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Theme: The freewriting technique and the writing skill

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I, Lcda. Mg. Marbella Cumandá Escalante Gamazo holder of the I.D. No. 1802917250, in my capacity as supervisor of the Research dissertation on the topic: “THE FREEWRITING TECHNIQUE AND THE WRITING SKILL” investigated by Miss Estefania Nayeli Barragán Mejía with I.D. No. 2300822299, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

To my beloved and heavenly grandfather, who is no longer here, but has been my inspiration to finish this stage. To my grandmother who has supported me when I needed it and has given me the strength to pursue my goals and be a better person every day. Similarly, I am very thankful to my aunt, Mayra, and my two cousins, Anahí y Stiven, who have been there for me. Finally, I am very grateful to my friends, Maggy, Daniel, and especially, Nina Emilia for her greater advice in life, and for being more than a friend, a sister, and a second family.

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Theme: “The freewriting technique and the writing skill”

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ABSTRACT

Writing is essential in every aspect of students' lives, and it is a fundamental skill when learning English as a Foreign Language (EFL). Because some students find this skill challenging, teachers must guide them to overcome certain difficulties. Supporters of the writing process, suggest that freewriting is a great technique to improve writing skills. Within this regard, the current study is intended to investigate the effects of the freewriting technique in the development of writing skills. To carry out the research, a mixed approach was adopted; the quantitative information was obtained from the application of the standardized KET pre-test and post-test, and the qualitative information from the survey aimed at analyzing students' attitudes towards the use of the freewriting technique. Moreover, an experimental design with one experimental group was approached. The experimental group was comprised of 34 students from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros who gave a pre-test, received treatment and gave a post-test. The treatment consisted of applying the freewriting technique during some sessions. After instructing students via freewriting technique, a post-test was given to them. The results from the pre-test and post-test were analyzed through the paired t-test developed in the SPSS Software in which students' improvement was evident. While in the pre-test students obtained an average score of 6.03, in the post-test they obtained 7.98. Similarly, the p-value was 0.001 lower than 0.05. Discerning the results, the author reached to the conclusion that the freewriting technique influences the development of the writing skill and improves fluency, vocabulary, grammar, organization and content.

Keywords: Technique, freewriting, productive skills, writing skill.

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RESUMEN

La escritura es esencial en todo aspecto de la vida de los estudiantes y es una destreza fundamental cuando se está aprendiendo inglés como una lengua extranjera. Debido a que algunos estudiantes encuentran la destreza de la escritura desafiante, los docentes deben guiarlos a superar esas dificultades. Los defensores del proceso de escritura sugieren que la escritura libre es una gran técnica que puede mejorar las destrezas de escritura. En este sentido, el presente estudio tiene como objetivo investigar los efectos de la técnica de escritura libre en el Desarrollo de las destrezas de escritura. Para llevar a cabo esta investigación, se adoptó un enfoque mixto: la información cuantitativa fue obtenida de la aplicación de la pre-prueba y post-prueba estandarizada KET, y la información cualitativa de la encuesta que tenía como objetivo analizar las actitudes de los estudiantes hacia el uso de la técnica de escritura libre. Además, un diseño experimental fue utilizado. El grupo experimental estaba compuesto por 34 estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros quienes fueron dados una pre-prueba, tratamiento y post-prueba. El tratamiento consistió en la aplicación de la técnica de escritura libre durante varias sesiones. Después de instruir a los estudiantes usando la técnica de escritura libre, se les aplicó una post-prueba. Los resultados de la pre-prueba y post-prueba fueron analizados a través de una prueba t de student de muestras emparejadas desarrollada en el software SPSS, en el cual la mejoría de los estudiantes fue evidente. Mientras que en la pre-prueba los estudiantes obtuvieron una nota promedio de 6.03, en la post-prueba ellos obtuvieron 7.98. De la misma forma, el valor p fue 0.001 menor a 0.05. Discerniendo los resultados, el autor llegó a la conclusión de que la técnica de escritura libre influye en el desarrollo de la habilidad de escritura y mejora la fluidez, el vocabulario, la gramática, la organización y el contenido.

Palabras claves: Técnica, escritura libre, destrezas productivas, destreza de escritura.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

This study deals with the use of the freewriting technique for writing skills. This technique has been widely used by different researchers during the last years because of the benefits that it provides to English learners. The freewriting technique helps learners to write creatively avoiding stressful situations because they are not demanded to focus on grammar, spelling, or punctuation. This activity eliminates writers' blocks and releases learners' minds to write without stopping, freely and fluently, not expecting teachers' judgments (Castle, 2017). Within this section, considerable time has been devoted for the search of bibliographic resources, previous research regarding the relationship and benefits of the freewriting technique and the writing skill will be analyzed. The studies were done by different researchers and embrace different levels such as primary, secondary, and higher education.

