

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**STRATEGIES OF MOTIVATION IN THE DEVELOPMENT OF
TEMA: ENGLISH PARAGRAPH WRITING IN STUDENTS BETWEEN THE
AGES OF 8-11 YEARS OLD**

Trabajo de Investigación, previo a la obtención del Grado Académico de
Magister en la Enseñanza del Idioma Inglés como Lengua Extranjera

Autor: Licenciada Adriana Lissette Vásquez López.

Director: Doctora Sara Nidhya Camacho Estrada Magíster.

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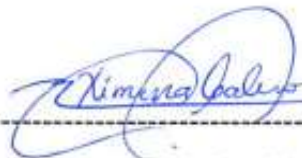
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Lcda. Adriana Lissette Vásquez López
c.c: 180393201 – 9
AUTORA



Dra. Sara Nidhya Camacho Estrada Magíster
c.c: 1802913754
DIRECTORA

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c.c: 180393201 – 9
AUTORA

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Lcda. Adriana Lissette Vásquez López

DEDICATORIA

Dedico el presente trabajo primero a Dios por sus bendiciones en cada paso que doy, a mis padres, y mis hermanos, quienes estuvieron a mi lado durante el desarrollo de proyecto de tesis, quienes con su apoyo y comprensión supieron alentarme para culminar con éxito mi meta planteada.

Lcda. Adriana Lissette Vásquez López

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

TEMA:
“LAS ESTRATEGIAS DE MOTIVACIÓN EN EL DESARROLLO DE LA
ESCRITURA DE PÁRRAFOS EN INGLÉS PARA ESTUDIANTES ENTRE 8 Y
11 AÑOS DE EDAD”

AUTOR: Lcda. Adriana Lissette Vásquez López

DIRECTOR: Dra. Sara Nidhya Camacho Estrada, Magister

FECHA: 30 de noviembre de 2017

RESUMEN EJECUTIVO

El desarrollo de la habilidad de escritura y de sus micro-habilidades en los cursos de Inglés como Lengua Extranjera (ILE) ha sido considerado de gran importancia para el éxito futuro académico y de trabajo de los estudiantes. Sin embargo, los resultados en el desarrollo de la escritura han sido pobres. Muchos factores pueden estar relacionados con los malos resultados; entre los cuales, la motivación se considera un aspecto importante en el desarrollo de la escritura. En esta investigación, se considera la motivación como aspecto central del desarrollo de la escritura. Por lo tanto, se llevó a cabo un cuasi-experimento en el CEBI (Centro Educativo Bilingüe Internacional) en la ciudad de Ambato con estudiantes de octavo a décimo nivel de Educación General Básica (n=76). El propósito del estudio era probar la incidencia de las estrategias de motivación en el desarrollo de la habilidad de escritura. El proceso incluye el desarrollo de un meso-currículo que fue integrado al curso regular de ILE, planificación de las lecciones correspondientes, y la aplicación en el aula a los estudiantes. Se aplicaron un pretest y un postest a los grupos control y experimental para probar la hipótesis. Los resultados determinaron la eficacia de las estrategias motivacionales reflejada en el mejoramiento de la producción escrita de los estudiantes ($t=4.84^{**}$). Las estrategias motivacionales que mejor se adaptaron a las necesidades e intereses de los estudiantes fueron: Calentamientos, Iniciadores, Juegos, y Juegos de Roles. Los errores cometidos por los estudiantes deben ser corregidos en el proceso de desarrollo. Los errores más cometidos fueron: letras mayúsculas, correspondencia Sujeto-Verbo, tiempos verbales, puntuación. Se recomienda realizar una réplica del cuasi-experimento con estudiantes de niveles y edades diferentes. Como una aplicación del experimento se desarrolló un guía curricular para que pueda ser utilizada por los profesores de Inglés. Esta guía contiene las principales recomendaciones para la planificación de cada lección, actividades de motivación específicas para los contenidos a ser enseñados en el curso de escritura, así como hojas de trabajo utilizadas en el desarrollo de la clase.

DESCRIPTORES: Calentamientos, Cuasi-experimento, Enseñanza, Estrategias Motivacionales, Guía Curricular, Habilidad de Escritura, ILE, Iniciadores, Juegos, Juegos de Roles, Retroalimentación.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

THEME:

**“STRATEGIES OF MOTIVATION IN THE DEVELOPMENT OF ENGLISH
PARAGRAPH WRITING IN STUDENTS BETWEEN THE AGES OF 8-11
YEARS OLD”**

AUTHOR: Lcda. Adriana Lissette Vásquez López

DIRECTED BY: Dra. Sara Nidhya Camacho Estrada, Magister

DATE: November 30th , 2017

EXECUTIVE SUMMARY

The development of the writing skill and sub-skills in the courses of English as a Foreign Language (EFL) has been considered of key importance for the future academic and job success of the students. Nevertheless, the results on writing performance in the EFL courses have been poor. Many factors are related to the bad outcomes; among which, motivation has been considered as a central aspect of writing development. The present research focused on this motivational aspect; thus, a quasi-experiment was carry out at CEBI (Centro Educativo Bilingue Internacional) in Ambato with students from 8 to 10 level of General Basic Education (n=76). The purpose of the study was to prove the incidence of Motivational Strategies in the development of the writing skill. The process involved designing a meso-curriculum which was embedded in the regular EFL course, planning the corresponding lessons, and delivering to the students. A pretest and posttest were applied to the control and experimental groups to test the hypothesis. The results showed the efficacy of the motivational strategies reflected on the improvement of the written performance of the students ($t=4.84^{**}$). The motivational strategies which suited the students' needs and interests were: Warm-ups, Lead-ins, Games, and role plays. Typical mistakes made by the students in the tests were: capitalization, subject-verb agreement, verb tenses, and punctuation. The mistakes made by the students were improved by feedback in the writing developing process. A replica of the quasi-experiment is recommended to be applied to students of different levels and ages. As an application of the research, a curriculum guide proposal was developed to be used EFL teachers. This guide contains the main recommendations for the planning of each lesson, specific motivational activities for the contents to be taught in the writing course, leaflets and worksheets used in the delivery of the lesson.

KEY WORDS: Curriculum guide, EFL, Feedback, Games, Lead-ins, Motivational Strategies, Quasi-experiment, Role plays, Teaching, Warm-ups, Writing Skill.

INTRODUCTION

English has become the official language of the globalized world. According to the annual report of the English Aptitude Index published and compiled by the global language training company Education First (EF), English is an essential tool that has allowed the emergence of interaction and effective communication between people from different countries.

Ecuador is one of 63 Latin American countries that are deficient in English proficiency (Ecuadorian Ministry of Education, 2016). This is the motivating factor behind the official program of the Ministry of Education to improve the teaching of English as a foreign language. To comply with the program, it is compulsory to teach the language from the second year.

The students lack interest and self-learning to successfully develop basic writing skills because they always need some form of external motivation to carry out activities that optimize the learning styles of the English language.

The writing production of students is full of mistakes in spelling, grammar, and mechanics. Even though courses contemplate the usage of this aspects of writing. Nevertheless, the results are not satisfactory. Many factors are causing the failure in the outcomes, but it seems that lack of motivation is the main. Thus, the present project intended to test motivational activities as a means to improve writing in the EFL students.

The CEBI (Centro Educativo Bilingue Internacional) located in Ambato is an institution where EFL is taught and the results are not as expected. Then, a quasi-experiment was designed. Four natural formed courses were randomly assigned to the control and experimental groups. The experimental group received lesson on writing which included the motivational activities. A pretest and a posttest were applied to the groups and the results confirmed the positive incidence of the proposed activities.

In the FIRST CHAPTER, the problem is discussed. The context is explained, and a critical analysis is developed based on the problem tree technique. Also, a prognosis of the future situation if the problem is not tackled is presented. Finally, the limitations of the research are discussed along with the objectives of the study.

In the SECOND CHAPTER, a theoretical framework related to the problem is developed which includes a research background with the up-to-date related work, the philosophical foundations, and the legal basis. Then, a conceptual basis of both independent and depending variables is included; this covers the principles of writing, the types of paragraphs, and the process in teaching writing in foreign languages. Finally, the working hypothesis are presented with the statement of each variable.

In the THIRD CHAPTER, the methodology used to develop the research is presented, this covers the approach, and the level and type of investigation. Also, the population and conformation of the sample is presented. Then, the study of the variables and its operationalization is discussed. Finally, the methods of data collection and the types of analysis are described.

In the FOURTH CHAPTER, the analysis of results is presented. This includes the results of the writing production of the students in the pretest in both control and experimental groups and the analysis of the writing production of the students in the posttest. Finally, the verification of the hypothesis is presented along with the supporting discussion.

In the FIFTH CHAPTER, the conclusions and recommendations reached after the research was carried out are presented.

In the SIXTH CHAPTER, is presented the alternative proposal: a curriculum guideline for using motivational strategies in EFL courses for writing development. This proposal includes the justification, the theoretical fundamental, the processes, and the administrative framework.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

“STRATEGIES OF MOTIVATION IN THE DEVELOPMENT OF ENGLISH PARAGRAPH WRITING IN STUDENTS BETWEEN THE AGES OF 8-11 YEARS OLD”

1.2 Problem Statement

How will the application of motivation strategies affect the production of written pieces in students from 8 to 11 years old?

1.3 Contextualization of the problem

1.3.1 Context of the Problem

The development of writing skills has always been an issue for Teachers of English as a Foreign Language, especially in countries like Ecuador where not even the native language written skills have been excelled. The reaction of most of the students when asked to write essays, reviews or articles have been of astonishment due to the fact that these aspects were unknown.

Harmer (1998) asserted that most students find it very dispiriting if they get a piece of written work back and it is covered in red ink, underlinings, and crossings-out. Even if some pieces of written work are completely full of mistakes, over-correction can have a very demotivating effect. The teacher has to achieve a balance between being accurate and treating students sensitively.

The EFL teacher had to face these situations and started teaching the basics as paragraph writing, topic sentences, supportive sentences and connectors. This seemed a burden for teachers of advanced levels who expected lower level teachers to have covered it.

For any teacher, the main goal is that students reach fluency (natural flow) and accuracy (correctness) in order to obtain communicative competence through intrinsic

and extrinsic motivation. This will lead to constructive assimilation (join what is known with new language) and retention (kept in long term memory). Language learning is directly related with methods of teaching. These methods give greater importance to behaviors, attitudes and motivation. In this way the teacher actively facilitates and mediates the teaching-learning process

The Ecuadorian educational model is based on principles of the traditional and behavioral schools: stimulus-response and action-reaction. These have equally represented the teaching processes by the teacher and the learning of learners. This situation is manifested in the educational gaps that are generated. Thus, the same situation is replicated at meso (Province of Tungurahua). At the micro level (research target institution) the model of teaching English leads to a more constructive meaningful learning.

Currently, English has become the official language of the globalized world in which we live. According to the annual report of the English Aptitude Index published and compiled by the global language training company Education First (EF), English is an essential tool that has allowed the emergence of interaction and effective communication between people from different countries.

According to UNESCO (United Nations Educational Scientific and Cultural Organization), the State and society spend USD 16.6 million a year on education. This situation is also observed in the Ecuadorian university and higher education system. School failure is close to 40% and considerable resources are expended on preventing dropouts and repetition of grades, reaching an estimated USD 64.00 per pupil (Cárdenas, 2016, p.3).

The magazine Mercopress (2013), presents The Education First English Proficiency Index of 60 countries showing Argentina first among Latin American countries in position 19 in the world; followed by Uruguay, 29; Costa Rica, 37; Brazil, 38; Peru, 39; Mexico, 40; Chile, 44; Colombia, 44; Ecuador, 46; Venezuela, 49 and Panama, 56. Poor English remains one of the key competitive weaknesses of Latin America. More than half the countries in the region are in the lowest proficiency band. Some countries have improved, but they still lack the competency necessary for a

globalized workforce. Although English skills have long been an explicit requirement in certain types of jobs such as diplomacy and translation, those skills today are an implicit advantage in nearly any job across all sectors of the economy.

One of the reasons for these flaws might be that the teachers are not conveying useful skills and students are not getting the correct insight. Teachers excel at lecturing students, which has prevented learning from moving beyond memorization and repetition of knowledge, writing skills and values. Each of these activities is taxing on the students. Consequently, the student in his eagerness to learn has been prepared just to take notes on what the teacher said in class or to copy from the study text word by word. The student has not had any other option than to memorize content to pass his rigorous English exams and to be placed in classes at approved levels of education.

Ecuador is one of 63 Latin American countries that are deficient in English proficiency (Ecuadorian Ministry of Education, 2016). This is the motivating factor behind the official program of the Ministry of Education to improve the teaching of English as a foreign language. To comply with the program, it is compulsory to teach the language from the second year. This problem is that the students lack interest and self-learning to successfully develop basic writing skills because they always need some form of external motivation to carry out activities that optimize the learning styles of the English language.

With reference to our local context in the province of Tungurahua, learning a language well requires focus, consistency, hard work and above all sufficient time and interest in being able to communicate and write with other people in a foreign language. At present, the development of written English skills in the General Basic Education schools in Tungurahua does not meet the expectations of many students. According to the account of the English Area Coordinator from one of the institutions in Ambato (Cuesta, 2016), the practices carried out in the English area with the GBS students display a weakness in the written production of the English language because the students do not communicate full ideas coherently. This "refers to the meaning of the text in its entirety, encompassing both the relationship between words in context and the relationships between words within the same text." This problem was perceived through

some observations, a diagnostic test, a survey and some exercises applied to the students. (Informe académico del Área de Inglés, Colegio Hispano América, 2016)

Cuesta noted the difficulty students had in the elaboration of descriptive paragraphs that clearly express what they intended to communicate. The students tried to participate, but when they did they appealed to their Spanish knowledge, even though they were very aware of being in an English class. On the other hand, it was evidenced that students writing in the English language omitted and/or added non-existent letters to the words, in addition to inventing terms that were a mixture between English and Spanish and writing the words as they are pronounced. The problems that exist in writing of the English language in the city of Ambato are evident at all levels of educational institutions.

The institution (CEBI), where the research was carried out, is a fully bilingual institution where basic subjects -Language, Mathematics, Social Sciences, and Natural Sciences) are taught in English. Nevertheless, students seem to have not successfully mastered the writing of paragraphs at a high level of proficiency. It seems that even though they are exposed to a great deal of English, the teachers fail in conveying the basic principles of writing. As it has been observed, the students cannot produce decent paragraphs even in their native language.

Figure 1 presents the problem, its causes and effects in detail to find alternative solutions and enrich the class time dictated by the teacher by using motivational strategies in the writing of paragraphs in English of students between 8 to 11 years of age.

1.2.2 Critical Analysis

Problem Tree

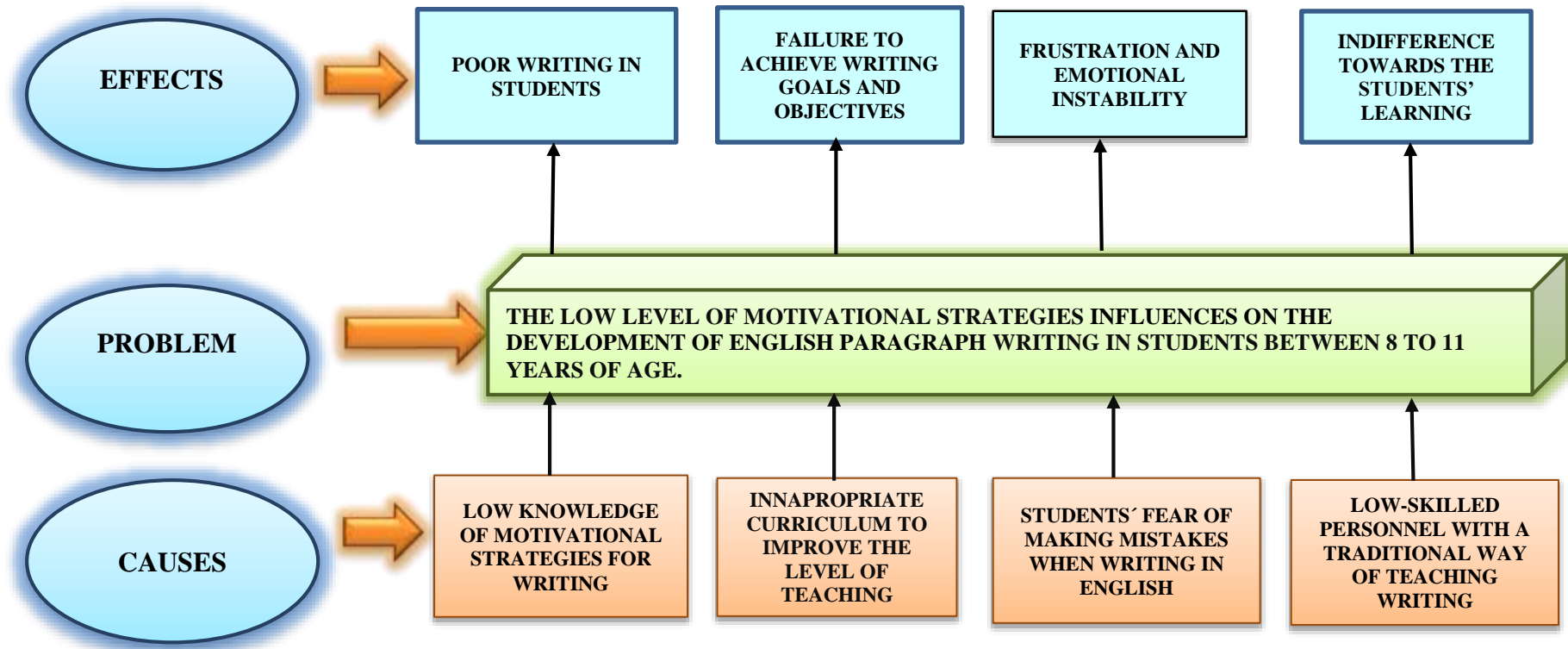


Figure 1. Problem Tree
Created by: Lic. Adriana Vásquez (2017).

