Try to be creative and visual in your sentence.

Original Word	Synonyms	Selected Synonym	Example Sentence
Bright			
Quiet			
Delicious			
Old			
Spacious			
Small			
Surprising			
Fast			
Sad			
Happy			
Hot			
Cold			
Beautiful			
Ugly			
Funny			
Boring			
Difficult			
Easy			
Brave			
Cowardly			

Quick Description Challenge

The aim of the activity is to improve students' ability to use adjectives and descriptive words effectively in their writing, developing their ability to create vivid and rich descriptions that allow the reader to clearly visualize the object, place, or person they are describing.

Preparation:

- Collect cards or cards with images of objects, places, or people. These can be printed images or projected on a screen.
- Make sure there is a variety of images that allow for detailed and creative descriptions.
- Group formation:
- Divide students into small groups, preferably 3-4 people per group.
- Explanation of the Challenge:
- Explain to students that they will be participating in a quick description challenge.
- Each group will receive a card or index card with a picture and a limited amount of time to create a detailed description of the picture using adjectives and descriptive words.
- Groups should work together to create the most vivid and accurate description possible.

Quick description:

- Hand out a card or token to each group and start the timer. The time for this activity can vary, but it is recommended to start with about 5 minutes.
- Students should look at the picture and work together to write as detailed a description as possible in the allotted time. They should focus on the use of adjectives and descriptive words.

Share descriptions:

- Once the time is up, each group should share their description with the rest of the class.
- The other groups will listen carefully and evaluate the quality of the description in terms of the effectiveness of the adjectives and descriptive words used.
- Discussion and Feedback:
- After all groups have shared their descriptions, conduct a class discussion on the descriptions presented.
- Highlight examples of effective adjectives and descriptive words and how they enhanced understanding of the image.

Character Descriptions

The activity aims to improve students' ability to create detailed and vivid descriptions of characters in their writing. This activity encourages the use of adjectives and descriptive words to convey the characteristics and qualities of characters effectively.

- **Introduction:** Begin the activity by explaining to students the importance of creating vivid characters in writing. Discuss how well-developed characters can make a story more interesting and engaging for the reader. Show examples of character descriptions in literary works and highlight how authors use adjectives and descriptive words to create clear images in the reader's mind.
- **Character Selection:** Ask students to choose a character to describe in their writing. They can select a character from a book they are currently reading, one of their own stories, or one made up for the activity.
- **Individual Description:** Instruct students to write a detailed description of their character. They should focus on using adjectives and descriptive words to convey the character's appearance, personality, and unique characteristics. Encourage them to think about the five senses (sight, hearing, smell, taste, and touch) when describing the character.

- **Share Descriptions:** Invite a few students to share their character descriptions with the class. During this sharing activity, classmates can make constructive comments and suggestions about the descriptions.
- **Revising and Editing:** Encourage students to revise and edit their descriptions based on feedback received and to improve the clarity and accuracy of their descriptions.

Autonomous activity

The aim of this task is for students to apply the character description skills acquired in the previous activity to a larger narrative. They are asked to create a short story that includes characters described in detail using adjectives and descriptive words.

Instructions:

- **Choice of a Narrative Genre:** Students should select a narrative genre for their short story, such as science fiction, mystery, adventure, realism, etc. This will provide them with a framework in which to develop their story.
- **Character Development:** Students are asked to develop at least two main characters for their short story. They will use the character description skills they practiced in the previous activity. They should think about aspects such as physical appearance, personality, background, and motivations of their characters.
- **Story Outline:** They should outline a basic story outline including introduction, plot development and conclusion. They should consider how the characters will interact in the narrative.
- **Story Writing:** Over the next week, students should write their short story. They should ensure that their characters are described in detail as the plot progresses. They should apply adjectives and descriptive words effectively.

- **Revising and Editing:** Once they have completed the first draft, they should revise and edit their short story. They can do this on their own or, if possible, exchange drafts with a partner for additional feedback.
- **Final Presentation:** Students should prepare a final version of their short story that includes clear and vivid character descriptions. This can be done by hand or in a digital format, depending on their preference.

Lesson Plan

Chart 13. Lesson Plan Strategy 5

	UNIDAD EDUCATIVA FISCOMISIONAL SANTA ROSA DE LIMA		
1. INFORMATIVE DATA			
Area		English as a foreign language	
Teacher's name:			
School Year		2022-2023	
Grade/Course			
Date:			
2. PLAN			
SKILLS WITH PERFORMANCE CRITERIA		ESSENTIAL CONTENT	EVALUATION INDICATORS
Writing EFL 4.5.6: "Create an effective voice using a variety of ICT tools, writing styles, and typical features of a genre to create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular Ecuadorian cultures."		CE.EFL.4.15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing	IEFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)
Methodological strategies			Resources
Session 1: Exploration of Synonyms			Whiteboard and markers

Warm-Up: "Vivid Vocabulary" Discuss the importance of using specific and descriptive words in descriptive writing. Show a few objects or images and ask students to come up with adjectives to describe them. Activity 1: Synonym Exploration Adjective List: Provide students with a list of common adjectives like "good," "happy," "sad," "interesting," etc. Encourage them to use dictionaries to find synonyms. Individual Exploration: Each student chooses one adjective from the list and finds more descriptive synonyms. Allow a few minutes for individual exploration. Sharing and Discussion: Have students share the synonyms they found and explain why they chose those synonyms and how they can make their descriptions richer. Writing Exercise: Assign each student to write a brief description of an object, person, or place using one of the synonyms they found. Ensure that the descriptions are detailed and vivid. Presentation: At the end of the activity, select some students to share their descriptions with the class. This encourages participation and peer feedback. Homework Assign optional homework where students have to write a short paragraph using as many synonyms as possible to describe a given topic. Closure Recap the importance of using synonyms to enhance descriptive writing. Session 2: Rapid Description Challenge Warm-Up: "Describe and Guess" Show an object, place, or person's image to each group. Each group has to quickly come up with a vivid description. The other groups must guess what they are describing. Activity 3: Detail Creation	Student worksheets for each activity
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Students are given images of objects, places, or people. They make a list of at least five important details they want to highlight in their descriptions. Activity 4: Rapid Description Assign a limited time (e.g., 5 minutes) for each group. Each group receives an image and must write a detailed description as quickly as possible. Focus on using adjectives and descriptive words effectively. Rotate images among groups to continue the challenge. Activity 5: Sharing and Feedback Groups share their rapid descriptions with the class. Other groups listen and evaluate the descriptions in terms of the effectiveness of adjectives and descriptive words used. Discuss which descriptions were the most vivid and why.	
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Author: Pillaga, I. (2023)