At the State Islamic University "Syarif Hidayatullah Jakarta", Fairuza (2020) in her research "The effect of using **freewriting technique** on students' **writing** in recount text" attempted to find out the effectiveness of this technique in writing. Therefore, a quasi-experimental design with a quantitative method was approached. For the quasi-experimental design, there were control and experimental groups, which were pre-tested and post-tested. However, only the experimental group was given the treatment. The participants were 60 eight-grade students, 30 belonged to the experimental group and the other half to the control group. The tests applied involved writing a recount text of 250 words organized in three paragraphs. These tests were scored using a rubric created by Sara C. Weigle (2002) whose parameters cover content, organization, vocabulary, language use, and mechanics. Consequently, the results were analyzed through the t-test statistic and Kolmogorov Smirnov (KS). T-test and Kolmogorov Smirnov were used to prove the alternative hypothesis and they showed homogeneity in the data and positive results. These results enabled the researcher to reach to the conclusion that freewriting has a positive effect in writing recount texts, and that this technique can be successfully applied in English classes.

This research is of great importance for the current topic of study because it is demonstrated that the freewriting technique can highly contribute to the development of the writing skill of students and has a positive impact, especially in recount texts which consist of narrating stories about any topic or event. Within this research, the dependent and independent variables were supported. The information gave the researcher a clear idea of what methodology and procedure can be followed to carry out the project, the instruments that can be used to test students, and the scales for the evaluation process.

The research paper “**Free Writing Technique** in Teaching **Writing Skill** in EFL Classroom” launched by Isni (2018) intended to investigate the effectiveness of the **freewriting technique** in teaching **writing skills**. In this sense, to develop this research, a pre-experimental design with a pre-test, treatment, and post-test was employed. The population consisted of 20 students from tenth grade. They were given a written paragraph regarding the genre of recount text. In addition, the Cohen scale (1994) which evaluates content, organization, vocabulary, grammar, and mechanics was considered to score students’ writings. Moreover, apart from descriptive statistics, the SPSS program for Windows was used to analyze the data collected. Therefore, the results demonstrated that the freewriting technique improves writing skills. The mean score obtained in the pre-test by the students was 28.20 and in the post-test 60.00. These results guided the researcher to the conclusion that teachers should use this technique as part of their learning programs because students are not afraid of making mistakes in grammar, organization, content, vocabulary, and mechanics.

This research is completely pertinent to the topic of study because the dependent and independent variable are presented together in relation to each other. The positive results obtained after the implementation of the freewriting technique guide the researcher to the conclusion that this technique has positive effects in writing skills. For this reason, the author recommends the application of freewriting in English classes, not only because accuracy in writing is fostered, but also because students do not feel afraid of making mistakes when using this technique.

In the research paper entitled “From Instructed Writing to **Free-Writing**: A Study of EFL Learners” published by Alharthi (2021), a study aiming at identifying the effects of **free-writing** journals on Saudi EFL learners and their perceptions towards the use of this technique was presented. The researcher used a quasi-experimental design in which the subjects of the study were 80 males between 20 to 25 years old, from which 35 belonged to the experimental group, and 45 to the control group. Both groups were pre-tested and post-tested to write a 250 words essay. Then, 4 raters scored the tests. The results showed that the experimental group had better results than the control group because **writing** was significantly improved in terms of the number of words, capitalization, subject-verb agreement, spelling, and punctuation. Finally, a questionnaire of 14 questions was applied to the 35 students from the experimental group to identify their perceptions towards the **freewriting technique**. Most of the students had positive perceptions. They revealed that their writing competence was better and the fear of writing in English was diminished.

The research mentioned above is utterly essential to this study because of the findings shown. They demonstrate that freewriting can be used instead of controlled or instructed writing and still have positive effects on the writing skill of students in terms of good mechanics. Moreover, the students showed acceptance and positive feedback towards the technique because the fear of writing was weakened, and the writing skill was improved.

Wulandari (2020) in his research titled “The Effect of Using **Free Writing Technique** on Students’ **Writing** Recount Text Ability in an Islamic Boarding School” conducted another research aimed at finding out the effects of using the **freewriting technique** on students’ abilities to write recount texts. This research used a quasi-experimental design. The participants were tenth-grade EFL students, 16 of them belong to the experimental group and 18 to the control group. Both groups were pre-tested and post-tested. However, just the experimental group was given the treatment. Besides, two professional raters scored students’ writings by using Lee’s (2017) rubric. This scale consists of 4 points; excellent (4), pretty good (3), average (2) and needs improvement (1). Then, the data obtained were analyzed through a T-test formula. Finally, the results represented in the tables demonstrated that the **freewriting technique** improves students’ abilities in **writing** recount texts. This

could be concluded because the control group obtained in the post-test an average score of 61.45 over 100 and the experimental group an average score of 84.63 over 100. The researcher suggests that the **freewriting technique** can be used as a solution for English teachers to improve writing.

This research is essential in establishing the relationship of the freewriting technique and the writing skill. The results presented here are positive and demonstrate an improvement of scores after the application of the independent variable over the dependent one. Students' writings were assessed by using a simple scale which implied how well students performed while writing; mechanics of the language were not considered. Thanks to the results, the researcher suggests using this technique as a solution for writing issues.