1.3.2 Critical Analysis

Once the research problem is defined as the inappropriate use of motivational strategies that affect the writing of English paragraphs in students between 8 and 11 years of age, the following causes and effects surface:

- Teachers have limited knowledge about the motivational strategies in general and specifically related to the teaching of writing skill and micro-skills, they are often unaware of the strategies and characteristics needed to motivate the students. Thus, as a consequence, the limited mastery of the written productive skills in English is due to the lack of motivational strategies in the teacher's skill repertoire. Furthermore, these flaws on planning methodological strategies leads to classes that are lecture-based without opportunity for student intervention.
- The teachers must strictly adhere to the academic advancement plan in order to complete the required course plans, so there is a resistance to improve the level of teaching writing. Therefore, there is increased incompleteness of goals and objectives throughout the English learning process reaching limited levels of learning, the students cannot write well in English, do not understand the significance of the writing, and do not know how to properly structure a paragraph. The writing is incoherent and does not use connectors, which leads to fragmented paragraphs.
- The limited use of motivational strategies leads to students being afraid to make mistakes in public. Students who are not motivated to learn English because of their lack of knowledge in the writing process or the lack of qualified teachers in the English class has led to student deficits in writing. Paragraphs are often incoherent and fragmented, and students make insignificant progress with their writing skills. As a consequence, frustration and emotional instability in students leads to low quality compositions.
- Finally, another cause detected is the recruitment of low-skilled personnel with no experience in language teaching or the application of current methodological principles. Those teachers are usually attached to traditional methods limiting the interest of students on developing written communication skills. Teachers are unaware or unconcerned with the true advancement of students and the student learning reaches insignificant levels.

Considering what has previously been described, it was necessary to implement motivational strategies which would improve the ability to write paragraphs in students from 8 to 11 years of age when taking English as a Foreign Language. This will help to improve their communicative competence in English.

1.3.3 Prognosis

Based on the above problems of English language learning in the development of writing skills in General Basic Education and the absence of a solution, one negative consequence in students from 8 to 11 years of age who do not develop paragraph writing skills is the lack of motivation when it comes to communicating. This reflects a constraint to their learning, which limits the abilities for reflection and action on part of the student, leading to incompleteness of English assignments.

- If the problem of low knowledge of motivation strategies for writing remains unattended, the consequences will increase and become more severe over time and students will not achieve the desired level of written competence in the English language. This means the students will not master the command of the foreign language in written or verbal skills because the two skills go hand-in-hand when applying correct teaching and learning processes.

- If the curriculum design does not provide appropriate contents and strategies for developing writing skills, the goals and objectives will remain unachieved. Writing objectives as other language development objectives need a solid curriculum design to establish the procedures which will lead an effective learning.

- If students are not given enough attitudinal support, their mistakes will continue to be a burden in their learning. Only when the students accept that making mistakes is a normal aspect of learning another language they will proactively produce their own knowledge.

- If the institution keeps on hiring low-trained personnel, the practices in the classroom will continue to be under the traditional schemata. Most of the practitioners tend to teach the way they learn, mainly grammar-based approaches, and the results are the same: students with a high level of grammar knowledge but a very low proficiency in the productive skills.

1.3.4 Main Research Question

What motivational strategies can improve the development of paragraph writing in students of 8 to 11 years old and how a teaching guide will help teachers improve their performance?

1.3.5. Secondary Questions

- What motivational strategies are there available for the teaching of paragraph writing skills?
- What motivational strategies are currently used by the teacher to develop the paragraphs writing?
- What are the main teacher's processes used to develop English paragraph writing in students between 8 and 11 years of age?
- How does the integration of motivational strategies through the use of a didactic guide will improve the writing of English paragraphs of students between 8 and 11 years of age?

1.3.6 Outline of Research Objectives

- **Field:** English Teaching
- **Area:** Writing – Productive Skill
- **Aspect:** Paragraph Writing

1.3.7 Spatial limitation

The research took place at the Unidad Educativa “CEBI” in General Basic Education in the neighborhood of Izamba. Address: Calle Modesto Chacón y Av. Pedro Vásquez Sevilla (Izamba). Telephone: (03)3730370 - 2854165 - 245093. Email: <http://www.cebi.edu.ec/>.

1.3.8 Time limitation

The development of the research took place between March 2017 and September 2017.

1.4 Justification

In an increasingly globalized world in which distances and language barriers tend to disappear, learning at least one foreign language (in this case English as a universal language), is no longer a luxury, but rather has become a necessity.

Current research indicates that English education is optimized in the population using motivational strategies in writing in order to strengthen the knowledge and methodologies of teachers in institutions, and thus ensure that students achieve an appropriate level of linguistic competence, which paves the way for future generations to acquire the ability to write in English as a foreign language.

It is important for this study to define the topic as the development of the paragraph writing process in English of students between 8 and 11 years of age. It is necessary to strengthen this ability because the weakness students have in writing paragraphs in English becomes an impediment to their entire language learning process. An incoherent piece of writing cannot be properly understood and hinders the development of communicative competence, which according to Detroit (2015), contemplates the following:

“The more general term for a person's communicative ability encompasses the knowledge of language and the ability to use it. The acquisition of competence is measured by social experience, needs and motivations, and action, which is at the same time a renewed source of motivation, needs and experiences.” (p.10)

Therefore, in order to solve the problem, it is necessary to design strategies that help students from 8 to 11 years of age improve their ability to write paragraphs in English. In addition, by overcoming this weakness, English programs will be successful at the institutional level so that students are able to describe physical characteristics using appropriate vocabulary related to professions, trades, climate, sports, neighborhoods and daily routines.

The main motivation for the implementation of this proposal is based on the idea that writing as a means of expression must be addressed from the earliest stages of schooling by using motivational strategies that allow a systematic development of writing skill and

writing English paragraphs. The aforementioned information suggests that learning to write is a complex process because different mental activities converge to recognize the rules of spelling, punctuation, syntax, text structure and language registration. These skills allow students to master the language code. When a text is constructed, memory is used to translate knowledge and previous experiences to paper (Ortega, et al, 2014, p. 345)

The idea of this research is to improve the written English proficiency in students aged 8 to 11. Traditionally, a method of translating grammar has been used as the name implies, this technique (the traditional form of language teaching, which goes back to the teaching of Latin and Greek) places a strong emphasis on grammar and writing skills. While the traditional approach may be the easiest method for teachers with limited English proficiency, it often neglects important teaching strategies and the needs of the students. Extensive critique of this traditional method is that it limits time dedicated to writing and active engagement with the target language, limiting the critical and humanist methodology in general. Another critique is this method does not consider other types of methodology, such as that developed by Maximiliano Berlitz and Gouin Françoise in the 19th Century, which represents the first digression and improvement from the traditional written translation approach to grammar.

This approach encourages direct connections between meanings or objects in the student's native language and English, without demonstrated translation. Through actions or images, holistic thinking and learning develops making students more skilled in their written communication while at the same time passing the student from a passive to an active agent in the classroom environment. The importance of this investigation is to generate a model of motivational strategies for the writing of English paragraphs in the students of 8 to 11 years of age, allowing them to enrich their knowledge of the written skill.

It is important to remember that the purpose of this research is to motivate students to learn writing skills in English, their foreign language, to contribute to their intellectual and personal formation through didactic activities. This research enriches the teaching practices and methodologies applied in the classroom to ensure they are effective and appropriate for students. For these reasons, it is necessary to implement this

methodological proposal, so that the students assimilate to new teaching strategies and develop their written skills at the same time that the teacher uses their educational background to apply an active pedagogical model with holistic learning techniques to improve their own development of written English skills for personal, family and professional life.

One aspect to consider is that the general objective of the English curriculum in Ecuador is to strengthen and innovate the teaching and learning process of the English language in order to develop linguistic competences in the students. One of these linguistic competences is the written skill, which must be taught in an appropriate and motivational way so that both students and teachers are able to develop their written English skills written in the classroom. All this must be carried out according to the communicative functional approach as established by the Ministry of Education and Culture in its National English Program, which mentions that education in Ecuadorian children must conform to the trends of the new millennium by creating an interdependent, diverse society capable of interacting with people of other cultures for an improved quality of life.

Based on the above, this investigation intends to teach students the parts necessary to compose a paragraph in English and how to organize those components. Additionally, the investigation intended to teach students what the connecting words are and how to use them appropriately. As expected, at the end of the research, students wrote short paragraphs that met the requirements proposed by their institution.

The direct beneficiaries of the present investigation were be the basic level students of English at CEBI school because they increased their interest and knowledge on the writing skill. On the other hand, teachers benefited from the results of the research because a proposal manual was produced after the implementation of motivation strategies. Finally, the institution CEBI benefited from the results of the research due to general improvement of writing skills which leaded to better performances in higher levels.

1.5 Objectives

1.5.1 General Objective

To incorporate the use of motivational strategies in the teaching of English paragraphs writing in students ages 8 to 11 years old to improve their communicative competency.

1.5.2 Specific Objectives

- Determine the best motivational strategies to use in the teaching and learning process of English language learning.
- Identify the motivational strategies used by the teacher to develop paragraph writing.
- Analyze the main teacher's processes used to develop English paragraph writing in students between 8 and 11 years of age.
- Develop a guide for didactic, motivational strategies that teachers can use to improve English paragraph writing in their students aged 8 to 11 years old.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

The following paragraphs present the investigations done in the field of motivation and teaching writing. Even though the works show certain characteristics of the present proposal, there is no research done in the field at CEBI. Anyhow, special contributions have been done by Galeas (2015), and Freire (2014). The results of these investigations are discussed below.

Nowadays, teaching is a challenge that not everyone is willing to undertake because on a daily basis, teachers are involved in various educational, technological and cultural exchanges in addition to the diverse experiences they acquire both in the academic field and in personal interaction. All this, changes the way in which teaching is viewed as compared to in the past.

Consequently, the intention and direction of this research is taken as an extension of other investigation carried out by researchers involved in the educational field. Research is related to the subject and also considers elements that are considered effective, motivational and didactic activities in the development of writing skills in English as a foreign language in students from 8 to 11 years of age. These didactic activities contributed to improve written skills of English paragraphs in the classroom with the use of motivational strategies

As investigative background research and contributors to the present research , the following works are cited from the Technical University of Ambato and indexed journals, which are not directly associated with the variables of the object of study, but which do have some similarity in the understanding of didactic classroom action. The work of the following authors have provided background information for the development of this research:

Topic: “Cooperative learning as a method of instruction in the teaching and learning process of the English language in the PCEI Patate Educational Unit”.

Author: Gáelas L(2015)

Supervisor: Lorena Monserrat Meléndez Escobar, Mg.

Conclusion

Cooperative learning directly impacts a students' academic performance, but teachers and students recognize that there is a high level of coordination of effort, responsibility for results, and group development of English language skills. This can be observed when cooperative learning is applied in conjunction with motivational strategies in the learning of written skills among students and teachers. Work in cooperative teams strengthens the responsibility both inside and outside of the classroom. Lesson planning with the application of cooperative groups and motivational strategies has helped meet the objectives of the English language learning process, leaving a wealth of knowledge and experiences for students to draw from and communicate freely.

The previous work denotes an important aspect for the present research. the investigation of cooperative work as a didactic action for the learning of the English language, it is very important for the students to develop their skills and communicate with ease, further highlighting the significant learning that occurs in a second language when motivational strategies are used.

Topic: “The portfolio as a didactic tool and its influence in the development of English language writing skills in the students of the sixth and seventh year of basic education of the "CEBI" School in the city of Ambato”.

Author: Freire N(2014)

Supervisor: Wilma Guadalupe Villacís, Lic. Mg.

Conclusion

The students consider that they are less skilled at writing due to the lack of practice and didactic tools that promote the development of writing skills. It is shown that writing activities are almost always done in the form of paragraphs, letters or reports, but students do not keep organized writing activities in class and do not use a portfolio to verify action performed or progress made.

The aforementioned conclusions give insight to the conception of the present research and have made it possible to illustrate a direct relationship between the problem of the correct learning of a second language and the writing ability of students in that language. The lack of practice is evident and does not allow the observation of progress in the writing process. There is also the importance of teachers adapting methodological strategies and properly applying new teaching modalities, which allow for the development of critical and methodical thinking in students to facilitate the learning and development of English language writing.

Indexed Journal: Manual of Methodologies of Language Teaching (Ministerio de Educación del Ecuador, 2012), confirms that:

We want the child to initially construct the written alphabetical hypothesis, but we know that to do this he first carries out an orthographic regularization process. Is this process favorable? Let us suppose that the child is in full development of his phonological awareness. When he utters these words, he begins to realize that all three begin with the same sound (p.45)

This tried to make a brief yet detailed connection between the phonological awareness and the alphabetical hypothesis, limiting it to the analysis of the specific activities in the construction of said knowledge, but without neglecting the importance of shared reading and writing practices within the margins of the initial literacy process. It cannot be ignored that the cultural and linguistic characteristics must be taken into account in the whole process, nor the subsequent acquisition of conventional spelling. I hope that this brief tour can be taken as a minimum contribution to this complex and dynamic process of literacy by which all were committed to improve English teaching with motivational didactic actions in the classroom so that the child's learning is meaningful and long-lasting.

Another **indexed journal** was "Teaching a Second Language: English Area Project for School-aged Children" (Torres & Zamudio, 2011, p.34), en lo que resalta:

The importance of the school as a training institution, which must be up-to-date on current social processes to update their own, is to get involved and be able to provide their students with an orientation aimed at acquiring knowledge, but above all to enhance the skills and abilities that enable them to actively grow in society. In addition, the Common European Framework and Curriculum Guidelines for Foreign Language in education in general, by the Ministry of Education was used as a reference (pp. 34-45).

These are essential for understanding English teaching and learning because English has been established as a universal language that allows for economic and cultural expansion relating to globalization. As a final aspect of this journal, questions were also raised, such as: Is it important to use motivational strategies for writing skills in English education? What other teaching tools can you use other than the guide texts?

Another important aspect drawn from the indexed journals is what activities are included what evidence of constant and rigorous work exists. The two investigations named above have shown an overview of some didactic activities that have been used in the teaching of English as a foreign language. However, it is interesting to look at the particular theories that support these concepts in detail. These theories are relevant to this research, and is reviewed in the following conceptual framework.

2.2 Philosophical foundations

The philosophical framework within which this research is based is founded on the critical-propositional approach of the transformative interaction in society, the same approach that has the identification of potentials for change as a primary objective. This is an important aspect in the development of this investigation. The work being done is to offer new ideas to the educational institution, proposing motivational strategies in the writing of English paragraphs in students between 8 and 11 years of age. The purpose is to improve written communication through interaction by placing emphasis on the use of the target language and the functions of language. Rather than talking about how the language is used for specific functions and communicative purposes, this approach promotes a more

dynamic and participatory learning in relation to the writing of paragraphs, which is the fundamental axis of the present research.

2.3 Legal Basis

The legal basis of the framework of this research is based on the Organic Law of Intercultural Education (LOEI).

Article 7.- Establishes the following rights of the students:

Literal f) “Receive pedagogical support and academic tutoring according to their needs”

Article 10.- Establishes that teachers in the education sector have the following rights.

Literal a) “Free access to updated professional development, training, continuous training, and pedagogical and academic improvement at all levels and modalities, according to their needs and those of the National Education System”

Article 11.- Express that teachers have the following obligations:

Literal i) “Provide support and pedagogical follow-up to students to overcome the lag and difficulties in learning and in the development of skills, abilities, skills and abilities”.

Article 25.- Express that English is currently one of the most utilized language worldwide, which is why the teaching and learning cycle needs to be developed in the National Education System. It is a fundamental tool for the formation and development of skills, capacities and competences to study, create and work for individual and social benefit.

General Principles

Article 2 Show that the educational activity is developed according to the following general principles, which are the philosophical, conceptual and constitutional foundations that support, define and govern decisions and activities in the educational field

Literal z) “Interculturality and plurinationality: guarantee actors with the knowledge, recognition, respect, valuation, and recreation of the different nationalities, cultures and peoples that make up Ecuador and the world; they also provide ancestral knowledge, advocate unity in diversity, foster intercultural and intracultural dialogue, and propose the valuation of the forms and uses of different cultures that are consistent with human rights”

Constitution of the Republic of Ecuador

The National Plan for “Good Living”

Chapter I

First Section. - Education

Article 343 States that the purpose of the National Education System is to develop individual and collective capacities and the potential of the population that enable learning, generation and use of knowledge through techniques, strategies, processes and dynamic activities that are adequate and flexible for such a procedure.

2.4 Key Categories

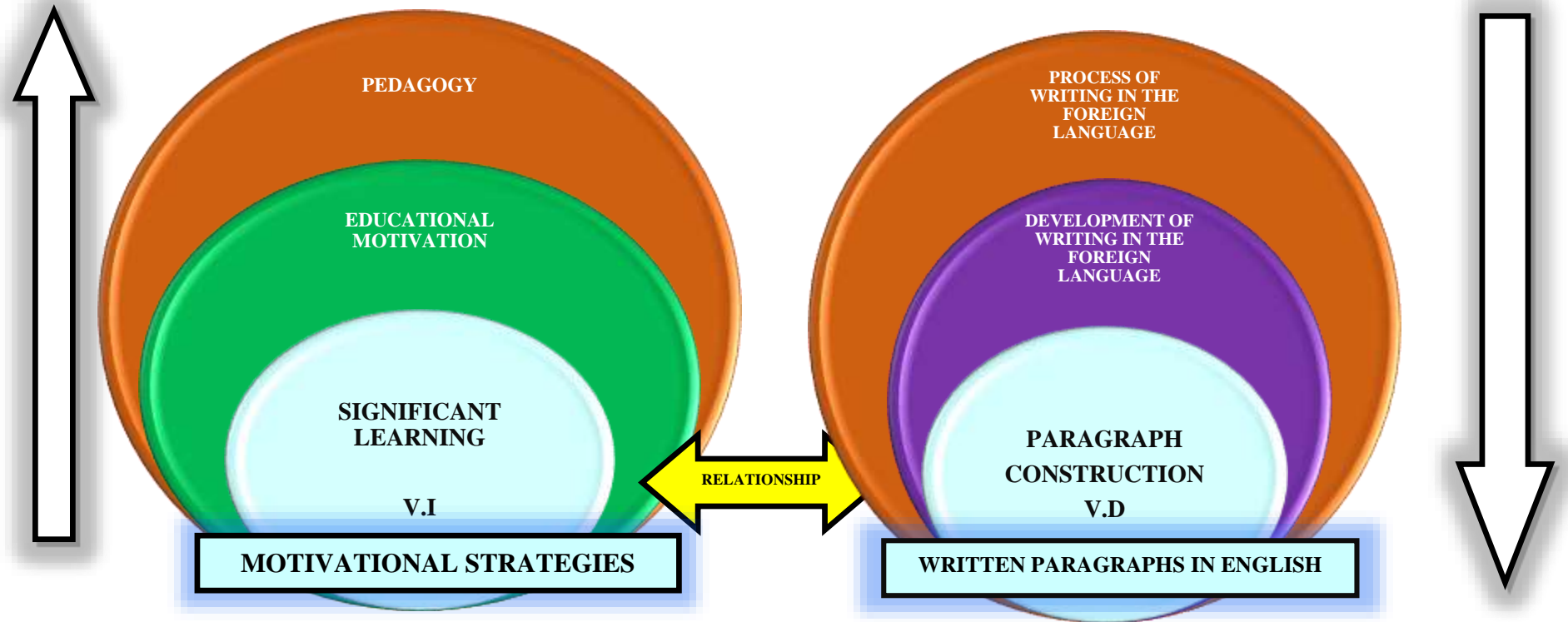


Figure 2. Organization of Variables

Source: Own

Created by: Lic. Adriana Vàsquez (2017)

2.4.1 Conceptual Basis – Independent Variable

Motivational Strategies

By motivational strategies, it is meant: Activate, promote and stimulate skills. According to the author Marina (2012) when she indicates that: "the motivational strategy organizes the starter motor or impulse of the linguistic learning process. Without a doubt, the strategic motivational component represents the nucleus of the process of construction of the new linguistic knowledge "(p.213).

As a result, strategic motivation represents the action of active or driving forces. Human needs are diverse needs that motivate each human being to proceed by showing patterns of behavior that vary from one individual to another. Furthermore, the values and the abilities to achieve different personal goals vary within any given individual over the course of time, depending on the place where he or she is at that moment.

Lead-in. - this is an activity designed to generate interest and have the students get interest in the topic of the lesson. A lead-in could be carried out using pictures, a video or some questions. So, the students' minds are activated based on the previous knowledge of the topic. This mental image is known as schema.

Warm-up. - It is an effective way to help the students begin to think in English and to review previously introduced material. The warm-ups help students concentrate before introducing new contents. These may involve physical movement such as standing-up, walking, jumping; also, cognitive activities such as matching pictures or vocabulary, drawing stories, and singing or listening to songs. All the warm-ups have to be enjoyable for the students.

Game. - This is an activity very useful in class for students with a short attention span. This is for students with different ages, level and learning abilities in the class. Games are used as a social vector and are a great way to review vocabulary or to reinforce grammar point. Besides, games allow dynamism, fun, a relaxed atmosphere and competition. Teachers use games in their classrooms provided students use them for the good reason that is enhancing education and learning.

Role-play. - This activity places the student into a learning situation closely resembling the real life environment in which the desired behavior will be exhibited. The

role-play forces the student to engage in analysis, in which they must interpret elements in the activity according to the role they are playing. The role-play forces the student to engage in synthesis, in which students must apply concepts to a new setting. The role-play forces the student to engage in evaluation, in which students must constantly evaluate actions taken within the role they are playing.

Teachers should be aware of any problems the students have and teachers are obligated to maintain the confidentiality of the situation of any given student. Teachers are ethically responsible for treating all students equally and without giving any student special treatment. There must be equity in treatment and attention for all students. Edlerthg (2012) clarifies this point:

Students talked a lot about the importance of motivation in the circumstances of their studies. Students who studied languages talked about the need to be motivated and described what motivated them. As examples of what motivated them they pointed out: vacations, working abroad, and communicating with people who speak the language (p.79).

Since the 1970s, educational psychologists have spoken of two types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation is what comes from inside each individual and is the motivation that drives the individual to complete a task because of the desire to do so. Extrinsic motivation seeks an external reward, such as a good grade, money or a prize. In the first case, a student is motivated to study by their love for the language, their desire to dominate a second language, and the desire learn about the culture of a different country. In the second case, extrinsic motivation comes from an external source, good grades, or praise from the teacher, family or classmates.

It is important to remember that when lessons are taught, there should be a suitable, strategic, motivational climate. Having a safe and comfortable classroom environment allows the student to be at peace and enjoy the process, which is essential for language learning.

Another aspect that must be considered in teaching is the use of didactic material in the form of games, grammar exercises, and vocabulary. Easy-to-read books, exercises that help students develop their ability to listen and write, and films with varying degrees of

difficulty are examples of didactic materials. Torres (2012) argues that in addition to resources, teachers have to work with the intention of:

- a) Create a motivating environment in the classroom to make students feel comfortable. The motivational climate of the classroom can contribute to or hinder the learning process from a dynamic perspective.
- b) Make it possible to make mistakes. The impression that it is acceptable to make mistakes in front of other students helps ensure that the student is not afraid and will continue to try.
- c) Use challenging tasks. Attractive and challenging assignments motivate students, pushing them to take risks and dare to try.
- d) Mutual respect between the students and the teacher and between the students themselves is essential. The teacher is the legitimate authority and the person who must set the limits when students do not comply with the rules of the class (p.38).

The use of constructive criticism generates positive reactions. It is imperative to use ingenuity and didactic abilities in cases where it is difficult to understand a point or written idea by explaining it in another way, thus attacking the situation from a different angle. The ability to communicate effectively and be understood by others is the primary goal in studying a second language.

“The spontaneous association of the students to the written language ‘being able to communicate with people,’ ‘being able to talk to people,’ ‘getting in touch with people’”(Edlert and Bergseth, 2013, p.139).

To be able to write in a foreign language, it is important to first understand the grammatical structure of the language. In the lessons it has been observed that students who have limited written vocabulary are afraid to start a written work in English due to external factors, such as fear of being wrong or answering incorrectly in front of other students in class. Here, the teacher plays a fundamental role in guiding and showing them that it is more important to try to write, even if it is not perfect and grammatically correct, instead of remaining silent and not progressing with communication skills.

In addition, the students need knowledge of written and oral vocabulary and expressions, with the help of grammatical rules, to properly express themselves how they

desire. Whenever there is the will, the courage and the interest to try and communicate between students, teachers and classmates, there are inevitably mistakes made.

Significant Learning

“Meaningful learning is knowledge gained for life and making meaningful decisions for oneself.”(Arteaga, 2013, 89).

This phrase means that the student can concretely relate to the task at hand, not just arbitrarily to the task and learning with the knowledge he or she already possesses. It is also fair that the student is prepared to reason and to understand the content to apply to life and their own decision-making.

It is essential to relate the new learning content concretely to the life of the student, not in an abstract or arbitrary way. The current cognitive structure in the student allows them to establish connections between the two types of content, which is essential. Arteaga confirms that the speed and productivity of a person learning new skills for life depends on two things: 1.- The degree of the existing relationship between the previous knowledge and the new material. 2.- The nature of the relationship established between new and old information.

Learning is the complementary process to teaching through which an individual acquires knowledge, skills, values and attitudes, which are made visible through study and practice. The process called learning can be understood from different perspectives, which implies that there are different theories linked to the act of learning. Behavioral psychology, for example, describes learning according to the changes that can be observed in the behavior of a subject (Carrillpoth, 2012, p.51).

This theory frames the behavior of an individual within the goal he plans to achieve. The fundamental process in learning is imitation (the repetition of an observed process, involving time, space, skills and other resources). In this way, children learn the basic tasks necessary to survive and develop in a community.

In conclusion, human learning can be defined as the change produced in a person's behavior as a result of experience; a change that is generated through the relationship or association of a stimulus with a response.

The capacity is not exclusive to the human species, although in the human being learning was characterized as a factor that surpasses the common skill of the most similar branches of evolution. Thanks to the development of learning, humans have managed to achieve a certain independence of their ecological environment and can even change it according to their needs (Jdacosth, M.S., 2012, p.87).

According to the author, for meaningful learning to be achieved there must be some kind of association and a sense of an interaction with the cognitive structure. Therefore, it may be necessary in some cases to start with a new set of knowledge, when there are no notable concepts with which to interact, in which case meaningful learning should be the preferred method to facilitate meaning acquisition, retention and transfer.

Educational Motivation

Motivation is a key factor for EFL learners, the role of the teacher is to low the affective filter that impedes the insight as stated by Krashen. Then, teachers must make sure that:

- Activities are interesting, joyful and fun
- There exists a variety of activities
- The teacher and students find themselves cheerful, enthusiastic, and dynamic.
- The teacher takes advantage of students' curiosity based on doubts and questions that come up spontaneously. This is called the hidden curriculum because it may not be in the class plan, but it serves as an important point to clear up doubts, mistakes and errors.
- The class must be student centered.
- All language skills are linked.
- Students learn from their mistakes.
- There is emotional and intellectual development.
- There are task-based, theme-based, and problem-based activities.
- Listening and reading comprehension exercises are to be applied for oral and written practice.
- There must be a good amount of oral and written practice.

Motivation is an internal state that encourages action and directs the human being in certain directions by keeping them involved in certain activities. Motivation establishes the extent to which specific responses are learned, and also affects the processing of the information that has been received.

In general, it is thought that motivation is a prerequisite for learning, especially cognitive, constructive and complex learning. Unfortunately, as the students get older, the percentage of those with such a fundamental dose of motivation decreases.

The lack of motivation of a student can be attributed to a poor family environment, a history of bad experiences with other teachers or limited intellectual ability. Thus, avoiding the problem by considering it to be impossible is a lack of responsibility. Often teacher can do very little to fuel interest or to encourage the learner to learn, "but in most cases there are motivational and technical strategies that can serve to increase student stimulation" (Brandth, 2013, p.219)

Pedagogy

Teaching and Learning a foreign language had had a drastic change in the last thirty years. In Ecuador, when teachers' trainees were getting involved in the grammar-translation method, audio-lingual method appeared on stage. The transition was not easy and some aspects of the former method remained. Teachers of English became teachers of advanced grammar and patterns analysis. The results were six years of frustration and low development of competences. Ecuadorian teachers then rushed into the communicative approach with the idea of the final quintessence of teaching methodology. And even though, some progress has been observed, the results are still poor, with low competence, especially on the side of the productive skills.

With the emerging of Krashen and Terrel's Natural Approach (1988), which at last was based on research evidence, the teaching aspects of a language became clearer. The differentiation between learning and acquisition was central to understand basic tenets. So, teachers became more interested in giving students comprehensible input than teaching rules.

According to Krashen and Terrel,

- Comprehension precedes production
- Production is allowed to emerge in stages

- Syllabus consists of communicative goals

Communicative Language Teaching improved previous conceptions and engaged teachers in designing student-centered curricula, using authentic materials and enhancing cooperative learning.

Intellect that deals with education and teaching is systematized knowledge about educational action. In the strictest sense, this designates a methodology of educational practices, which would be integrated in the sciences of education. That is the scientific discipline that, along with other related sciences such as psychology, sociology and philosophy, deals with the study of education in projecting the objectives towards the directed teaching process. Learning pedagogy uses norms and describes normality, diagnosing the situation of the child or adolescent with respect to what is considered normal. The deployment of motivational strategies and devices created by pedagogy in terms of its normative dimension always depend on individual performance.

Some authors define it as science, art, knowledge or discipline, but everyone agrees that it is in charge of education, that is, it aims to raise, study and solve the educational problem; Or it can be said that pedagogy is a set of rules, laws or principles that regulate the educational process (Branunder, 2013, p.289).

The term "pedagogy" originated in ancient Greece. Like all sciences, first the educational action developed and pedagogy was born to try and collect data on the educational facts, classify them, study them, systematize them and complete a series of principles and norms. Jdacosth (2012) describes the pedagogy in two aspects to understand how it fits into the educational process. The first is as a body of knowledge or patterns capable of explaining the phenomenon of education as a reality and the second seeks to guide the educational process as a strategic motivational activity (p.127).

2.4.2 Conceptual Basis – Dependent Variable

Written Paragraphs in English

The learning of written skills in the foreign language brings competitive advantages to those who are able to dominate the skill quickly. This has been one of the instruments

used by many nations around the world to grow their economies through the language training of its inhabitants in areas related to industries, commercial activities and the international interests they seek. Ecuador does not escape this reality. The phenomenon of globalization implies that developing countries produce, manufacture and sell goods and services for most of the first world countries like the United States of America, in the case of Ecuador and other countries in Latin America "(Guevara , JF, 2011, p.167) This is why learning written English has great importance among the inhabitants of the regions for commercial and political relations with this world power.

Marina and de la Valgoma (2012) argue the following:

Only Homo Sapiens can capture thought, both individual and collective, through symbols. If among all the abilities that integrate the communicative competence he wants to succeed with the teaching plans, emphasizing the written word is most important, because writing is more powerful than all the others (p.91)

A foreign language teacher should work with his students to develop written skills for understanding and shifting these stereotypes. In considering the need to differentiate between opinions, personal tastes and specific characteristics of languages, it only make sense in a contrastive context that must be previously defined. The foreign language class becomes a privileged space to strengthen the capacity for tolerance towards differences and the acceptance of favoring the written communicative skills of the students by offering them the perspective and knowledge of other cultures. This translates into the possibility of fostering attitudes and procedures for understanding and respecting other characteristics and providing a broader, enriched vision of reality, while fostering understanding and solidarity among people, overcoming the egocentrism and localism that often characterize childish representation.

What is writing?

Writing is one of four English language skills, along with reading, speaking and listening. Language is a resource for action, building and understanding meaning. Language is functional, that is, it allows interaction with others, expressing the opinion of

the world, thinking about something and making sense of it, and provides tools for creating spoken and written texts (Alcón, 2012, p.167).

Texts can be as long as a novel or as short as a single word or statement (as long as it has meaning, intention and specific context). According to Harris (2012) the social model of English written expression is based on the following claims:

Written expression is one part of language.

Written expression is a social practice.

Writers write in social situations and cultural contexts that shape their writing.

The written expression is evaluated in different ways according to the situation and the context.

Written expression is a process.

Written expression is a product.

Written expression develops in a parallel form to reading (p,82).

The use of language is a social activity through which a person interacts with others, expressing ideas or thoughts and archiving messages or conclusions day by day.

Analysis of English writing

There are important differences between English and Spanish that condition different methods to teach reading in both languages.

Spanish is an alphabetic language. That is, there is a relationship between graphemes and sound. There are very few graphemes that are pronounced differently than they are written, and some irregularities are the cases of g, c and r.

English, on the other hand, is the opposite. Each grapheme has different pronunciations, hence the first step for children to learn to read is the teaching of phonetics.

Another important aspect is the learning of writing, which goes hand in hand with a better understanding of Reading. While children read they also learn to write, while practicing writing they are also practice reading and develop recognition of graphemes, so they learn how words are written.

This reinforces the learning of the vocabulary and later helps in putting into practice the written skill, making use of the words acquired during the reading. It is important to emphasize the significance of motivation as one of the factors that conditions the learning of writing in boys and girls. The stimulation that they receive at home by their families conditions their interest and desire to learn in the classroom. When parents motivate their children to write, they inspire a greater performance in the learning process of the children, thus increasing their interest in improving their level of written expression.

Different levels of writing are observed among students of the same class. In these cases, the teacher should take specific measures to ensure that students with a lower level of writing reach the same level as their peers.

Paragraph Construction

It is a cliché to say that teaching writing skills in English is no easy job. This is not just how students feel but an opinion shared by many teachers. Most teachers seem to hesitate when asked to teach writing. It may be that even teachers do not master this skill.

Harmer (1998, *How to Teach English*) states that the most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and how to write using electronic media.

According with Brown (2001, *Teaching by Principles*), a simplistic view of writing would assume that written language is simply the graphic representation of spoken language, and that written performance is such like oral performance. But, the process of writing requires an entirely different set of competencies. Written products are often the result of thinking, drafting, and revising procedures that require specialized skills. Writing pedagogy focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions.

Nation (2001, *Teaching ESL/EFL Reading and Writing*), considers the followings principles when writing:

- Meaning-focused Input, learners should bring experience and knowledge to their writing.
- Meaning-focused output, learners have to practice among all writing genres. Writing should be done with the aim of communicating a message to the reader. Learners should

experience a feeling of success. Writing will help learners to increase their language knowledge.

- Language-focused learning, learners should know about the parts of the writing process and should be able to discuss them. Learners should have conscious strategies for dealing with parts of the writing process.

The teacher has to clarify the differences of L1 and L2 scripts when writing. A clear knowledge of the L2 tenets will help learners to overcome difficulties. The latter has to include awareness of the ethical issues which are sometimes neglected in L1 but are extremely important of English speaking cultures.

The paragraph is the unit of speech that is primarily used to address the development of themes in a text. A paragraph generally contains a thematic sentence at the beginning, which provides a summary of the entire paragraph. The thematic sentence of a paragraph may offer more details, by means of examples, expansion or explanation of the subject (Cameron, 2012, p. 129).

Accordingly, during the elaboration of a descriptive paragraph on the part of the students, a sentence should be included about the understanding of the subject to be addressed.

The central focus of this experiment is the writing of descriptive paragraphs in English. For this purpose, students should be given the definition of descriptive paragraphs, what the essential parts are, how the paragraphs are organized and what role each part plays. The goal is that once the explanations are understood, students would be able to construct and understand a paragraph with the necessary information, including a central theme reflected in an introductory or thematic sentence, an argument that supports it or secondary sentences and a closing sentence or conclusion.

Parts of a Paragraph

Most paragraphs use the following structure, which is what qualifies the structure of a paragraph as so:

- a) Thematic sentence: It refers to the sentence that contains the central theme or idea, generally found at the beginning of the paragraph.

- b) Secondary sentences: These refer to sentences that explain, corroborate, amplify, exemplify, etc. the central idea. The number of secondary sentences can vary depending on the subject and the editor
- c) Closing or conclusion sentence: It refers to the sentence that recounts or summarizes, in one way or another, the central idea expressed at the beginning, although worded in a different way (Camercheon, 2012, p. 142).