Another research titled “ Enhancing students **writing skill** to write descriptive texts using peer review and **freewriting techniques**” was conducted by Sartika and Arriyani (2020) to see whether free writing techniques improve students' writing achievements. Therefore, a quasi-experimental design was approached. There were experimental and control groups. The experimental and control group was conformed of 20 students from tenth grade. Both groups took the pre-test and post-test which involved writing descriptive texts. However, just the experimental group received the treatment. Moreover, to score students' writings, the CWSE (Conventional Standard Written English) proposed by Karl and Steven in 2001 was used. After that, the results were calculated using the SPSS program. Finally, the results showed that the average score of the experimental group in the post-test was 64.37 and the one from the control group was 45.20. These results enabled the researcher to demonstrate that freewriting techniques do influence students' writing achievements because they feel free to write and deeply explore their ideas without the fear of failing.

The previous research is crucial with the current subject of study because both variables are related to each other, and the independent variable has an effect over the dependent one. As well as in the other studies, the writing skill is evaluated by using a standardized scale. Similarly, within this research, the freewriting is seen as positive

because it contributes with students' confidence in the language, avoiding the feeling of committing failure.

Atendido and Tayao (2018) in their research work titled "Developing Students' English Essay **Writing Fluency** and Confidence through **Freewriting**" from the Schools Division Office of Imus City, Philippines attempted to investigate the effectiveness of the freewriting technique in terms of fluency and confidence while writing. This researcher approached an experimental design with randomized population selection. Therefore, 30 students from Governor Juanito Reyes Remulla Senior High School in Philippines participated. Students were asked to write an essay in the pre-test and post-test. The writings were scored regarding organization, content, language use, and mechanics. Moreover, the data was tabulated using Excel and a T-test formula. The results obtained from the analysis show that there was an increase in the confidence and fluency level of students while writing essays in quality and quantity aspects. Furthermore, the researcher supported that freewriting techniques enable learners to write without worries because the emphasis is not placed on grammatical accuracy. Finally, the researcher encouraged other researchers to use this technique to integrate writing fluency as part of educational institutions' curriculum.

This previous study plays a vital role within the topic of study because of the focus that it has, that is mainly related to fluency and confidence using the freewriting technique. This research provides the researcher with the guidelines to develop basic aspects of the writing skill and how to evaluate them. Moreover, the research emphasizes in the development of writing not only in terms of quality (mechanics of the language), but also in terms of quantity (number of words written by students in a certain amount of time).

Finally, at Sun Yat-Sen University in the Department of Foreign Language and Literature, Chen (2019) in his research paper titled "**Freewriting** Can Offset the EFL Students' Anxiety **of Writing in English**" established as main objective to know if the **freewriting technique** can offset the EFL students' anxiety about **writing** in English. To find out the results, the researcher approached a qualitative study that focused on content rather than on grammar or spelling. Moreover, the population consisted of 18 students from the Department of Foreign Languages and Literatures of National Sun Yat-Sen University. They were exposed to free writing sessions for 15

weeks. In each week, students had to write for 30 minutes. In addition, to obtain the results, students were asked to write a reflection about the use of this technique. Then, to analyze the reflections and the results, the researcher divided the information into students' positive and negative thoughts towards this technique. Of the 18 students, 17 wrote positive feedback about the use of the **freewriting technique**. Students stated that freewriting techniques help them to release stress and find inspiration. Furthermore, another result showed that students considered this technique as a therapy to express their inner voice or feelings.

Within this research, the freewriting technique is approached from a different perspective, not only to develop the writing skill, but also to reduce learners' anxiety at the moment of writing. This research is pivotal because it guides the researcher with the processes that can be followed to evaluate the skill and the students' perspectives towards the use of the technique. While in other research, surveys are taken in order to gather information about the level of satisfaction about specific topics, this research study considers asking students to write reflections on the use of freewriting.

To sum up, all research aforementioned support the use of the freewriting technique to teach writing skills. There were few studies focused on college students. The majority of them had a population from high school, especially tenth graders. From the previous information, positive results and conclusions about the use of this technique in classrooms to improve writing results could be evidenced. The findings after the implementation of this technique showed positive acceptance on the part of students. The main thoughts concerned that students feel confident to write and their anxiety and stress are released because they are not pressured to write following language mechanics. Moreover, another common result shared among researchers was that students writing fluency significantly increases. The number of words before and after the treatment was higher. All these researchers guide the present project that will be carried out in a virtual modality. The researcher intends to reinforce students writing skills through the use of this technique.

1.2 Technical scientific foundation

1.2.1 Independent variable theoretical support

Teaching techniques

Teaching techniques are a pivotal part of the educational process to potentialize the capabilities of teachers and students. Pari (2006) stated that teaching techniques have as a main objective to improve the academic activities performed by teachers and students allowing them to familiarize themselves and be confident with the content and basic skills taught in a curriculum to face classroom situations.

Teaching techniques are daily activities designed by teachers for particular lessons. Moreover, they are employed to modify the teaching process for skills and content learning. These techniques can be teacher or student-centered depending on the needs of the subjects. Not all teaching techniques succeed. However, there is a bunch of them destined to improve the teaching-learning process (Dhand, 1990).