Hierarchically, in a paragraph, three types of sentences are included. The thematic sentence of the paragraph expresses the central idea and is generally found at the beginning. The secondary sentences serve as a support for the subject to explain, expand, and exemplify the main idea, and usually include two or more supporting sentences depending on the subject. Finally, the closing sentence that ends the paragraph. Understanding the above structure was very useful for students to write and construct coherent, cohesive paragraphs.

Types of Paragraphs

There are various types of paragraphs, depending on the need of the author and the type of writing. Among these types of paragraphs are introductory, argumentative, concluding and descriptive paragraphs, each with their unique characteristics and connecting words. These were further demonstrated in the details of the research.

Foreign Language Writing Process

Some controversial issues have arisen in the research on writing paragraphs in a foreign language. Among these aspects we can mention the following: first is the composition versus the writing, according to which the written language is simply the graphic representation of spoken language. This should not be assumed true in its entirety, since the writing process requires a different set of competencies (Brauwno, 2013). Among the characteristics that the writing process must have are the following:

- a) Focus on the writing process leading to the final written product.
- b) Help students understand their own writing process.

- c) Help students construct repertoires of motivational strategies of pre-writing, brainstorming and rewriting, and
- d) Provide feedback to students throughout the composition process by individual paragraphs (pp.391-392)

The present research takes into account motivational strategies such as outlines and feedback from the teacher. The first is important for students to properly order ideas by brainstorming before writing a paragraph. The feedback is necessary during this process the teacher makes an assessment of the final product while considering the feedback throughout the process to explain to the student what their strengths and weaknesses are. Thus, when the student is in the stage of re-writing, he will take into account the teacher's recommendations and will be aware of his mistakes by carrying out the necessary corrections.

Additionally, Johnson (2013) presents the following model for the process of writing in a foreign language:



Figure 3. Writing Process
Source: (Johnson, 2013).
Researched by: Lic. Adriana Vàsquez (2017).

For this experiment, the steps described above were used in the activities done in class and brainstorming was carried out to facilitate the generation of the ideas. Based on the brainstorming, an outline ordered the ideas and structure the development of the investigation to implement motivation strategies in the writing of English paragraphs in students from 8 to 11 years of age.

Student Process for Writing in a Foreign Language

It is the expression of abilities and the psychological characteristics of the students developed and updated through the process of writing in a foreign language that enables them to obtain a high level of performance and academic achievement over a period, year or semester. This is synthesized in a final qualifier (quantitative in most cases), and evaluation of the level achieved. In this process, the student develops the habit of independent work.

This process implies that there is a subject that has the knowledge (the one that can teach), and another that does not know (the one that can learn). The one who can teach, wants to teach and knows how to teach (the teacher); the one who can learn wants and knows how to learn (the student).

There must therefore be the disposition on the part of student and teacher. Apart from these agents, there are the contents, that is, what one wants to teach or learn (curricular elements) and the procedures or instruments to teach or learn them (means).

When a person teaches something, it is to achieve some goal (objectives). On the other hand, the act of teaching and learning happens within a framework determined by certain physical, social and cultural conditions (context). The figure outlines the teaching and learning process detailing the role of the basic elements (Ontoria, 2012, p.174).

According to the above, the writing process can be considered as the act by which the teacher and the student shows educational contents (culture, experiences, skills), through various means, according to specified objectives and within a given context. In this way, the teaching process and learning is part of a single goal with the aims of improving the knowledge and education of the student.

Learning is the act by which a student tries to capture and elaborate the ideas and information presented by the teacher, or by any other source of information. He achieves it through various means (study techniques or intellectual work). This learning process is performed according to

objectives, which may or may not be aligned with those of the teacher and carried out within a given context (Braewsteur, 2014, p.119).

In the process of writing English paragraphs for 8- to 11-year-olds, Braewsteur (2014) contemplates three phases that the students must achieve to make progress both with their writing skills and their attitude towards writing.

1. The preparatory phase is the phase in which the child acquires the basic mechanisms of writing and spelling that become automatic for the majority of the students at the age of eight years.
2. The consolidation phase is the phase in which the writing is still personal, colloquial and situational.
3. The phase of evidence is the phase in which writing structures have changed. As an example the structure of a text becomes more organized and the structure of the sentence becomes more formal and less colloquial (p.120).

According to the above and according to the study population of this research, the students should be in the phase of consolidation or evidence due to their age, which oscillates between 8 and 11 years. However, given that the students started the study of the English language in grade 2, the phases mentioned by Braewsteur (2014) are not fulfilled in the terms therein anticipated. Therefore, the process must be carried out in a slower way in spite of being included in the national program of Bilingualism.

In most foreign language classes, the attention given to writing skills is very limited. The student usually produces a text and the teacher reviews grammar, vocabulary and spelling mistakes, which makes writing become only a test or diagnostic tool.

2.5 Hypothesis

The implementation of motivation strategies influences in the development of English paragraph writing in students between 8 to 11 years of age.

2.6 Statement of Variables in the Hypothesis

- **Independent variable:** Motivational strategies
- **Dependent variable:** development of English written paragraphs
- **Observational unit:** Students between 8 and 11 years of age

CHAPTER III

METHODOLOGY

3.1 Approach

This research applies a quasi-experimental design in order to prove the efficacy of motivation techniques to develop the writing skill in higher EGB (Spanish, General Basic Education) students at Unidad Educativa CEBI. So, the main focus was be quantitative and causal. Nevertheless, during the design of the methodology, techniques, and curriculum; qualitative, bibliographic, and descriptive approaches were observed with the purpose of clarifying the concepts and definitions.

This investigation uses qualitative and quantitative methodologies for the following reasons:

- The proposed process of inquiry is a familiar process in the institution of study and can be observed there daily.
- Decision-making for action is taken only by the vice principal and coordination of the English area, which benefited from the researcher's knowledge
- The results obtained were exclusively used by the researcher and English teachers to complete their objectives or purposes that come from the primary findings of the research. Internal sources (personnel) do not have to know or discuss the results.

The qualitative approach can be identified in terms of the following characteristics, processes and benefits:

Table 1. Characteristics and benefits of qualitative research

CHARACTERISTICS	PROCESS	BENEFITS
In-depth exploration of phenomena	Inductive	Greater depth of meanings
Research conducted in the natural environment	Recurrent	Amplitude
Meanings are extracted from the data	Analyze multiple subjective realities	Rich interpretations
It is not based in statistics	No linear sequence	Contextualizes the phenomena

Source: (Hernández, 2012)

Researched by: Lic. Adriana Vàsquez (2017)

It is important to establish that the research approach is qualitative as mentioned above, since it interprets the analysis of the problems detected with the difficulty of writing paragraphs in English. These problems are related to students' general ability to understand and communicate in the English language in students between 8 and 11 years of age.

Diaz (2013), describes the quantitative approach in his text as:

"A method based on the methodological principles of positivism and neopositivism and adheres to the development of strict design standards before initiating research. Quantitative research develops and employs models, theories and hypotheses that compete with natural phenomena" (Verdugo, 2013, p.188).

The qualitative approach was used to study the properties, qualitative phenomena, and the relationship between the two. This establishes, formulates, strengthening and review existing theories. Qualitative data was collected and statistically tabulated using Microsoft Excel 2007. The validity of the collected data was analyzed based on existing theories found in the background research. Additionally, the problem must be correctly defined beginning with clearly defined objectives, the proposed hypothesis, and defending whether the hypothesis is accepted or rejected based on the respective t-student test. It is important to stress that the hypothesis must maintain a functional relationship between the two variables in order to conduct an appropriate analysis of the information.

3.2 Basic Method of Research

Starting from the beginning of the methodology, as set out by the Module of Educational Research Projects (Merino, J. & Naranjo, G, Herrera, L., 2012), it is important to include the topic of research and how it is investigated (primary goal of the research), the methodology, research design, mode and level of research. It is important that the methodology considers the study population and defines the variables and objectives according to the type of research proposed. The data collection methods and procedures for analysis must be evidenced. Overall, all the different aspects that enabled the research were taken into account.

This investigation combines fieldwork and data collection with background research and a literature review in order to find solutions for the English department needs in applying motivational strategies in the writing of English paragraphs in students 8 to 11 years old. The teacher and researcher used this as a pilot for the development of methodology at the U.E. "CEBI" to improve the English paragraph writing skills in a foreign language. This improved the students' knowledge of the language and help further develop their written communication skills. The background research is as follows:

Bibliographic Documents

This research used bibliographical-documentary research from the following sources: thesis papers, books, scientific articles and papers (whether or not they are available in the curricular circuit), pedagogy researched in in manuals, indexed journals, internet, and technical reports related to the problem of the incorrect use of motivational strategies in the writing of English paragraphs in students between 8 and 11 years of age, as has been detailed in Chapter I of this preliminary draft.

"Bibliographic Documentary Research consists of analyzing written information about a particular problem, with the purpose of knowing the scientific contributions of the past and establishing relationships, differences or current state of knowledge regarding the problem under study, reading documents

such as books, scientific journals, technical reports, theses, etc.
"(Díaz, 2013, page 123).

Fieldwork is used because the researcher was in direct contact with the study population and collected data relating to the research problem

"It is the systematic study of the facts in the place where they occur, through the direct contact of the researcher with reality" (Herrera Luis, 2012, p.94)

"It is the systematic study of events in the place where events occur. In this modality, the researcher makes direct contact with reality, to obtain information in accordance with the objectives of the project "(Alejandro, 2012, p.129).

From the Unidad Educativa Bilingüe "CEBI" in the city of Ambato, information was gathered in a timely manner necessary for the development and completion of the experiment.

3.3 Level or Type of Research

Exploratory

Exploratory research was useful for the identification of alternative solutions because the study was conducted at the U.E. "CEBI." This approach allowed for the development of a research problem and formulation of a hypothesis, which was used to support the chosen methodology. This enhanced the familiarity with the research problem within the educational institution.

The intent of exploratory research is to help the researcher become familiar with the problem in context, to identify the most important variables, to recognize potential courses of action, to suggest suitable recommendations for future research and to specify which of these potential solutions should be allocated the highest priority in the initial stages of the decision-making process. (Trespalcios et al, 2012, pp.187,198).

Through the exploratory research, the reality of the educational institution is evidenced based on the approach to the research problem, the formulation of the hypothesis and on the justification of the methodology to be used.

"It explains what is to be done when you do not have a precise idea of what you want to study or when the problem is little known by the researcher." (Díaz, 2007, p. 123).

"Exploratory studies serve to prepare the groundwork and usually precede the other types of research. They are usually done when the objective is to examine a poorly studied research topic or problem, where there are many uncertainties, or the topic has not been studied before. Exploratory studies are used to obtain information about the possibility of carrying out a more complete investigation of within a particular context, setting priorities for future research, or suggesting affirmations and hypotheses "(Trespalcios et al, 2012, p.145).

Therefore, exploratory research is considered most appropriate when problems are at a preliminary stage. Additionally, is used when the topic is new and when data are scarce. This research method is flexible and can answer research questions of all types (what, why, how). Exploratory research is often used to generate hypotheses or to formally defend an investigative idea.

To explore a relatively unknown or new subject, a wide range of tools and techniques were used to collect data in different sciences such as specialized bibliographic review, interviews and questionnaires, participant and non-participant observation and case follow-up.

Exploratory research ended when the data collected is sufficient to create a theoretical and epistemological framework strong enough to determine what factors are relevant to the problem and therefore need to be investigated further.

The exploratory study focused on finding alternative solutions to mitigate the problem of the difficulty of writing paragraphs in English and understanding

the English language in students between 8 and 11 years of age in the U.E. "CEBI" of the city of Ambato-Tungurahua.

This exploration helps teachers in the English area better understand the difficulties students have with writing and understanding the English language, which in turn improves the development of their writing skills.

Description

The description includes the recording, analysis and interpretation of the current nature and the composition of the phenomena. In this research, work is done using collected facts and correctly interpreting these facts and data. However, this process has its disadvantages, such as: very little knowledge about implicit reasons, beliefs, attitudes and preferences of participants. There may be the perception of the researcher manipulating the observation data, even though they are time consuming and expensive observations. Certain types of behavior are difficult to observe, such as personal activities and attitudes, so they can be taken as a complement to the survey.

"Descriptive Research seeks to specify the properties, characteristics and important profiles of individuals, groups, communities or any other phenomenon that is subjected to an analysis" (Hernández, et al, 2013, p.23).

The descriptive analysis type emphasizes dominant conclusions or conclusions about how a person, group or thing, functions in the present. Such is the case of this investigation situated in a specific time period in the present. In addition, the description, data collection, analysis and interpretation of data from the U.E. "CEBI" are presented with respect to the difficulty of writing paragraphs in English. The use of motivational strategies to understand the English language and improve writing skills is evaluated.

Causal Research

The research was carried out based on the principles of causal research, that is to say, the effect of a manipulated independent variable (motivation strategies) on a dependent variable (development of writing skill).

According to Cohen, Manion, and Morrison (2000), The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested. At its simplest, an experiment involves making a change in the value of one variable—called the independent variable—and observing the effect of that change on another variable—called the dependent variable.

Association of the Variables

In this type of research, the two variables are studied together in order to show a relation between the independent and dependent variables (motivational strategies and writing paragraphs in English as a foreign language in students between 8 and 11 years of age). Evaluating the relationship between the two variables contributed to the acceptance or rejection of the hypothesis. The conclusions from this research favor English teachers by providing strategies to help improve the writing skills of their students by addressing the issues uncovered during the research. This helps students improve their writing in the foreign language so that they are able to express themselves in writing in a more efficient, effective and concise manner.

"Quantitative-correlation studies measure the degree of relationship between concepts, categories or variables (quantify relationships). That is, they measure each allegedly related variable and then also measure and analyze the correlation. Such correlations are expressed in hypotheses only in the idea to defend tested. (Hernández et al., 2013, p.32)

The level of this research examines the association of variables that allowed predictions to be made about existing structures. It can establish a corrective analysis in the teaching and learning process and the measurement of the relationship between variables of the same subjects in a given context.

The following are details about the specific study population:

3.4 Population and sample

Population

This research worked with the Internal Sources of the area of English as a Foreign Language in the U.E. "CEBI." The data was collected from June 2017 until August 2017.

Population

The following was the population objective of this study.

Table 2. Population

QUANTITY	STUDY SUBJECTS
20	English Area Teachers
400	Students between 8 and 11 years old at the U.E. "CEBI"
400	Parents of the students from the U.E. "CEBI"

Source; Unidad Educativa "CEBI"

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Sample

Considering that the research is based on a of quasi-experimental design, there is no use in sampling the population since the treatment was carried out using natural formed groups as indicated in the table below. Nevertheless, the groups were randomly assigned to the experimental and control group to avoid bias.

Table 3. Experimental and control groups

GROUPS	COURSES AND SECTIONS	TOTAL
Experimental	5A (14), 7U (23)	37
Control	5B (14), 6U (25)	39
		76

Source; Unidad Educativa "CEBI"

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3.5 Operation of Variables

Independent variable: Motivational Strategies

Table 4. Independent Variable

Conceptualization	Dimensions	Indicators	Techniques	Tools
<p>Motivational strategies: <u>A process that takes place prior to the implementation of a methodological strategy with constructive learning techniques (Johnson, K.H., 2013, p.89)</u></p>	<p>Process</p> <p>Methodology</p> <p>Constructive Techniques</p>	<ul style="list-style-type: none"> • Procedure • Order • Development <ul style="list-style-type: none"> • Abilities • Methods • Skills <ul style="list-style-type: none"> • Strategies • Didactic material • Practice 	<p>Guided Teaching</p>	<p>Lesson plans</p> <p>Written assignments</p>

Source; Key variable categories

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Dependent Variable:

Table 5 Dependent variable: Written English Paragraphs

Conceptualization	Dimensions	Indicators	Techniques	Tools
<p>Written English Paragraphs: <u>It is the meaningful learning and progressive acquisition of written linguistic competence (Johnson, K.H., 2013, p.89)</u></p>	<p>Meaningful learning</p> <p>Written linguistic competencies</p>	<ul style="list-style-type: none"> - Process - Empowerment - Knowledge - Capacity - Ability <ul style="list-style-type: none"> - Written perception - Written comprehension - Written expression 	<p>Pretest</p> <p>Posttest</p>	<p>rubrics</p>

Source; Key variable categories

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3.6 Method of Data Collection

Data collection includes activities proposed by the objectives, hypotheses or research problem to conduct research according to the chosen approach, considering the following elements:

- Definition of the subjects: people or objects to be investigated.
- Selection of the techniques to be used in the data collection process.
- Instruments selected or designed according to the technique chosen for the research.
- Selection of supporting resources (work teams).
- Explanation of procedures for the collection of information, how to apply the tools, conditions of time and space, etc.

For the data collection, the following methods were used with their respective instrument:

3.7 Data Collection and Analysis

Data processing used the following steps:

- Data processing means describing the ways in which the collected data was analyzed and submitted.
- Data processing procedure:
 - Review of the instruments applied
 - Tabulation of data in relation to each of the items.
 - Determination of the single absolute frequencies of each item and of each alternative of response.
 - Calculation of the simple relative frequencies, relative to the single absolute frequencies.
 - Calculation of *t of student* using a SPSS package
- Analyze the results, describe, interpret and discuss the qualitative data and graphs that are derived from the statistical analysis of the data.
- The analysis and interpretation should take into account the theoretical framework and relate to the objectives of the study, the variables, indicators and directed frequencies of the research.

- The final analysis produced partial conclusions that was used to elaborate the final conclusions and recommendations from the investigation.

Relationship between specific objectives, conclusions and recommendations

Table 6. Specific objectives, conclusions and recommendations

Specific Objectives	Conclusions	Recommendations
Develop an entrance exam to define the level of English paragraph writing.		
Analyze the motivational strategies used by the teacher in the teaching and learning comprehensive written skills.		
Identify writing strategies for the elaboration of descriptive paragraphs.		
Propose motivational strategies that allow the development of the writing of English paragraphs in the students between 8 to 11 years of age.		

Source: Direct Research

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CHAPTER IV

ANALYSIS AND INTERPRETATION

The information gathered after the implementation of the quasi-experiment during the pretest and posttest was presented and analyzed through descriptive and inferential statistics. In the first case, the data was used to demonstrate the composition of the groups and subjects and the types of mistakes students make when writing paragraphs. The inferential statistics was used to test the hypothesis.