Writing techniques

When learning a second language, there are different approaches, strategies, or techniques to enhance and make language learning easy for students. The importance of writing techniques is placed on the abilities that students can develop, which involve communication with the reader, expression of ideas without face-to-face interaction, experience recording, issues' explorations, and familiarity with written text to understand a curriculum (Raimes, 1983). Writing techniques guide students to exploit their language skills by giving them knowledge about how to produce, arrange, edit and revise written information in paragraphs (Keenan & Pavlik, 1985).

The distinct writing techniques emerge because of the different features that composing a piece of writing requires. Raimes (1983) said that those features are grammar, syntax, context, mechanics, organization, word choice, intention, audience, and writing process. Therefore, teachers or students will adopt those writing techniques to make the learning process amenable and fruitful for them according to their needs, keeping always in mind the goal of teaching techniques that is mainly associated with the improvement of writing proficiency.

Prewriting techniques

Prewriting techniques or also called strategies can assist writers to discover ideas, gather information, trigger tacit knowledge, and bring together thoughts before starting to compose formal texts (Coffin et al., 2003). Similarly, Sundem (2006) defined prewriting as the first stage in the writing process in which authors create ideas and organize their thoughts for future development. Prewriting techniques can be done in groups or individually according to classroom features and the students' requirements.

Freewriting technique

Freewriting belongs to the category of prewriting techniques which are intended to explore writers' initial ideas before developing the main text. In freewriting, as its name says, writers are allowed to write freely for a certain amount of time without worrying about their errors. Elbow (1981) stated that freewriting is an exercise about writing without stopping for ten or more minutes if needed and focuses on the process rather than on the product because sometimes students can produce good writing or trash. Even if writers run out of ideas they can write what they feel with phrases such as "I have nothing to write" or "Nonsense" (Elbow, 1981).

Freewriting sometimes can be dubbed differently. Brown and Hood (1989) claimed that freewriting or also called speed writing is a warm-up activity to get students writing freely owing to the following characteristics:

1. Set a limit time.
2. Write as much as possible about a topic.
3. Write everything that comes to your mind even if it does not make sense.
4. Do not stop until the time is over.
5. Do not concern about mistaking.

Coffin et al. (2003) said that freewriting is messy and unplanned, but it still works when talking about the activation of implicit knowledge to develop a specific topic or just someone's thoughts. In this sense, Elbow (2000) mentioned that there are two types of freewriting:

1. Focused freewriting: ask the writer to stay on a given topic.
2. Public freewriting: ask the writer to express his/her ideas with others.

In the same way, Leki (1995) suggested that there are two kinds of freewriting, the first one will enable learners to empty their minds momentarily about current personal situations, and the second will allow them to discover their ideas about new topics. This technique seems to be easy and does not require too much effort of writers to develop. However, it does not mean that experienced writers cannot use it.

Freewriting can be used for those who get stuck with their ideas and have difficulties finding the right words when developing writing. Moreover, freewriting can be used to enhance flow in students and avoid mental blocks for reasons such as feeling that the piece of writing is not authentic or good enough, or that writing is a strenuous activity (Lloyd, 2020).

Benefits of freewriting

Using freewriting can significantly give students confidence when writing because they do not have to worry about order or making sense. They just have to focus on letting ideas and thoughts flow. Elbow (2000) presented four important benefits of freewriting:

1. The writing process turns into an easier beginning. Freewriting exercises develop students' capacities to let words come to their minds and instantly write them down on paper. Even if freewriting is messy at the first draft, with revision, it can turn into coherent thinking.
2. It improves thinking. The non-stopping principle causes this effect. When students run out of ideas to write, they adopt a metadiscourse writing that consists of writing phrases such as "What I wrote does not make sense" or "this idea contradicts what I have already written". This leads to an explanatory process in which writers wonder about why something does not make sense and what is the writing dilemma.
3. Freewriting puts voice, energy, and presence into the writing process. Even though freewriting can be incoherent at the beginning, it

represents sincere language. Practically, spoken discourse and inner voice are placed on paper.

4. Freewriting leads people to think of themselves as writers. It is not just about putting words on paper. It brings enjoyment to those who practice this technique. Freewriting inspires and motivates learners to appreciate their minds.

Teachers' role

Overall, teachers work as a guide for students to let them know what to do when using this technique. First of all, teachers will let students know if they are going to create focused or public writing. Thus, if it is focused writing, teachers will assign students a topic related to their interests, whereas, if it is public writing, students will be able to write anything they are thinking at the moment, even if it is not related to the class. Then, the teacher will set a limited time that can go from ten to fifteen minutes. Teachers have to avoid judging students' performance during freewriting even if there are mistakes related to grammar, vocabulary, or punctuation. Elbow (1981) stated that the only way to enhance excellence is to invite badness.

Students' role

On the other hand, students' role during freewriting is not to stop writing during the time that they are allowed to write. If they, do it, they are breaking the principle of this technique. Students need to know that they can write phrases such as "I'm stuck" until they release from their mental block. Besides, they can write abbreviations for words, or at last instance, they write words in their native language (Reinking & Der, 2017). Furthermore, students have to be aware that their pieces of freewriting are not scored because that is not their final product. Students will learn from their mistakes because what comes later is to edit their work. Kane (1988) pointed out that the complete writing process involves thinking, doing, drafting, and doing again. Put it differently, the writing process requires a subject selection, drafting, and revising stages.