4.1 Analysis of Results

4.1.1 Writing production of students in the pretest in the control group

After applying the pretest, the students of the control group (5B, 6U) produced the following mistakes while writing the proposed paragraph. The mistakes have been categorized in: capital letters, plurals, paragraph, punctuation, spelling, eliminate words, verb tenses, insert words, word order.

Table 7. Use of capital letters of the control group in the pretest

	n	f	r	%
5B	14	20	1.43	37.04
6U	25	34	1.36	62.96
	39	54		100.00

Analysis: The students made a total of 54 mistakes when writing a paragraph. The students of the group 5B made 20 mistakes representing 37% of the total while the students in the 6U group made 62% of the total mistakes, even though the ratio of mistakes per students is almost similar.

Conclusion: The students of the group 6U made more mistakes on capital letters when writing a paragraph.

Table 8. Use of plurals of the control group in the pretest

	n	f	r	%
5B	14	8	0.57	27.59
6U	25	21	0.84	72.41
	39	29		100.00

Analysis: The students made a total of 29 mistakes on using plurals. The students of the group 5B made 8 mistakes (28%) while the students of the group 6U made 21 representing the 72% of the total.

Conclusion: The students of the group 6U (0.84 per student) made more mistakes than the group 5B (0.57 per student).

Table 9. Use of paragraphs of the control group in the pretest

	n	f	r	%
5B	14	7	0.50	21.21
6U	25	26	1.04	78.79
	39	33		100.00

Analysis: The students made a total of 33 mistakes when paragraphing. The students in the group 5B made 7 mistakes representing the 21% of the total mistakes. The students of the group 6U made 26 mistakes in a ratio of 1.04 mistakes per student.

Conclusion: The students of the group 6U made more mistakes when paragraphing than the group 5B.

Table 10. Use of punctuation of the control group in the pretest

	n	f	r	%
5B	14	45	3.21	37.19
6U	25	76	3.04	62.81
	39	121		100.00

Analysis: The students made a total of 121 mistakes on punctuation. The students in the group 5B made 45 mistakes representing 37% of the total. The students in the group 6U made 76 mistakes, even though the ratio of the mistakes per group is similar.

Conclusion: Both groups (5B and 6U) made almost similar number of mistakes per student (ratio 3.21 and 3.04).

Table 11. Spelling mistakes of the control group in the pretest

	n	f	r	%
5B	14	70	5.00	38.46
6U	25	112	4.48	61.54
	39	182		100.00

Analysis: The students made a total of 182 spelling mistakes. The group 5B made 70 mistakes representing 38% of the total. The group 6U made a total of 112 mistakes.

Conclusion: Both groups have a similar rate of mistakes per student (5 in group 5B and 4.48 in group 6U).

Table 12. Words to eliminate of the control group in the pretest

	n	f	r	%
5B	14	17	1.21	32.08
6U	25	36	1.44	67.92
	39	53		100.00

Analysis: The students made a total of 53 mistakes. The students in the group 5B made 17 mistakes representing a 32% of the total. The ratio shows that there is a similar number of mistakes per student.

Conclusion: Group 6U (ratio 1.44) made a slightly higher number of mistakes than the group 5B (ratio 1.21)

Table 13. Use of verb tenses of the control group in the pretest

	n	f	r	%
5B	14	22	1.57	42.31
6U	25	30	1.20	57.69
	39	52		100.00

Analysis: The students made a total of 52 mistakes when using verb tenses. The students of group 5B made 22 mistakes corresponding to 43% of the total. Nevertheless, the ratio shows that the students of the group 5B made a slightly higher number of mistakes per student.

Conclusion: The students of the group 5B made a slightly higher number of mistakes per student (ratio 1.57).

Table 14. Insert word of the control group in the pretest

	n	f	r	%
5B	14	21	1.50	28.38
6U	25	53	2.12	71.62
	39	74		100.00

Analysis: The students made a total of 74 mistakes when needed a word. The students of the group 5B make 21 mistakes corresponding to 28% of the total mistakes. The group 6U made more mistakes (ratio 2.12 vs. 1.50)

Conclusion: The group 6U (ratio 2.12) made more mistakes than the group 5B (ratio 1.50)

Table 15. Word order of the control group in the pretest

	n	f	r	%
5B	14	11	0.79	40.74
6U	25	16	0.64	59.26
	39	27		100.00

Analysis: The students made a total of 27 mistakes on word order. The students of the group 5B made 11 mistakes corresponding to 40% of the total. The ratio of mistakes per student is slightly similar.

Conclusion: Both groups (5B and 6U) made a similar number of mistakes per student (ratio 0.79 and 0.64).

4.1.2 Writing production of students in the pretest in the experimental group

The following are the mistakes produced in the pretest by the students in the experimental group.

Table 16. Use of capital letters of the experimental group in the pretest

	n	f	r	%
5A	14	17	1.21	38.64
7U	23	27	1.17	61.36
	37	44		100.0

Analysis: The students made a total of 44 mistakes when writing a paragraph. The students of the group 5A made 17 mistakes representing 39% of the total while the students in the 7U group made 61% of the total mistakes, even though the ratio of mistakes per students is almost similar.

Conclusion: The students of the group 7U (1.17 per student) made more mistakes on capital letters when writing a paragraph than the group 5A (1.21 per student).

Table 17. Use of plurals of the experimental group in the pretest

	n	f	r	%
5A	14	5	0.36	23.81
7U	23	16	0.70	76.19
	37	21		100.00

Analysis: The students made a total of 21 mistakes on using plurals. The students of the group 5A made 5 mistakes (24%) while the students of the group 7U made 16 representing the 76% of the total.

Conclusion: The students of the group 7U (0.70 per student) made more mistakes than the group 5A (0.36 per student).

Table 18. Use of paragraphs of the experimental group in the pretest

	n	f	r	%
5A	14	1	0.07	7.69
7U	23	12	0.52	92.31
	37	13		100.00

Analysis: The students made a total of 13 mistakes when paragraphing. The students in the group 5A made 1 mistakes representing the 8% of the total mistakes. The students of the group 7U made 12 mistakes in a ratio of 0.52 mistakes per student.

Conclusion: The students of the group 7U made more mistakes when paragraphing than the group 5A.

Table 19. Use of punctuation of the experimental group in the pretest

	n	f	r	%
5A	14	61	4.36	37.42
7U	23	102	4.43	62.58
	37	163		100.00

Analysis: The students made a total of 163 mistakes on punctuation. The students in the group 5A made 61 mistakes representing 37% of the total. The students in the group 7U made 102 mistakes, even though the ratio of the mistakes per group is similar.

Conclusion: Both groups (5A and 7U) made almost similar number of mistakes per student (ratio 4.36 and 4.43).

Table 20. Spelling mistakes of the experimental group in the pretest

	n	f	r	%
5A	14	46	3.29	32.17
7U	23	97	4.22	67.83
	37	143		100.00

Analysis: The students made a total of 143 spelling mistakes. The group 5A made 46 mistakes representing 32% of the total. The group 7U made a total of 97 mistakes representing 68%.

Conclusion: The students of the group 7U (4.22 per student) made more mistakes than the group 5A (3.29 per student).

Table 21. Words to eliminate of the experimental group in the pretest

	n	f	r	%
5A	14	23	1.64	36.51
7U	23	40	1.74	63.49
	37	63		100.00

Analysis: The students made a total of 63 mistakes. The students in the group 5A made 23 mistakes representing a 37% of the total. The ratio shows that there is a similar number of mistakes per student.

Conclusion: Group 7U (ratio 1.74) made a slightly higher number of mistakes than the group 5A (ratio 1.64)

Table 22. Use of verb tenses of the experimental group in the pretest

	n	f	r	%
5A	14	18	1.29	30.00
7U	23	42	1.83	70.00
	37	60		100.00

Analysis: The students made a total of 60 mistakes on using verb tenses. The students of the group 5A made 18 mistakes (30%) while the students of the group 7U made 42 representing the 70% of the total.

Conclusion: The students of the group 7U (1.83 per student) made more mistakes than the group 5A (1.29 per student).

Table 23. Insert word of the experimental group in the pretest

	n	f	r	%
5A	14	19	1.36	34.55
7U	23	36	1.57	65.45
	37	55		100.00

Analysis: The students made a total of 55 mistakes when needed a word. The students of the group 5A make 19 mistakes corresponding to 35% of the total mistakes. The group 7U made more mistakes (ratio 1.57 vs. 1.36)

Conclusion: The group 7U (ratio 1.57) made more mistakes than the group 5A (ratio 1.36)

Table 24. Word order of the experimental group in the pretest

	n	f	r	%
5A	14	4	0.29	28.57
7U	23	10	0.43	71.43
	37	14		100.00

Analysis: The students made a total of 14 mistakes on word order. The students of the group 5A made 4 mistakes (29%) while the students of the group 7U made 10 representing the 71% of the total.

Conclusion: The students of the group 7U (0.43 per student) made more mistakes than the group 5A (0.29 per student).

4.1.3 Writing production of students in the posttest in the control group

The following are the mistakes made by the students in the posttest in the control group.

Table 25. Use of capital letters of the control group in the posttest

	n	f	r	%
5B	14	19	1.36	37.25
6U	25	32	1.28	62.75
	39	51		100.00

Analysis: The students made a total of 51 mistakes when writing a paragraph. The students of the group 5B made 19 mistakes representing 37% of the total while the students in the 6U group made 62% of the total mistakes, even though the ratio of mistakes per students is almost similar.

Conclusion: The students of the group 5B made more mistakes in a ratio of 1.36 per student on capital letters when writing a paragraph

Table 26. Use of plurals of the control group in the posttest

	n	f	r	%
5B	14	9	0.64	30.00
6U	25	21	0.84	70.00
	39	30		100.00

Analysis: The students made a total of 30 mistakes on using plurals. The students of the group 5B made 9 mistakes (30%) while the students of the group 6U made 21 representing the 70% of the total.

Conclusion: The students of the group 6U (0.84 per student) slightly made more mistakes than the group 5B (0.64 per student).

Table 27. Use of paragraphs of the control group in the posttest

	n	f	r	%
5B	14	8	0.57	22.22
6U	25	28	1.12	77.78
	39	36		100.00

Analysis: The students made a total of 36 mistakes when paragraphing. The students in the group 5B made 8 mistakes representing the 22% of the total mistakes. The students of the group 6U made 28 mistakes in a ratio of 1.12 mistakes per student.

Conclusion: The students of the group 6U made more mistakes when paragraphing than the group 5B.

Table 28. Use of punctuation of the control group in the posttest

	n	f	r	%
5B	14	67	4.79	42.14
6U	25	92	3.68	57.86
	39	159		100.00

Analysis: The students made a total of 159 mistakes on punctuation. The students in the group 5B made 67 mistakes representing 42% of the total. The students in the group 6U made 92 mistakes.

Conclusion: The students of the group 5B (in a ratio of 4.79 per student) made more mistakes in the use of punctuation than the 6U.

Table 29. Spelling mistakes of the control group in the posttest

	n	f	r	%
5B	14	43	3.07	40.95
6U	25	62	2.48	59.05
	39	105		100.00

Analysis: The students made a total of 105 spelling mistakes. The group 5B made 43 mistakes representing 40% of the total. The group 6U made a total of 62 mistakes.

Conclusion: The students of the group 5B (in a ratio of 3.07 per student) made more mistakes in the use of punctuation.

Table 30. Words to eliminate of the control group in the posttest

	n	f	r	%
5B	14	18	1.29	36.00
6U	25	32	1.28	64.00
	39	50		100.00

Analysis: The students made a total of 50 mistakes. The students in the group 5B made 18 mistakes representing a 36% of the total. The ratio shows that there is a similar number of mistakes per student.

Conclusion: Both groups similar number of (ratio 1.29 vs ratio 1.28).

Table 31. Use of verb tenses of the control group in the posttest

	n	f	r	%
5B	14	20	1.43	41.67
6U	25	28	1.12	58.33
	39	48		100.00

Analysis: The students made a total of 48 mistakes when using verb tenses. The students of group 5B made 20 mistakes corresponding to 41% of the total. Nevertheless, the ratio

shows that the students of the group 5B made a slightly higher number of mistakes per student.

Conclusion: The students of the group 5B made a slightly higher number of mistakes per student (ratio 1.43) than the group 6U (ratio 1.12).

Table 32. Insert word of the control group in the posttest

	n	f	r	%
5B	14	19	1.36	27.14
6U	25	51	2.04	72.86
	39	70		100.00

Analysis: The students made a total of 70 mistakes when needed a word. The students of the group 5B make 19 mistakes corresponding to 27% of the total mistakes. The group 6U made more mistakes (ratio 2.04 vs. 1.36)

Conclusion: The group 6U (ratio 2.04) made more mistakes than the group 5B (ratio 1.36)

Table 33. Word order of the control group in the posttest

	n	f	r	%
5B	14	12	0.86	46.15
6U	25	14	0.56	53.85
	39	26		100.00

Analysis: The students made a total of 26 mistakes on word order. The students of the group 5B made 12 mistakes corresponding to 46% of the total. The students of the group 6U made 14 corresponding to 53%

Conclusion: The group 5B made more mistakes in a ratio of 0.86 per student.

4.1.4 Writing production of students in the posttest in the experimental group

The following are the mistakes in the students writing production in the experimental group after the posttest.

Table 34. Use of capital letters of the experimental group in the posttest

	n	f	r	%
5A	14	10	0.71	32.26
7U	23	21	0.91	67.74
	37	31		100.0

Analysis: The students made a total of 31 mistakes when writing a paragraph. The students of the group 5A made 10 mistakes representing 32% of the total while the students in the 7U group made 21 mistakes representing 68% of the total.

Conclusion: The students of the group 7U (0.71 per student) made more mistakes on capital letters when writing a paragraph than the group 5A (0.91 per student).

Table 35. Use of plurals of the experimental group in the posttest

	n	f	r	%
5A	14	3	0.21	23.08
7U	23	10	0.43	76.92
	37	13		100.0

Analysis: The students made a total of 13 mistakes on using plurals. The students of the group 5A made 3 mistakes (23%) while the students of the group 7U made 10 representing the 76% of the total.

Conclusion: The students of the group 7U (0.21 per student) made more mistakes than the group 5A (0.43 per student).

Table 36. Use of paragraphs of the experimental group in the posttest

	n	f	r	%
5A	14	1	0.07	9.09
7U	23	10	0.43	90.91
	37	11		100.0

Analysis: The students made a total of 11 mistakes when paragraphing. The students in the group 5A made 1 mistakes representing the 9% of the total mistakes. The students of the group 7U made 10 mistakes in a ratio of 0.43 mistakes per student.

Conclusion: The students of the group 7U made more mistakes when paragraphing than the group 5A.

Table 37. Use of punctuation of the experimental group in the posttest

	n	f	r	%
5A	14	44	3.14	40.37
7U	23	65	2.83	59.63
	37	109		100.0

Analysis: The students made a total of 109 mistakes on punctuation. The students in the group 5A made 44 mistakes representing 40% of the total. The students in the group 7U made 65 mistakes representing 60% of the total.

Conclusion: The group 7U (ratio 2.83) made more mistakes than the group 5A (ratio 3.14)

Table 38. Spelling mistakes of the experimental group in the posttest

	n	f	r	%
5A	14	35	2.50	33.98
7U	23	68	2.96	66.02
	37	103		100.0

Analysis: The students made a total of 103 spelling mistakes. The group 5A made 35 mistakes representing 34% of the total. The group 7U made a total of 68 mistakes representing 66%.

Conclusion: The students of the group 7U (2.96 per student) made more mistakes than the group 5A (2.50 per student).

Table 39. Words to eliminate of the experimental group in the posttest

	n	f	r	%
5A	14	9	0.64	25.71
7U	23	26	1.13	74.29
	37	35		100.00

Analysis: The students made a total of 35 mistakes. The students in the group 5A made 9 mistakes representing a 26% of the total. The ratio shows that there is a higher number of mistakes per student in the group 7U.

Conclusion: Group 7U (ratio 1.13) made more mistakes than the group 5A (ratio 0.64)

Table 40. Use of verb tenses of the experimental group in the posttest

	n	f	r	%
5A	14	9	0.64	23.68
7U	23	29	1.26	76.32
	37	38		100.00

Analysis: The students made a total of 38 mistakes on using verb tenses. The students of the group 5A made 9 mistakes (24%) while the students of the group 7U made 29 representing the 76% of the total.

Conclusion: The students of the group 7U (1.26 per student) made more mistakes than the group 5A (0.64 per student).

Table 41. Insert word of the experimental group in the posttest

	n	f	r	%
5A	14	11	0.79	35.48
7U	23	20	0.87	64.52
	37	31		100.00

Analysis: The students made a total of 31 mistakes when needed a word. The students of the group 5A make 11 mistakes corresponding to 35% of the total mistakes. The group 7U made more mistakes (ratio 0.79 vs. 0.87)

Conclusion: The students of the group 7U made a slightly higher number of mistakes per student (ratio 0.87).

Table 42. Word order of the experimental group in the posttest

	n	f	r	%
5A	14	3	0.21	33.33
7U	23	6	0.26	66.67
	37	9		100.00

Analysis: The students made a total of 9 mistakes on word order. The students of the group 5A made 3 mistakes (33%) while the students of the group 7U made 6 representing the 67% of the total.

Conclusion: The students of the group 7U (0.26 per student) made more mistakes than the group 5A (0.21 per student).