1.2.2 Dependent variable theoretical support

English language teaching

English has been dubbed differently through the past of the years because it has become a global phenomenon around the world. Some of the names to refer to English are related to English as an international language or as a lingua franca. This occurs because of the number of native and non-native speakers of this language in all continents. English is an official or second language in more than 100 countries, and 85% of international organizations. Furthermore, English is the language of the internet, politics, education, sports, business, tourism, and scientific exchange (Selvi & Yazan, 2013).

Because of the expansion of English horizons, a need to teach and learn the language has emerged. Regarding the case of English Language Teaching, it has taken two different connotations in the English classroom. Broughton et al. (1980) established that those connotations could be EFL (English as a Foreign Language) or ESL (English as a Second Language). English as a Second Language is considered as the language of mass media (social networks, radio, television), whereas English as a Foreign Language is defined as the English taught in schools which does not precisely play an important role in society.

Brown (2000) asserted that language learning represents a complex process to deal with because a new way of thinking, feeling, and acting is immersed. That is to say that English language learning requires physical, emotional, and intellectual knowledge to achieve communicative competence. Therefore, when mentioning intellectual knowledge, the dominance of the 4 language skills is implied. Those skills are divided into productive and receptive. A language learner is considered competent when all the features of a language are acquired.

Productive skills

Speaking and writing are considered productive skills in the English language. Nevertheless, they do not work in isolation. The receptive skills (reading and listening) work as a stimulus. Harmer (2001) stated that productive skills are linked with the receptive ones in several ways:

- **Output and input:** incoming information to produce written or spoken language and vice versa.
- **Text as models:** written or spoken texts are essential to provide models to students to follow.
- **Text as stimuli:** productive language emerges because of texts that students read or listen to.
- **Reception as part of production:** production takes place due to the combination of receptive skills. Conversations are based on output and input information. Learners need to listen to someone to produce spoken language. Likewise, in writing, learners need to read or listen to something to produce written language. For instance, language learners need to read a letter to reply to it.
- **Production enables reception:** productive skills help receptive skills. Students can use their knowledge of writing to understand the reading. Conversely, students learn from speaking situations and understand listening contexts better.

Writing process

To obtain a decent final product in writing, a process has to be followed. Therefore, Harmer (2004) in his book “*How to teach writing*” indicated that the process has four main elements:

1. **Planning:** writers have to think about the main issues of the writing which are purpose, audience, and content structure.
2. **Drafting:** the first piece of text that is going to be corrected later.
3. **Editing (reflecting and revising):** writers read through their texts to see what information works or not. They might move the information to arrange it better. After that, reflecting and revising can be done by asking for help from someone else to give feedback and suggestions.
4. **Final version:** once drafting, editing, revising, and reflecting are done, writers can send their texts to an intended audience.

Writing skill

Writing a productive skill is considered private and public. Private because the act of doing it is solitary, and public because it is intended for an audience. Writing is considered a complex skill because its conventions are not as flexible as in speaking. When writing, aspects such as mechanics, grammar and vocabulary accuracy, style, and writer's intention or purpose are required (Broughton et al., 1980).

To the same degree, writing skills are defined as productive skills because they require producing language instead of receiving it. Writing is considered a set of signs and symbols used for communication. Moreover, letters and words are implied to link sentences or paragraphs and convey a complete message (Spratt et al., 2011).

Writing skills of the English language involve vocabulary, grammar, punctuation, coherence, cohesion, and content organization transparently and effectively. By comparison, writing subskills have to do with writing cover organization, the connection of ideas and sentences, convincing the audience, and employing other language functions such as agree, disagree, explain, describe among others (Shastri, 2009).

Types of writing practice

Different types of writing practice can be used by students and teachers according to the curriculum requirements. Shastri (2009) asserted that there are three stages in writing: controlled writing in which teachers decided what, how, and why students are going to write. It includes the content, purpose, structure, vocabulary, punctuation, etc.; guided writing in which learners follow the instructions given by the teacher. Students receive a topic, ideas, and explanation and then develop their ideas by following mechanics; and freewriting in which teachers give students a topic and they develop their thoughts and ideas. This stage belongs to the part of creative or innovative writing.

1.3 Objectives

1.3.1 General Objective

To investigate the effects of the freewriting technique in the development of writing skills.

1.3.2 Specific Objectives:

To identify the level of students' writing proficiency before and after using freewriting technique.

To apply the freewriting technique in class to improve writing skills.

To analyze students' attitudes towards the use of the freewriting technique to improve writing skills.

1.3.3 Description of the accomplishment of the objectives

To identify the level of students' writing proficiency before and after using the freewriting technique, a pre-test and post-test were applied. Both tests were taken from the standardized Key English Test (KET), which evaluates an A2 level according to the Common European Framework of References (CEFR). Only the writing section was considered. The tests had two tasks, one consisted of writing an e-mail of 25 words or more and in the second tasks, students had to describe three pictures by using 35 words or more. In order to obtain the scores of the pre-test and post-test and identify students' level, the original rubric used to evaluate the KET exam was employed.

To apply the freewriting technique in class to improve writing skills, the researcher intervened during 10 sessions and apply the treatment to students. The treatment consisted of different sessions guided by the use of the writing technique. Through the use of the freewriting technique, students developed different writing texts such as paragraphs and e-mails. The freewriting technique was applied to students in classes by using a Word shared document and different online tools such as Padlet, Quizizz, Word Cloud, among others. The freewriting process was monitored by the researcher during the whole intervention.

To analyze students' attitudes towards the use of the freewriting technique, a survey was applied. The survey was based on the Likert scale and had nine items intended to obtain the information established in the objective. The information of the dependent and independent variable was part of the content of the items in relation to each other. The survey was elaborated in Google Forms and was sent to students to complete it.

CHAPTER II

METHODOLOGY

2.1 Resources

This research implied the use of institutional, human and economic resources to be developed successfully

Institutional resources

- Universidad Técnica de Ambato
- First semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” Major.

Human resources

- Researcher
- Students
- Tutor

Economic resources

- No expenses because of the virtual modality.

2.2 Techniques and instruments

- A pre-test and post-test to identify students' writing proficiency. Both instruments were taken and adapted from the standardized test KET (Key English Test) elaborated by Cambridge. This test evaluates an A2 level according to the CEFR (Common European Framework of References). Within this research project, just the writing part was considered, and it consisted of answering an e-mail with 25 words or more and describing some pictures creating a story with 35 words or more. All the students took both tests in a Google Forms. Students took the pre-test at the beginning of the experiment, and the post-test at the end, once the treatment had finished.
- A survey created in Google forms was applied. This survey aimed to identify students' perceptions towards the use of the freewriting technique.

2.3 Materials

- The original rubric employed to score the writing section of the KET (Key English Test) in the pre-test and post-test which criteria cover content, organization, and language.
- Google tools such as shared folders to share writing materials and resources with students, Google forms to create the evaluation instruments, and a Google shared document for students to develop the freewriting technique and the writing stages.
- A WhatsApp group to give instructions to students about the activities they had to develop during the weeks the experiment took place.
- Digital resources such as PowerPoint, Jamboard, Padlet, WordCloud, and Quizziz to design introductory activities to students.
- Zoom to have virtual classes. The modality of these classes was online due to the Coronavirus pandemic that is affecting the world nowadays.

2.4 Methods

This research sought at investigating the effects of the freewriting technique in the development of writing skills. Therefore, the following types of research were followed. In the first place, a mixed approach research was employed. The quantitative data was obtained through the results after the application of the pre-test, post-test, and the survey, and the qualitative data was obtained through the description and subjective interpretations of the researcher based on the phenomenon that was studied. Mixed approach research integrates qualitative and quantitative methods to obtain information and have a broader study of phenomena (Hernández et al., 2010).

Moreover, within this research, an experimental design was approached by the researcher, because it fits with the structure of the research in which just one group is applied the experiment. The students from the first semester “A” were the one group who took part of the experiment and were pre-tested and post-tested. In this type of design, the research has a minimal degree of control because there is not the possibility to compare results among two groups and therefore have a complete manipulation of the independent variable (Hernández et al., 2010)

In addition, the one-group pretest and post-test design was applied. According to Kothari (2004), the one-group pre-test and post-test design or also called before-and-after without control design are used to test a group's result before and after the application of the treatment. Thus, the effectiveness of the treatment will be measured in the difference between the pre-test and post-test.

Furthermore, the research study was centered on a bibliographic modality. Within this research project, bibliographic research was the basis to obtain information about the independent variable (The freewriting technique) and the dependent variable (The writing skill). This helped the researcher to have broad knowledge about the objects of study through the analysis of information from different sources such as books, academic papers, magazines and more resources on the web. Allen (2017) stated that bibliographic research is any type of investigation that involves the use of previously published materials which include journals, books, magazines, newspapers, blogs, websites, videos, and audios. These types of materials can be physical or digital. In the same manner, this research study was carried out in a virtual modality because of the COVID-19 pandemic.

Finally, the researcher approached three levels of research: exploratory, descriptive and correlational. It was exploratory because the freewriting technique and the writing skill is a topic that has not been explored in the Ecuadorian context because what is highly considered when writing, are the mechanics of the language used by students. With this type of research, the researcher became familiarized with the subject of study, having deep knowledge and a general vision of the topic of interest.

It was descriptive to have a clear picture of the phenomenon studied, its population and situation. This type of research enabled the researcher to analyze in detail the problem presented in the environment where it took place. In this study, it was gathered information about the freewriting technique and the writing skill, and an accurate description of the phenomenon and the situations surrounding these variables was possible. Walliman (2010) asserted that descriptive research is mainly related with the examination of specific situations that guide the researcher to predict situations that can happen under different circumstances.