4.2 Data Interpretation

4.2.1 Comparison of mistakes made before and after the implementation

The following are the total mistakes by categories made by the students before and after the implementation of motivational strategies for writing

Table 43. Mistakes before and after the experimentation

Category	Pretest	Posttest
Capital Letters	98	82
Plurals	50	43
Paragraph	46	43
Punctuation	284	268
Spelling	325	208
Eliminate words	116	85
Verb Tenses	112	86
Insert Words	129	101
Word Order	41	35
TOTAL	1201	951

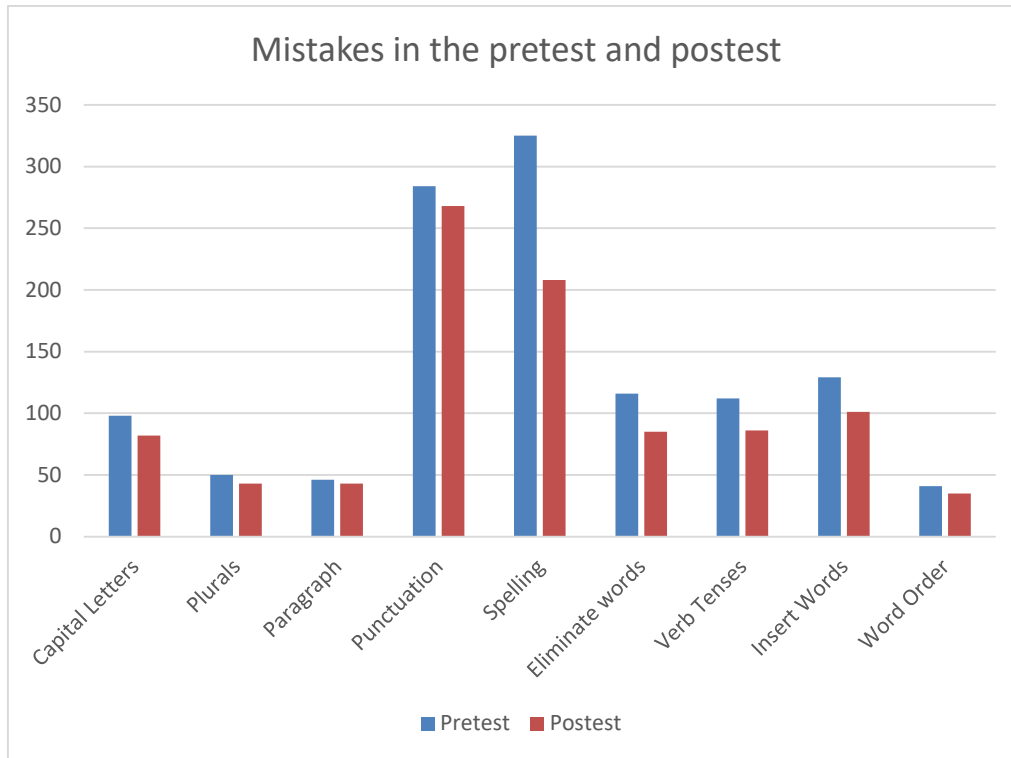


Figure 4. Mistakes in the pretest and the posttest

Source: Own Data

Created by: Adriana Vásquez (2017)

Conclusion: The student made more mistakes in spelling, punctuation, insert words, and verb tenses.

4.3 Hypothesis Verification

The following is the analysis of the results of the grades obtained by the students after writing a paragraph in the pretest and posttest through the t student distribution.

Table 44. Grades of students in the control and experimental groups

n	Control		Experimental	
	pretest	posttest	pretest	posttest
1	14.67	14.67	17.33	17.67
2	15.00	15.00	13.33	16.33
3	14.00	14.67	13.33	15.67
4	16.33	16.33	15.00	16.67
5	16.00	16.00	14.33	17.67
6	13.67	14.67	15.33	16.33

7	14.00	13.67	11.33	14.33
8	15.00	15.00	16.33	17.00
9	14.33	14.33	15.33	17.33
10	13.67	14.33	16.67	17.67
11	14.67	14.33	15.33	17.00
12	13.33	13.33	16.00	17.00
13	13.67	13.67	15.67	17.67
14	14.67	14.67	17.33	17.67
15	15.33	15.67	17.33	17.67
16	14.00	14.67	14.67	17.00
17	13.33	14.33	18.33	18.67
18	16.33	16.67	13.33	16.33
19	16.67	17.67	13.33	15.33
20	15.00	15.67	9.67	14.33
21	14.67	15.33	7.33	12.67
22	13.00	14.67	8.67	12.67
23	12.33	14.33	15.00	17.00
24	16.33	16.00	14.33	16.00
25	13.33	14.00	15.33	18.67
26	14.00	14.33	11.33	15.00
27	14.67	14.67	16.33	17.67
28	13.67	15.00	15.33	16.33
29	14.00	14.67	16.67	17.00
30	16.00	16.67	15.33	16.33
31	10.33	12.00	14.67	16.33
32	14.33	14.67	18.33	18.67
33	13.67	15.33	16.33	17.00
34	15.00	15.00	15.67	17.00
35	9.33	11.33	17.33	18.33
36	14.67	14.67	11.67	12.00
37	14.67	15.00	11.33	12.67
38	12.00	13.67		
39	14.33	15.33		

Null Hypothesis: There is no difference in the performance of the students before and after the application of motivation strategies.

$$H_0: \bar{x}_1 - \bar{x}_2 = 0$$

Treatment 1

$$N_1: 37$$

$$df_1 = N - 1 = 37 - 1 = 36$$

$$M_1: 16.4$$

$$SS_1: 107.79$$

$$s_{21} = SS_1 / (N - 1) = 107.79 / (37 - 1) = 2.99$$

Treatment 2

$$N_2: 39$$

$$df_2 = N - 1 = 39 - 1 = 38$$

$$M_2: 14.77$$

$$SS_2: 50.98$$

$$s_{22} = SS_2 / (N - 1) = 50.98 / (39 - 1) = 1.34$$

T-value Calculation

$$s_{2p} = ((df_1 / (df_1 + df_2)) * s_{21}) + ((df_2 / (df_1 + df_2)) * s_{22}) = ((36 / 74) * 2.99) + ((38 / 74) * 1.34) = 2.15$$

$$s_{2M1} = s_{2p} / N_1 = 2.15 / 37 = 0.06$$

$$s_{2M2} = s_{2p} / N_2 = 2.15 / 39 = 0.06$$

$$t = (M_1 - M_2) / \sqrt{(s_{2M1} + s_{2M2})} = 1.63 / \sqrt{0.11} = 4.84$$

The t-value is 4.8401. The p-value is $< .00001$. The result is significant at $p < .05$.

$$DF = n_1 + n_2 - 2 = 74$$

$$t_{0.05} = 1.666 \quad t_{0.01} = 1.293$$

Analysis: The calculated t (4.85) is higher than the critical t for 0.05 (1.66) and 0.01 (1.29), then the H_0 is rejected.

Conclusion: The difference is highly significant (4.84**), therefore the use of motivation in the experimental group influenced the writing production of the students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The research on the application of motivational strategies in the writing courses has produced valid results, which leads to the following conclusions.

1. The most adaptive motivation strategies for writing courses were: warm-ups, lead-ins, games, and role plays.
2. Most teachers do not use motivational strategies when teaching writing.
3. Teachers prefer lecturing methodologies when teaching writing
4. The applied motivational strategies produced a better performance of students when writing, as demonstrated with the hypothesis verification.
5. The difference of production of written pieces between the experimental and the control group was highly significant.
6. The data showed that the students tend to commit more errors on spelling, punctuation, missing words, verb tenses, and capitalization.
7. The curriculum design for the writing course needed to be embedded in the EFL course in order to avoid unnecessary extra-planning.
8. The motivational strategies had to be specified in the micro planning level, and related to the topic to be taught.

5.2 Recommendations

The following recommendations come out of the reached conclusion of the present research.

1. It would be advisable to other researchers to replicate the present quasi-experiment on other contexts to find out if similar results are obtained.
2. The EFL teachers should devote more time giving feedback on spelling, and punctuation which are the weak points in the production of writing.
3. Directors of Institutions could promote the use the presented proposal among their teachers.
4. Every teacher of writing should incorporate motivational strategies in the micro-planning level to enhance students' abilities.
5. The EFL teacher should broaden the motivational strategies repertoire, not only for writing purposes but for other aspects of language teaching.
6. Curriculum designer could integrate the guidelines proposed for incorporating motivational strategies in the writing courses.

CHAPTER VI

ALTERNATIVE PROPOSAL

INFORMATION DATA

a. TOPIC:

MOTIVATIONAL STRATEGIES FOR DEVELOPING WRITING SKILL
CURRICULUM GUIDELINES

b. INSTITUTION:

Unidad Educativa CEBI

c. BENEFICIARIES:

Direct beneficiaries were the 250 students of CEBI who will get the most from the curriculum for writing development using motivational strategies. Also, if the proposal is socialized and the experiment replicated, EFL students would benefit from this proposal. Teachers could get insight from the proposal incorporating the practices described in micro-planning and delivering lessons.

d. LOCATION:

Ambato, Ecuador

e. ESTIMATED EXECUTION TIME:

2 month

f. TECHNICAL TEAM ON CHARGE:

Researcher: Adriana Vásquez, Room Teacher: Alison Sellan

1. Proposal Antecedents

Among the studies that preceded the present proposal, one is of particular importance: De Sixti y Sánchez (2014) where they analyse the activity of teacher during the development of a joint reading activity, distinguishing when it has a bearing on cognitive (cold) and motivational-emotional (warm) processes. The results showed that the teacher tailors the activity according to the task and that is exactly what is developed in the present guideline.

Another proposal applied for writing development was presented by Cárdenas (2014) who implemented motivational games for teaching writings. The results showed that working in the ludic field with attractive, novel and motivating activities leads to an

accelerated, disinhibited learning where the creativity is stimulated. In our curriculum guideline every lesson is enhanced with a motivation warm-up or lead in, thus preparing the students to the tasks presented by the teacher.

One important factor in the development of the guidelines is the determination of teaching strategies appropriate for the topic. According to Restrepo (2008), the following activities are considered before teaching the contents: pre-instructional accommodation, discussion of objectives and interrogations; prediction; and, recalling. All these activities can be carried out by a motivational prepared activity.

2. Justification.

There are many approaches to work out the problem of developing the writing skill in an EFL course. Most of them concentrate on teaching techniques applied in the lesson itself, nevertheless not many tackle the preparation of the students before getting into the contents. The present proposal considers the emotional state of the students and prepares them through motivational activities suited for the lesson.

A quasi-experiment was carried out in order to test the effectiveness of motivational strategies in a course for writing, the results showed that writing performance improved after the application of motivational warm-ups and lead-ins. The appropriate planning at meso and micro levels of concretion help the teachers facilitate learning of writing concepts. Thus, the curriculum guideline presented in this proposal constitutes a valid alternative for improving teachers planning competences.

The limited knowledge about motivational strategies in general and specifically related to the teaching of writing skill and micro-skills has caused a limited mastery of the written productive skills in English, due to the lack of motivational strategies in the teacher's skill repertoire. Furthermore, these flaws on planning methodological strategies leads to classes that are lecture-based without opportunity for student intervention.

Considering what has previously been described, it was necessary to implement motivational strategies which would improve the ability to write paragraphs in students from 8 to 11 years of age when taking English as a Foreign Language. This helps to improve their communicative competence in English. On the other hand, the curriculum guidelines for including motivational strategies in the planning phase increases the teacher's repertoire of professional competences.

3. Objectives

Analyze the impact of motivational strategies on writing development planned at meso and micro curriculum concretion level for an EFL course during an academic year.

3.1 Specific Objectives:

- Identify valid motivational strategies to be included at micro curriculum planning level.
- Evaluate the applicability of each motivational strategy through the students written outcomes.
- Determine the structure and outline of the curriculum for the guidelines.

4. Feasibility Analysis

The expected results of the present proposal are considered feasible due to the following analysis.

Technical.- From the technical point of view, the team on charge are professionals practitioners of EFL teaching with more than ten year experience in the field and know the processes needed to implement the writing development curriculum using motivational techniques to the macro, meso, and micro concretion.

Administrative.- The present proposal was tested at CEBI school under the consent of the authorities. The Director of the educational institution has granted all permissions and demanded replication of the guidelines on different levels. The quasi-experiment was carried out under the supervision of the Academic Coordinator and the Room Teacher.

Economical.- All the expenses were covered by the author of the proposal.

5. Proposal Fundamentals

THEORETICAL

Motivational Strategies

By motivational strategies, it is meant: Activate, promote and stimulate skills. According to the author Marina (2012) when she indicates that: "the motivational strategy organizes the starter motor or impulse of the linguistic learning process. Without a doubt, the strategic motivational component represents the nucleus of the process of construction of the new linguistic knowledge "(p.213).

As a result, strategic motivation represents the action of active or driving forces. Human needs are diverse needs that motivate each human being to proceed by showing patterns of behavior that vary from one individual to another. Furthermore, the values and the abilities to achieve different personal goals vary within any given individual over the course of time, depending on the place where he or she is at that moment.

Teachers should be aware of any problems the students have and teachers are obligated to maintain the confidentiality of the situation of any given student. Teachers are ethically responsible for treating all students equally and without giving any student special treatment. There must be equity in treatment and attention for all students. Edlerthg (2012) clarifies this point:

Students talked a lot about the importance of motivation in the circumstances of their studies. Students who studied languages talked about the need to be motivated and described what motivated them. As examples of what motivated them they pointed out: vacations, working abroad, and communicating with people who speak the language (p.79).

Since the 1970s, educational psychologists have spoken of two types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation is what comes from inside each individual and is the motivation that drives the individual to complete a task because of the desire to do so. Extrinsic motivation seeks an external reward, such as a good grade, money or a prize. In the first case, a student is motivated to study by their love for the language, their desire to dominate a second language, and the desire learn about the culture of a different country. In the second case, extrinsic motivation comes from an external source, good grades, or praise from the teacher, family or classmates.

It is important to remember that when lessons are taught, there should be a suitable, strategic, motivational climate. Having a safe and comfortable classroom environment allows the student to be at peace and enjoy the process, which is essential for language learning.

Another aspect that must be considered in teaching is the use of didactic material in the form of games, grammar exercises, and vocabulary. Easy-to-read books, exercises that help students develop their ability to listen and write, and films with varying degrees of

difficulty are examples of didactic materials. Torres (2012) argues that in addition to resources, teachers have to work with the intention of:

a) Create a motivating environment in the classroom to make students feel comfortable. The motivational climate of the classroom can contribute to or hinder the learning process from a dynamic perspective.

b) Make it possible to make mistakes. The impression that it is acceptable to make mistakes in front of other students helps ensure that the student is not afraid and will continue to try.

c) Use challenging tasks. Attractive and challenging assignments motivate students, pushing them to take risks and dare to try.

d) Mutual respect between the students and the teacher and between the students themselves is essential. The teacher is the legitimate authority and the person who must set the limits when students do not comply with the rules of the class (p.38).

The use of constructive criticism generates positive reactions. It is imperative to use ingenuity and didactic abilities in cases where it is difficult to understand a point or written idea by explaining it in another way, thus attacking the situation from a different angle. The ability to communicate effectively and be understood by others is the primary goal in studying a second language.

“The spontaneous association of the students to the written language ‘being able to communicate with people,’ ‘being able to talk to people,’ ‘getting in touch with people’”(Edlert and Bergseth, 2013, p.139).

To be able to write in a foreign language, it is important to first understand the grammatical structure of the language. In the lessons, it has been observed that students who have limited written vocabulary are afraid to start a written work in English due to external factors, such as fear of being wrong or answering incorrectly in front of other students in class. Here, the teacher plays a fundamental role in guiding and showing them that it is more important to try to write, even if it is not perfect and grammatically correct, instead of remaining silent and not progressing with communication skills.

In addition, the students need knowledge of written and oral vocabulary and expressions, with the help of grammatical rules, to properly express themselves how they desire. Whenever there is the will, the courage and the interest to try and communicate between students, teachers and classmates, there are inevitably mistakes made.

PSYCHOPEDAGOGICAL

Teaching Writing

It is a cliché to say that teaching writing skills in English is no easy job. This is not just how students feel but an opinion shared by many teachers. Most teachers seem to hesitate when asked to teach writing. It may be that even teachers do not master this skill.

Harmer (1998) states that the most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and how to write using electronic media.

According with Brown (2001), a simplistic view of writing would assume that written language is simply the graphic representation of spoken language, and that written performance is such like oral performance. But, the process of writing requires an entirely different set of competencies. Written products are often the result of thinking, drafting, and revising procedures that require specialized skills. Writing pedagogy focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions.

Nation (2001), considers the followings principles when writing:

- Meaning-focused Input, learners should bring experience and knowledge to their writing.
- Meaning-focused output, learners have to practice among all writing genres. Writing should be done with the aim of communicating a message to the reader. Learners should experience a feeling of success. Writing helps learners to increase their language knowledge.
- Language-focused learning, learners should know about the parts of the writing process and should be able to discuss hem. Learners should have conscious strategies for dealing with parts of the writing process.

The teacher has to clarify the differences of L1 and L2 scripts when writing. A clear knowledge of the L2 tenets help learners to overcome difficulties. The latter has to include awareness of the ethical issues which are sometimes neglected in L1 but are extremely important of English speaking cultures.

Types of Written Language

Written texts vary according to the purpose and the way in which they are developed due to the fact that modern society is based on printed messages, each of these pieces could be classified as genres of written language. According to Brown (2001) these genres include.

- Non-fiction: reports, editorials, essays and articles, reference
- Fiction: novels, short stories, jokes, drama, poetry
- Letters: personal, business
- Greeting cards, diaries, journals
- Memos, messages, announcements
- Forms, applications, questionnaires
- Recipes, directions.

In the day to day, different genres of written work could be found; unfortunately, many of these are not developed in the formal classroom. Brown (2001), describes the following categories of classroom writing performance.

1. Imitative or writing down. At the beginning levels, students simply ‘write down’ English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category.
2. Intensive, or controlled. Used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. It does not allow any creativity of the part of the writer.
3. Self-writing, Writing with the self in mind as audience, Diaries or journals fall into this category.
4. Display writing. Short answer exercises, essay examinations, and research reports.

5. Real writing. This will be the authentic communication of messages to an audience requiring reading.

Writing to Learn

Writing to learn is based on the assumption that students' thoughts and understanding can grow and clarify thorough the process of writing. According to Baxter (2009) growth in thought and understanding can certainly happen in the foreign language classroom. There are some differences between writing to learn and writing to communicate. This type of writing, writing to learn, highlights the process of discovery by thinking, the emphasis is on developing ideas rather than revising, crafting, or clarifying; the writing is planned to make sense primarily to the writer, the language can be personal, and the teacher plays the role of mentor.

Microskills for Writing

Brown (2001) considers that writing production has the following micro-skills.

1. Produce graphemes and orthographic patterns.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems, patterns and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.
7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative functions of written texts according to form and purpose.
9. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalizations, and exemplification.
10. Distinguish between literal and implied meanings when writing.

11. Correctly convey culturally specific references in the context of the written text.

LEGAL

The legal basis of the framework of this research is based on the Ley Orgánica de Educación Intercultural (Organic Law of Intercultural Education-LOEI, 2012).

Article 7.- establishes the following rights of the students:

Literal f) “Receive pedagogical support and academic tutoring according to their needs”

Article 10.- Establishes that teachers in the education sector have the following rights.

Literal a) “Free access to updated professional development, training, continuous training, and pedagogical and academic improvement at all levels and modalities, according to their needs and those of the National Education System”

Article 11.- Express that teachers have the following obligations:

Literal i) “Provide support and pedagogical follow-up to students to overcome the lag and difficulties in learning and in the development of skills, abilities, skills and abilities”.

Article 25.- Express that English is currently one of the most utilized language worldwide, which is why the teaching and learning cycle needs to be developed in the National Education System. It is a fundamental tool for the formation and development of skills, capacities and competences to study, create and work for individual and social benefit.

General Principles

Article 2 Show that the educational activity is developed according to the following general principles, which are the philosophical, conceptual and constitutional foundations that support, define and govern decisions and activities in the educational field

Literal z) “Interculturality and plurinationality: guarantee actors with the knowledge, recognition, respect, valuation, and recreation of the different nationalities, cultures and peoples that make up Ecuador and the world; they also provide ancestral knowledge, advocate unity in diversity, foster intercultural and intracultural dialogue, and propose the valuation of the forms and uses of different cultures that are consistent with human rights”

Constitution of the Republic of Ecuador

The National Plan for “Good Living”

Chapter I

First Section. - Education

Article 343 States that the purpose of the National Education System is to develop individual and collective capacities and the potential of the population that enable learning,

generation and use of knowledge through techniques, strategies, processes and dynamic activities that are adequate and flexible for such a procedure.

PROPOSAL OF MOTIVATIONAL STRATEGIES FOR DEVELOPING WRITING SKILL CURRICULUM GUIDELINES

MESO AND MICRO DESIGN

The whole process will be carried out along with the contents of the main course base. So, the following aspects will have to be imbedded in the main school curriculum.

PROCESS

WEEK 1

DAY 1 Welcoming and general procedures

DAY 2 Forums and Help

DAY 3 Tasks and assessment

DAY 4 Writing first production

WEEK 2

DAY 5 Writing process

DAY 6 Paragraphing

DAY 7 Correcting

DAY 8 Resending tasks

WEEK 3

DAY 1-4 First written performance

WEEK 4

DAY 1-4 First feedback and correction

EVALUATION

The assessment will be developed under the considerations of formative evaluation. This means that any written assignment will not be considered done until the students reach a satisfactory production. So, the students will have the opportunity to correct and turn in the written tasks as many times as they want.

The scores will show the students advance when they see the grading they have reached in each stage. The process will be considered ended when no other correction is presented by the student.

The students will be scored over 10 according of the regulation of the Ministry of Education

CATEGORY	4 - Very Good	3 - Good	2 - Needs Improvement	1 - Unsatisfactory	Points
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.	
Grammar & spelling	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.	
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.	
Length	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.	

Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.	
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MICRO PLANNING

Motivational Strategies

The following are models of the lesson plans to be applied, modifications are expected in order to comply with course composition, size, age of students, and proficiency.

LESSON PLANS

DAY 1

TOPIC: WRITING GENERAL GUIDELINES

OBJECTIVES

SWAT:

- Identify main components of a good piece of writing (vocabulary, syntax, subject-verb agreement, time, spelling)
- Apply teacher's feedback to improve writing (marking codes)

PROCESS

1. DESCRIPTION OF THE STRATEGY

The following Lead-in is applied as a motivation strategy to prepare the students for the lesson. The lead-in will take 10 minutes.

2. HOW TO PLAN

The strategy has to be planned according to the topic to be taught. Then, the lead-in has to be connected with the contents of the writing class.

3. RESULTS

Reflection on the appropriateness of the aspects related to writing procedure and how a marking code would remind of the items to be considered when writing a composition.

LEAD-IN (10')

Game: the right clothes / whole-class/ elicit clothing items/ list/ ask: where does the socks go?... so on.../ inference: appropriate/ ask: what is the appropriate outfit for the beach/ mountains... so on...

PRESENTATION (20')

Introduce writing / on the board: main components (vocabulary, syntax, subject-verb agreement, time and tenses, spelling, punctuation)

Explain each component: elicit examples/ writing practice / pair work: feedback

DEVELOPMENT (20')

Display or write on the board marking codes for each component / explain how they are used/ emphasize on main (do not use all)/. Ex

IN MARGIN	IN TEXT
a	insert word or letter
e	deletes; delete and close up space
(e)	close up space
)	close up space
#	insert space
eg #	{ equalize space; make space between words or lines equal
no	{
# #	begin new paragraph or continue last paragraph
] []	center
fl	flush left
fr	flush right
tr	reverse the order; transpose
~	ragged margin; don't justify lines
└┘	move text down / move text up
^	superscript or subscript 2 (πr^2 or H_2O)
sp	spell out (set 1 hr. as one hour)
stet	don't change; go back to the original
lc	change from capital to lowercase letter (capital)

IN MARGIN	IN TEXT
sc	set in <u>small capital letters</u> (SMALL CAPITAL LETTERS)
cap	change from lowercase to <u>capital</u> (Capital)
ital	set in <u>italic</u> or slanted type (<i>italic</i>)
rom	set in <u>Roman</u> type (Roman)
bf	set in <u>boldface</u> type (boldface)
wf	wrong front or type style or size; set in <u>correct</u> type (correct type)
↑	insert comma
⋮	insert period or colon
“ ”	insert double quotation marks (The Catbird Seat)
‘ ’	insert single quotation mark or apostrophe (today's newspaper)
≡	insert hyphen (first-class)
⅓	insert en dash (3-4 credits)
—	insert em dash (required courses—stand-alones or clusters)
set ?	insert question mark (Who's on first)
=	insert equals sign (1+1=2)
() []	insert parentheses or square brackets

PRACTICE (10')

Practice marking and feedback / Pair work/ give students a piece of writing to proofread/
monitor activity/ give feedback

DAY 2

TOPIC: The topic sentence

OBJECTIVES: SWAT

1. Identify and describe a topic sentence
2. Write appropriate topic sentences

PROCESS

1. DESCRIPTION OF THE STRATEGY

The following Warm-up is applied as a motivation strategy to prepare the students for the lesson. The Warm-up will take 10 minutes.

2. HOW TO PLAN

The strategy has to be planned according to the topic to be taught. Then, the warm-up has to be connected with the contents of the writing class.

3. RESULTS

Reflection on the main parts of a written composition has to be elicited and related to the soccer players' roles in a match.

WARM-UP (10')

The soccer starts/ brainstorming/ who is the main player in each team.../

PRESENTATION (20')

Write main =topic on the board / present worksheet 1/ explain topic sentence /

Elicit examples / give instructions / pair work: exercise 3 / monitor

DEVELOPMENT (20')

The best topic sentence / present worksheet 2/ guide students / explain why the best among examples / small groups: assign a topic, decide the best topic sentence/ give instructions/
one-centered: exercise 2/ monitor / discussion , whole class/ exercise 3, what is wrong /
elicit ideas to complete the task

A topic sentence is:

- at or near the start of the paragraph.
- at the end of the paragraph.
- the main idea of the paragraph.
- a small detail from the paragraph.
- one or two words.
- a complete sentence.

My favourite drink is tea and I drink a lot of it. I always have tea in the morning for breakfast. I make a pot of tea and then I drink it all myself. Sometimes I have another pot before lunch. At four o'clock, I make a cup of mint tea. Mint tea is good for waking up and studying.

I would like to tell you about my uncle. His name is Juma and he is thirty-nine years old. He is my father's youngest brother. I really like Uncle Juma because he is very kind and very funny. He also tells us interesting stories about the places he visits.

My brothers all have jobs. My oldest brother, Edward, is a doctor at the hospital in the centre of the city, and the second oldest, Daniel, is an accountant in an office near our home. My youngest brother is a policeman. I am the only brother who is still at school.

I love football! I loved football when I was a small boy, and I love it now. My favourite team is Manchester United. I go to see our local club team every weekend, and now I play for the college three times a week.

I like most types of books. However, the books I enjoy the most are travel books. I like reading about different countries and the famous places there. When I go on holiday, I always buy lots of books about the place I am visiting. Travel books help you to understand a place.

TOPIC SENTENCES Worksheet 1: What is a topic sentence?

Exercise 1: What is a topic sentence?

Read the paragraph.

Look at the underlined sentence. This is the topic sentence.

Tick () the correct information about topic sentences.

Exercise 2:

Read the paragraphs. Underline the topic sentences.

Oxford University Press Headway Plus ELEMENTARY Writing Guide 2011-12

Paragraph A: Topic sentence _____

First, you know everyone and everyone knows you. This helps you to feel safe, and it is friendlier. Secondly, it is quiet and there are fewer cars. This means there is less pollution than in a big town or city.

Paragraph B: Topic sentence _____

I don't want my children to live in a big city because a big city is not as friendly or as safe as a village. I want to move to the village where my grandparents live. The children can play in the street there and everyone knows each other.

Paragraph C: Topic sentence _____

It was a very nice place to live then. Now it is much bigger than before. More people live there and some big businesses opened offices there. My parents still live there but they say it was better in the past.

Paragraph D: Topic sentence _____

There are only a few food shops and one school here. Most people go to the big city to go shopping for clothes and gifts. There is a doctor's but there isn't a hospital. Again, you need to go to the city if you need the hospital. However, our town is very nice and it has a beautiful park.

Exercise 3:

Read the paragraphs.

Write the number of the topic sentence next to the correct paragraph.

Write TS where the sentence goes in the paragraph.

Topic sentences

1. I lived in a small town when I was a child.
2. When I have my own children, I want to move to a small town.
3. The town I live in is very small.
4. There are two main advantages of living in a small town.

Oxford University Press Headway Plus ELEMENTARY Writing Guide 2011-12

TOPIC SENTENCES Worksheet 2: Choosing and using topic sentences

Exercise 1:

Read the paragraph and tick (☐) the best topic sentence.

Topic sentences:

- A: Japan is a very beautiful country.
- B: Japan, for example, makes computers.
- C: Japan is a very important country.
- D: Japan makes cars.

Paragraph:

_____ It produces many cars, such as Toyotas and Nissans, which it sells all over the world. It also produces electrical goods such as televisions and DVDs. Tokyo, the capital of Japan, is one of the biggest and most modern cities in the world.

What is wrong with the other topic sentences? Match them to the problems.

Exercise 2:

Read the two topic sentences. Write the other sentences in order below the correct topic sentences.

1. Computers are very useful for learning English.
2.
3.
4.

1. I need to buy a new computer.
2.
3.
4.

I am going to give my old computer to my younger sister.
 You can do your homework on them.
 You can use them in different ways.
 You can also use online dictionaries and play games in English.
 I need a faster one for my college work.
 My computer is very slow.

Exercise 3:

Read the topic sentence and write the rest of the paragraph.

Mobile phone is very important to many people now.

.....

.....

.....

.....

.....

Problems: Topic sentence:

It is an example. _____

It is a smaller idea, not the main idea. _____

It is about something different from the other sentences. _____

DAY 3

TOPIC: The topic sentence

OBJECTIVES: SWAT

1. Identify and describe supporting sentences
2. Write appropriate supporting sentences

PROCESS

1. DESCRIPTION OF THE STRATEGY

The following GAME is applied as a motivation strategy to prepare the students for the lesson. The game will take 10 minutes.

2. HOW TO PLAN

The strategy has to be planned according to the topic to be taught. Then, the game has to be connected with the contents of the writing class.

3. RESULTS

Reflection on the supportive sentences of a written composition has to be elicited and related to the usefulness of a cellphone.

GAME (10')

The cellphone/ brainstorming/ why is it useful.../ elicit reasons/ whole class/
reconstruction

PRESENTATION (20')

Write supporting =topic on the board / present worksheet 1/ explain supporting sentences /
Elicit examples / give instructions / pair work: exercise 3 / monitor

DEVELOPMENT (20')

The best topic sentence / present worksheet 2/ guide students / explain why the best among
examples / small groups: assign a topic, decide the best topic sentence/ give instructions/
one-centered: exercise 2/ monitor / discussion , whole class/ exercise 3, what is wrong /
elicit ideas to complete the task.

http://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw2_unit4.pdf

Kinds of Supporting Sentences

Good supporting sentences have different goals. Writers vary them to:

- explain: The family moved from the village to the capital for economic reasons.
- describe: She lived in a lovely three-story castle surrounded by a forest.
- give reasons: Lukas finally quit his job because of the stressful working conditions.
- give facts: More than ten percent of the university's student population is international.
- give examples: Oranges and grapefruits grow in California.
- define: Many tourists visit Bangkok, which is the capital and largest city in Thailand.

<https://www.education.com/download/worksheet/102403/write-about-your-pet.pdf>

DAY 4

TOPIC: Transition words

OBJECTIVES: SWAT

1. Discriminate transition and linking words
2. Apply transition words to write coherent paragraphs

PROCESS

1. DESCRIPTION OF THE STRATEGY

The following ROLE PLAY is applied as a motivation strategy to prepare the students for the lesson. The role play will take 10 minutes.

2. HOW TO PLAN

The strategy has to be planned according to the topic to be taught. Then, the role play has to be connected with the contents of the writing class.

3. RESULTS

Reflection on the transitions of a written composition has to be elicited and related to the traffic light roles in a match.

ROLE PLAY (10')

The traffic light/ brainstorming/ why is it useful.../ elicit reasons/ whole class/ display traffic light transition picture / explain similarities

PRESENTATION (20')

Write transition words on the board / present worksheet 2/ explain main connectives / pair work: chose a transition word and create sentences / report

Elicit examples / give instructions / pair work: / monitor

DEVELOPMENT (20')

Identify transition words / present worksheet 3 / guide students / explain each transition word, give examples / small groups: hand-out worksheet 4 / give instructions/ completions/ monitor / one-centered create own sentences and join with transition words.

Name: _____

Opinions and Reasons: Linking Words

Some linking words and phrases can help readers understand the connection between opinions and reasons in a text.

Examples of linking words and phrases that help a reader link opinions and reasons: because therefore since for example also Write a sentence, or a pair of sentences, using each transition word. Be sure your transition words connect opinions and reasons together. Underline the linking words in your sentences.

Example:

Therefore I only have six dollars and two quarters in my wallet. Therefore, I don't think I can afford to buy a nice gift for my brother's birthday.

1. because

2. since

3. for example

4. also

Super Teacher Worksheets - www.superteacherworksheets.com

6. Administration of the proposal

Graphic 1. Administration of the proposal



Source: own research

Created by: Lic. Adriana Vásquez (2017)

7. Proposal evaluation EVALUATION PLAN

MAIN QUESTIONS	OBSERVATIONS
Who is asking the evaluation?	The proposal writer
Why?	To verify feasibility
What for?	To implement proposal in other institutions
What?	Internal consistency
Who evaluates?	2 experts on EFL teaching
When?	First term
How?	Observing and examining
With what?	rubrics

8. Administrative Framework

Resources

Institutional.- The Centro Educativo Bilingue Internacional (CEBI) has the necessary infrastructure to carry out the proposal: adequate classrooms, technological equipment, sitting and accommodation facilities, and entertainment areas.

Human.- The organization of CEBI has an administrative branch presided by the general director followed by the academic principal and the coordinators of each area with a flexible flow of directives in order to accomplish the proposal.

Economic.- The implementation of the proposal does not move much resources apart from the required for reproducing didactic materials which was covered by the proposal writer. The personnel received their wages and salaries accordingly as hired by the institution.

BUDGET

Resources	Number	Price	Total
Technical			
Laptop or desktop	1	200	\$ 200
Internet	6 mothns	20	\$ 120
Printer	1	300	\$ 300
Projector	1	20	\$ 20
	1	100	\$ 100
Subtotal			\$ 740
Materials			
Hand outs	70	1	\$ 70
booklet	70	2	\$ 140
Markers	5	1	\$ 5
ink	1	30	\$ 30
bond paper	100	5	\$ 5
Subtotal			\$ 250
TOTAL			\$990

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MATERIAL USED FOR THE WRITING LESSONS



A FILM REVIEW THAT NEEDS REVISION



The following text has both grammar and spelling mistakes. Correct as many as you can, knowing that there are many mistakes!

Today I seed one film "Juno".

The film's story is about one gril which get pregnat. The caracters are June, Mark, June's father and step mother, the adoctive parents and Junes best friend.

June love music, terror movies and fun. Mark loves study and run with her team. Junes father is funny and support June in every moments but in the beginning his step mother don't accept the pregnancy but with time she start understand. His best friend was the first person which know the pregnancy and hep June in every moments and the adoctive parents are very rich, the woman have much of work and the man love music.

In the beginning of the film June have relations with Mark and pregnated, and the next day, June do a pregnancy test and confirm her pregnancy.

June think in abortion but on front of the abortion center one girl fight against abortionand June decide to give the baby to adoption. June begin shearch for persons enterest on adoption.

When June have the perfect parents she announce the pregnancy and the situation for his father and he say he help him.

In the next day, June and his father went to the adoctive parents house and they decided things to the adoption.

For duration the pregnancy June was very made fun of his school mates but she became good friend of adoptive parents, special for the man.

In the last of the pregnancy the adoctive parents separate but the baby stay with the adoctive mother and June grow up to fast and stay with Mark.

In my opinion, the film is to good to sensatise the persons about young pregnancy but I think that in the end June should stay with the baby.

I recomend teenagers watches the film because important for learn about act responsible and pregnancy and adoption.

“The Troublemaker”

Writing Practice – Finish the Story ⁽⁶⁾

“What You Read”

Directions: Try to answer the question below.

Question: Have you read any good books lately? What kind of books do you like best?