Last but not least, it was correlational to establish the relationship between the independent variable (Freewriting technique) over the dependent variable (The writing skill). Scott and Usher (2002) indicated that correlational research is employed in order to identify the relationships between the phenomena through statistical calculations. Similarly, this type of research study was applied for the verification of the hypothesis. In this case, the influence of the freewriting technique in the development of writing skills.

2.5 Procedure

To increase the reliability of the research, the researcher employed several hours of treatment, which consisted in the application of the freewriting technique for the improvement of the writing skill. During the sessions that the researcher attended, different activities were developed. All of them focused on the enhancement of writing skills.

In the first session, the teacher introduced herself to students. Then, she explained to students what she was going to do through the sessions she had to attend their classes. After that, she asked students to access to Google Forms to complete the pre-test, which consisted of two writing tasks. In the first task, students had to write an email of 25 words or more, while in the second task, students had to create a story of 35 words or more based on three pictures. The test was scored using the KET writing scale. The same day, the teacher explained to students the tools that she was going to use to carry out the project. The main tools were Google Forms, Google docs, Google Classroom WhatsApp, and Zoom. Because the teacher needed a WhatsApp group to communicate with students, she asked the president from the first semester to create it.

In the second intervention, the teacher explained to students the freewriting process through the use of a video, and the stages that consisted of freewriting, drafting, editing, and sending the last version. To accomplish this, the teacher followed a process. First, the teacher showed students an example of how their piece of writing must look like. Second, the teacher specified students the general principles of the technique (write without stopping, do not correct mistakes, do not erase anything). Third, the teacher asked students to enter to Jamboard and write their ideas about the

topic “Language and gender”. Then, the teacher presented some slides about the topic and started a discussion about it to give students ideas for their writings. After that, students accessed a shared document to start the writing process through the freewriting technique. Students had ten minutes for freewriting, and they could not stop writing until the time was over. Once students finished the freewriting part, the teacher asked students to start drafting their essays in the same document based on the ideas from the freewriting. Consequently, the teacher asked students to edit their work. The editing and final version part was done offline. During the development of the writing process, the teacher indicated to students some resources they could use to improve their writing such as transitions, conjunctions, types of sentences, among others. Besides, the teacher gave feedback to students during the whole writing process to guide students during their writing performance.

From the third to the ninth intervention in which the treatment was applied, the same procedure as in the second one was followed. However, the topic and the types of text were different. Most of the topics were related to the subject of “Language and culture” in order to contribute with students’ learning and consolidation of knowledge. Furthermore, the types of texts varied among paragraphs and emails in the different interventions.

Finally, in the last intervention, the researcher applied the post-test which consisted of two tasks; in the first task, students had to write an e-mail of 25 words or more, and in the second task, students had to write a story of 35 words or more using some pictures. Students had 25 minutes to complete the post-test. Once students finished with the test, the teacher proceed to apply the survey aimed at analyzing students’ attitudes towards the use of the freewriting technique.

2.6 Population and sample

The population of this study were 34 students from the first semester of “Pedagogía de las Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato. The subjects who took part of the experimental group were 24 women and 10 men whose ages ranged from 18 to 28 years old.

Table 1. Population

Population	Experimental group	Total	Percentage
Female	24	24	70.6%
Male	10	10	29.4%
Total	34	34	100%

Source: Direct research

Elaborated by: Barragán, E (2021)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of results

The present chapter encompasses the analysis of the results obtained after the application of the instruments for data collection; the pre-test, the post-test and the survey, which were applied to 34 students from first semester of the career of Pedagogía de los Idiomas Nacionales y Extranjeros. The information was collected, treated, analyzed and interpreted through its representation in tables and figures and the description and explanation of the same for a deeper understanding. In this sense, the information of this chapter is divided into three main points.