Example Answer: I really enjoy reading science fiction. Science fiction stretches my imagination. The characters are usually ordinary people in extraordinary circumstances. Although the situations are fictional, the reactions of the characters are realistic. Science fiction is a different way of looking at reality.

Directions: Read the story below. Then finish it with your own writing.

Allison had a bad night on Saturday. She went to the Smith’s house to babysit their son, Jake, and daughter, Lisa. Jake is four years old. He gets into a lot of trouble. He started the night by pouring his glass of milk all over the floor during dinner.

“Clean that up,” Allison ordered.

“You can’t tell me what to do,” Jake responded. He ran away from the dinner table. “I’m bored. I want to play a game,” Lisa whined.

“Jake, if you clean up your mess we can play a game,” Allison said.

“Okay,” Jake said. Allison gave him a handful of paper towels and he used them to clean up the milk. “I want to play hide-and-seek,” he said.

“Okay, I will be the seeker first,” Allison said. “You two have thirty seconds to hide!” Allison covered her eyes with her hands and counted slowly from one to thirty.

“Ready or not, here I come!” she called. Allison walked downstairs and peeked into the kitchen closet. Nobody was inside. She checked under the couches in the living room. She looked in the garage. Allison decided that nobody was hiding downstairs, so she walked upstairs and continued her search. She opened the door to Lisa’s bedroom and found her hiding under the bed.

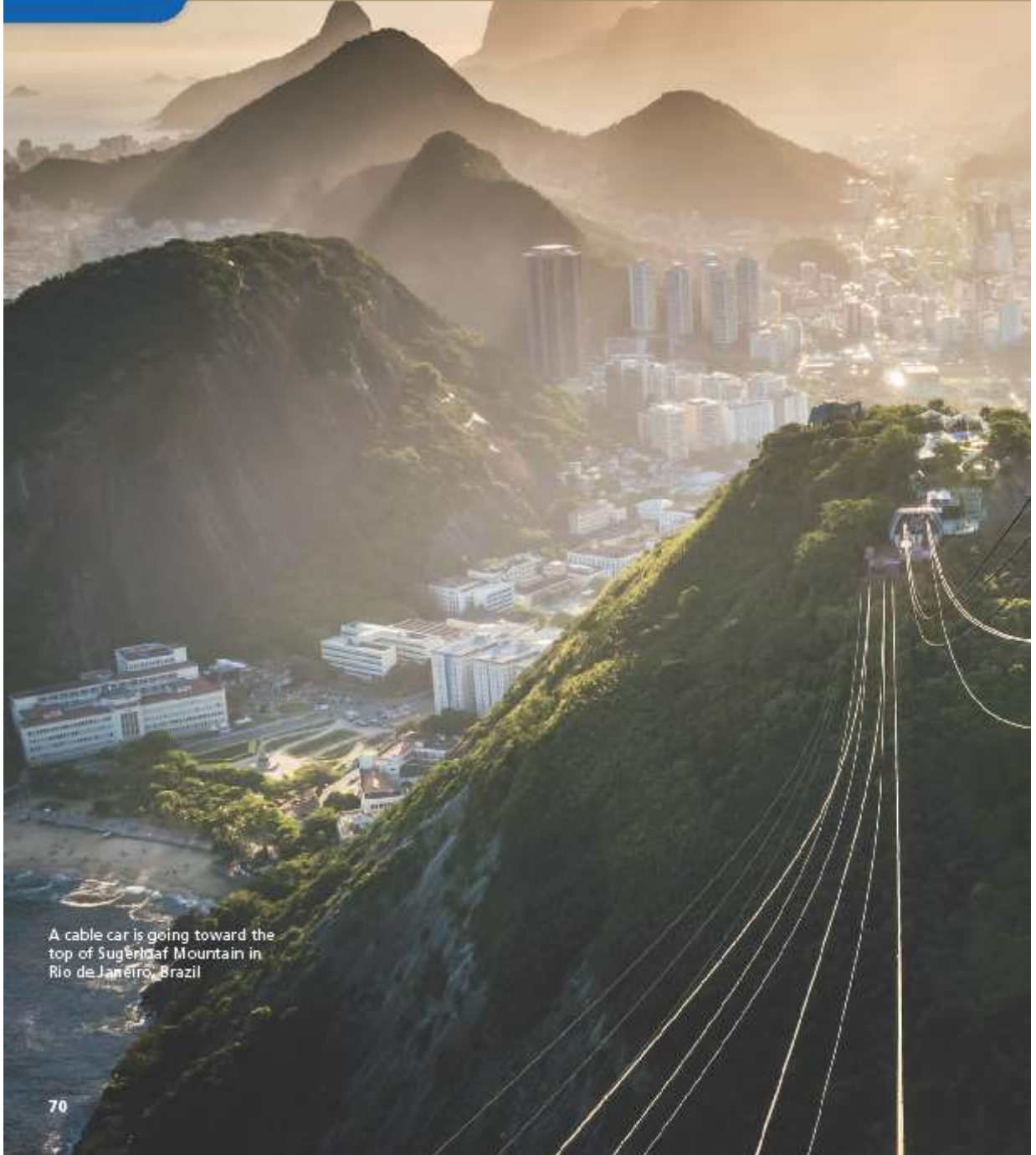
“I found you!” she squealed. “Okay, now help me find Jake,” she told Lisa. Allison and Lisa searched all over the house. They could not find Jake.

“It has been twenty minutes and he is nowhere in sight,” Allison thought. “I wonder where he is.”



Unit
4

Supporting and Concluding Sentences



A cable car is going toward the top of Sugarloaf Mountain in Rio de Janeiro, Brazil

70

TOPIC SENTENCES Worksheet 1: What is a topic sentence?**Exercise 1: What is a topic sentence?**

Read the paragraph.

Look at the underlined sentence.

This is the topic sentence.

My favourite drink is tea and I drink a lot of it. I always have tea in the morning for breakfast. I make a pot of tea and then I drink it all myself. Sometimes I have another pot before lunch. At four o'clock, I make a cup of mint tea. Mint tea is good for waking up and studying.

Tick (✓) the correct information about topic sentences.

A topic sentence is:

- at or near the start of the paragraph.
- at the end of the paragraph.
- the main idea of the paragraph.
- a small detail from the paragraph.
- one or two words.
- a complete sentence.

Exercise 2:

Read the paragraphs. Underline the topic sentences.

I would like to tell you about my uncle. His name is Juma and he is thirty-nine years old. He is my father's youngest brother. I really like Uncle Juma because he is very kind and very funny. He also tells us interesting stories about the places he visits.

I love football! I loved football when I was a small boy, and I love it now. My favourite team is Manchester United. I go to see our local club team every weekend, and now I play for the college three times a week.

My brothers all have jobs. My oldest brother, Edward, is a doctor at the hospital in the centre of the city, and the second oldest, Daniel, is an accountant in an office near our home. My youngest brother is a policeman. I am the only brother who is still at school.

I like most types of books. However, the books I enjoy the most are travel books. I like reading about different countries and the famous places there. When I go on holiday, I always buy lots of books about the place I am visiting. Travel books help you to understand a place.

Write a Body Sentence

Cut out the three body sentences at the bottom of the page. Look at each story. Read the beginning sentence and the concluding sentence of the story. Pick the body sentence that makes sense, and glue it to the correct story.



1. I love to eat apples, especially red ones!

(paste sentence here)

They are very nutritious for you.

2. I love to play sports. I love to play outside.

(paste sentence here)


I play at the park every weekend.

3. I went fishing with my parents.


(paste sentence here)

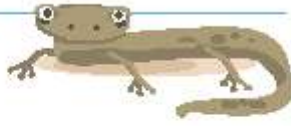
We caught a lot of fish!



I'm always in the mood for soccer. 

We rode a boat into the lake.

They are my favorite fruit. 



Your Pet

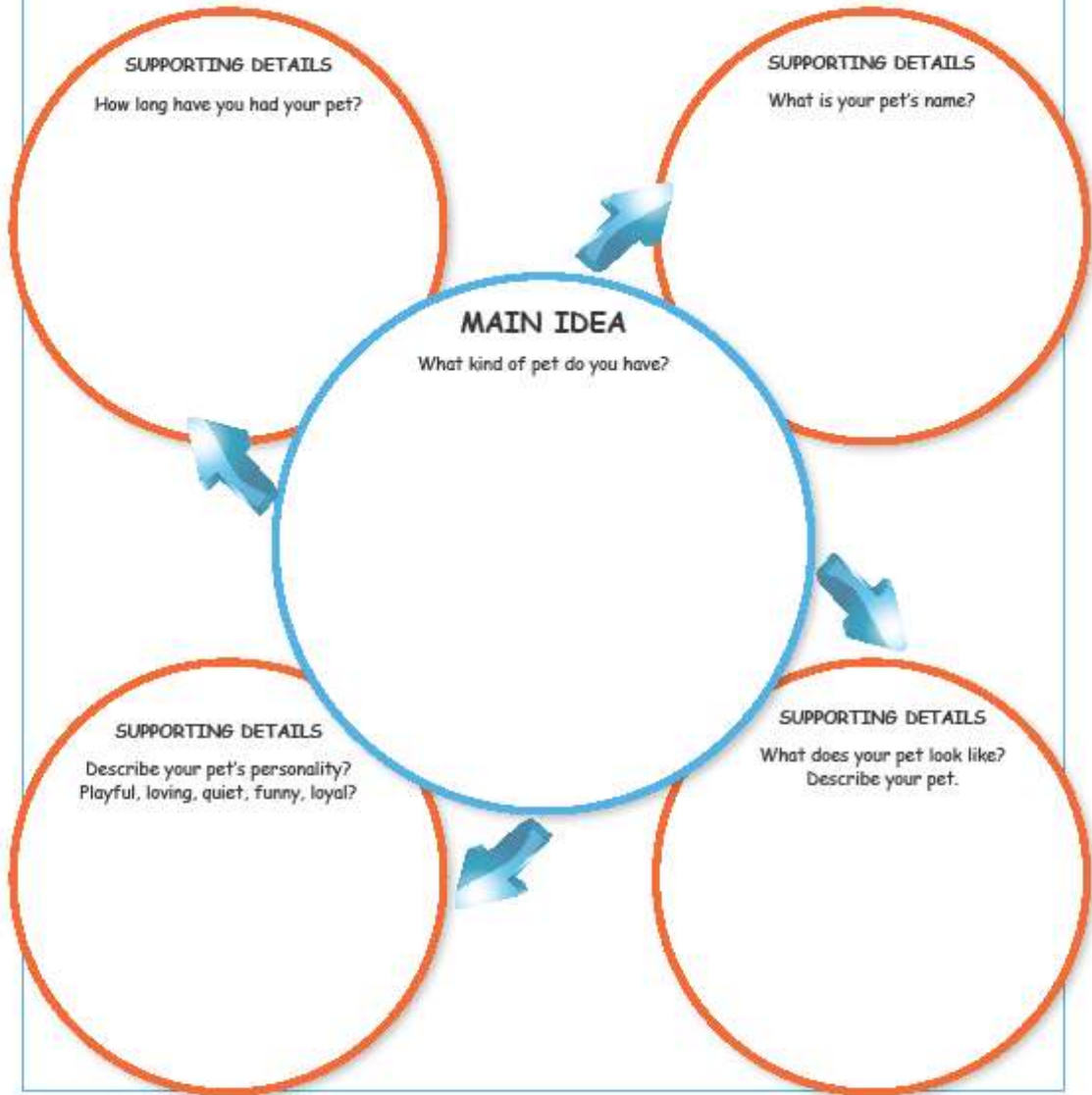
Supporting Details



The Main Idea: The most important idea in a paragraph.

Supporting Details: Details that tell you more about the main idea.

Supporting details make your main idea stronger!



Transitions & Linking Words

Transitions and linking words perform an important function in writing. They signal to the reader the direction the writer is taking. They do this by connecting or linking ideas within a paragraph and providing a bridge between paragraphs. Remember to proofread the writing assignment to make sure transitions are used effectively.

To show addition:

additionally	finally	lastly	along with
again	first, second, etc.	likewise	as well
also	further	moreover	equally important
and,	furthermore	next	for example
another	incidentally	nor	for instance
besides		too	in addition
			what's more

To show time:

about	first, etc.	previously	after a few hours
after	following	soon	as soon as
afterward	formerly	subsequently	in the future
at	immediately	then	soon after
before	later	thereafter	
currently	meanwhile	till	
during	next	today, etc.	
eventually	next week	until	
finally		when	

To show location:

above	behind	here	away from
across	below	near	at the side
adjacent	beneath	nearby	in the back
against	beside	off	in back of
along	between	onto	in the background,
among	beyond	outside	in the distance
along	by	over	in the front
among	down	there	in the foreground
around	inside	throughout	on top of
	into	under	to the right

To show comparison:

also	meanwhile	after all	in the same way
as	similarly	at the same time	in the same manner
like	simultaneously	by and large	in the same way
likewise		in comparison	

Identify the Transition Words

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

Example 1: We arrived late at the movie, so we didn't understand the ending.

In Example 1, the word *so* connects two clauses to show a result. It was because we were late that we didn't understand the ending. The meaning of the two clauses is clearer than if each stood alone:

Example 2: We arrived late at the movie. We didn't understand the ending.

In Example 2, the two ideas are separate. There is no connection with arriving late and not understanding the movie. Instead, it appears that not understanding the ending has nothing to do with arriving late.

Circle the transition words and phrases in the sentences below.

1. I like to go to the opera; in fact, it's my favorite type of entertainment.
2. No one expected so many people at the party; consequently, we ran out of food.
3. The weather was very bad; even so, the farmer had to milk the cow.
4. The class finished the test early; therefore, they were allowed to read quietly before the bell.
5. The roof is leaking in the old house; furthermore, the brick is crumbling.
6. The teacher will accept late homework; however, she will take points off of the grade.
7. Although Tara was the last to leave class, she was the first on the bus.
8. Ed learned from his mistake. Likewise, others can learn from theirs.
9. Even though there was no one home, Walter didn't feel lonely.
10. It takes a lot of concentration to play the violin. In the same way, the piano demands the full attention of the pianist.

Linking Words - A complete list of Transition Words & Conjunctions also called Cohesive Devices - Connecting Words

Transition Words and Phrases

Agreement / Addition / Similarity

in the first place
not only ... but also
as a matter of fact
in like manner
in addition
coupled with
in the same fashion / way
first, second, third
in the light of
not to mention
to say nothing of
equally important
by the same token

again
to
and
also
then
equally
identically
uniquely
like
as
too
moreover
as well as
together with
of course
likewise
comparatively
correspondingly
similarly
furthermore
additionally

Examples / Support / Emphasis

in other words
to put it differently
for one thing
as an illustration
in this case
for this reason
to put it another way
that is to say
with attention to
by all means

notably
including
like
to be sure
namely
chiefly
truly
indeed
certainly
surely
in fact
in general
in particular
in detail
to demonstrate
to emphasize
to repeat
to clarify
to explain
to enumerate

important to realize
another key point
first thing to remember
most compelling evidence
must be remembered
point often overlooked
on the negative side
on the positives ide

markedly
especially
specifically
expressively
surprisingly
frequently
significantly
such as
for example
for instance
to point out
with this in mind

Effect / Result / Consequence

as a result
under those circumstances
in that case
for this reason
henceforth

for
thus
because the
then
hence
consequently
therefore
thereupon
forthwith
accordingly

Opposition / Limitation / Contradiction

although this may be true
in contrast
different from
of course ..., but
on the other hand
on the contrary
at the same time
in spite of
even so / though
be that as it may
then again
above all
in reality
after all

but
(and) still
unlike
or
(and) yet
while
albeit
besides
as much as
even though
although
instead
whereas
despite
conversely
otherwise
however
rather
nevertheless
nonetheless
regardless
notwithstanding

Cause / Condition / Purpose

in the event that
granted (that)
as / so long as
on (the) condition (that)
for the purpose of
with this intention
with this in mind
in the hope that
to the end that
for fear that
in order to
seeing / being that
in view of

if
... then
unless
when
whenever
since
while
because of
as
since
while
lest
in case
provided that
given that
only / even if
so that
so as to
owing to
due to
inasmuch as

Name: _____

Opinions and Reasons: Linking Words

Some linking words and phrases can help readers understand the connection between opinions and reasons in a text.

Examples of linking words and phrases that help a reader link opinions and reasons:

because

therefore

since

for example

also

Write a sentence, or a pair of sentences, using each transition word. Be sure your transition words connect opinions and reasons together. Underline the linking words in your sentences.

example:

therefore

I only have six dollars and two quarters in my wallet. Therefore, I don't think I can afford to buy a nice gift for my brother's birthday.

1. because

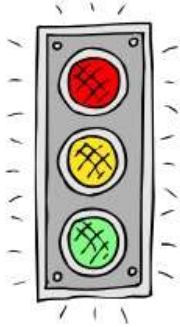
2. since

3. for



4. also

What is the deal with the colors!



Write a topic sentence.



Give a reason, detail or fact.

Use a transition word or phrase.



Explain. Give an example.



Remind the reader of your topic.



https://en.islcollective.com/resources/printables/worksheets_doc_docx/punctuation/punctuation-elementary-a1/64470

WRITTEN WORK SAMPLE

PRETEST

Name: Oscar Zhuo.

Date:

Write a 60 words - composite [↑] about social networks.

I think that the social networks ^{is} important because we can ³⁰⁰ communicate with your (family) family and friends ^{fine} but sometimes the people can get your information with wallhacks and hacks, I think that the creator of the social networks they ^{view} have put a security to stop the people that want to get your information.

POSTEST

My Last Vacation

Erick López

7'10"

In my last vacation, I ^{past} went to Manabi. I ^{sp} visit my grandmother. My parents ^{vt} go to Montalvo. We swam in the ocean. We ate ceviche. My sister cut her finger. My brother ^{vt} play voley in the beach. My mother ^{vt} burn her skin. On Saturday, my parents went to the discoteque ^{sp}. We played video games in the hotel. My grandmother ^{vt} cook like fish. She ^{vt} eat chicken. On Sunday we returned to Ambato. In the road ^{past} we ^{sp} bought oranges, bananas, ^{and} vacate-melón. We arrived to home at 11 pm. I enjoyed my vacation.