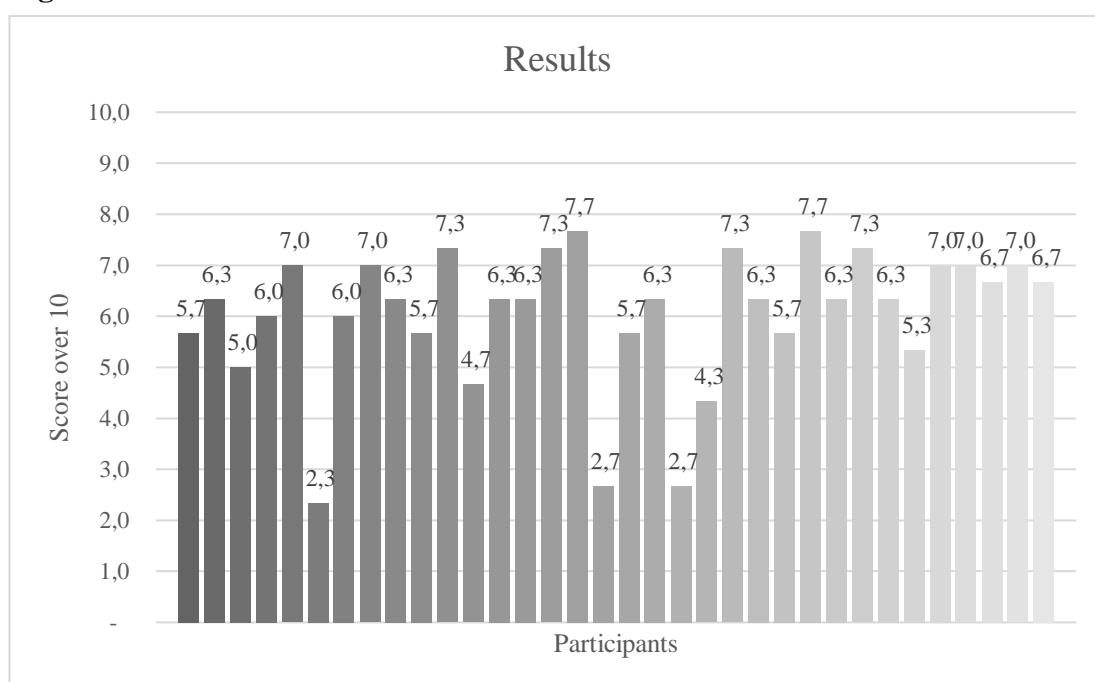
First, the analysis and discussion of the results of the pre-test and post-test is presented. Within this information, the first specific objective which was to identify the level of students' writing proficiency before and after using the freewriting technique was accomplished. In order to analyze the results from the pre-test and post-test, the SPSS program was employed and enabled the researcher to establish the difference in scores between the pre-test and post-test which consisted in two tasks taken from the writing section of the standardized KET exam.

Secondly, the results obtained from the survey which aimed at analyzing students' attitudes towards the use of the freewriting technique to improve writing skills were analyzed. The information from this part is represented in graphics for the further interpretation. A total of 34 students participated in the survey which had 10 items and was based on the Likert scale with 5 indicators. Even though the survey was structured

with 10 questions, only the most important were considered in the analysis and discussion.

Finally, the verification of the hypothesis is presented in this chapter. To do that, the SPSS software was applied. Consequently, the paired t-test, was the statistics implemented to test the hypothesis, either for its acceptance or rejection, and Shapiro-wilk was employed to measure data normality. This information is first presented in tables, and then analyzed, interpreted and described by the researcher.

Figure 1. Pre-test scores over 10



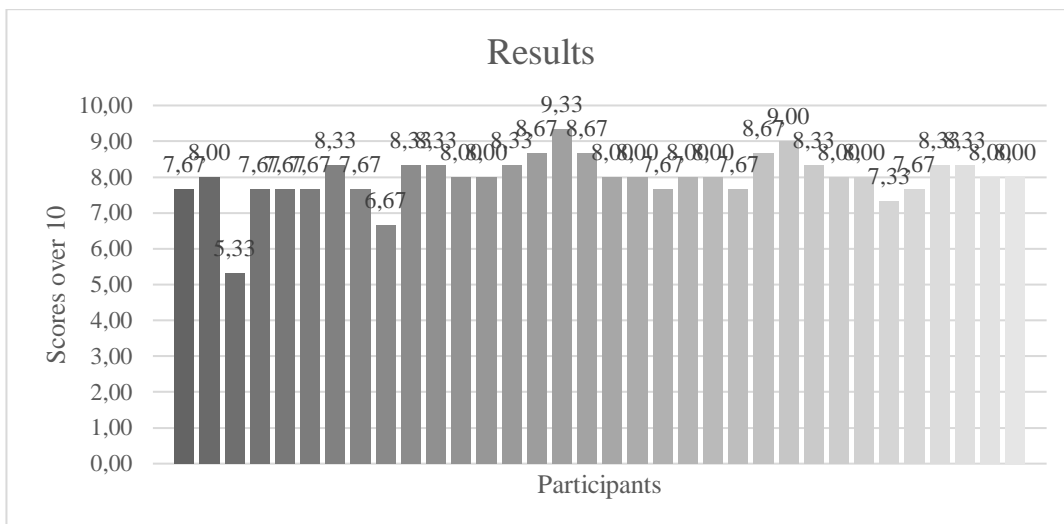
Source: Pre-test

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

Figure 1 reflects the scores obtained after the application of the pre-test to the 34 students from the first semester of the career of “Pedagogía de los Idiomas Nacionales y Extranjeros. The figure shows students’ scores over 10 marks. Furthermore, the highest score obtained in the pre-test was 2.3, while the highest one was 7.7. Students’ writing skills were evaluated based on the Cambridge scale for A2 level, which is divided into three criteria: content, organization, and language, being the highest mark in each criterion 5, and the lowest 0.

Figure 2. Post-test scores over 10



Source: Post-test

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

Figure 2 reflects the scores obtained after the application of the post-test to the 34 students from the first semester of the career of “Pedagogía de los Idiomas Nacionales y Extranjeros. The figure shows students’ scores over 10 marks. Furthermore, the highest score obtained in the post-test was 5.33, while the highest one was 9.3. Students’ writing skills were evaluated based on the Cambridge scale for A2 level, which is divided into three criteria: content, organization, and language, being the highest mark in each criterion 5, and the lowest 0.

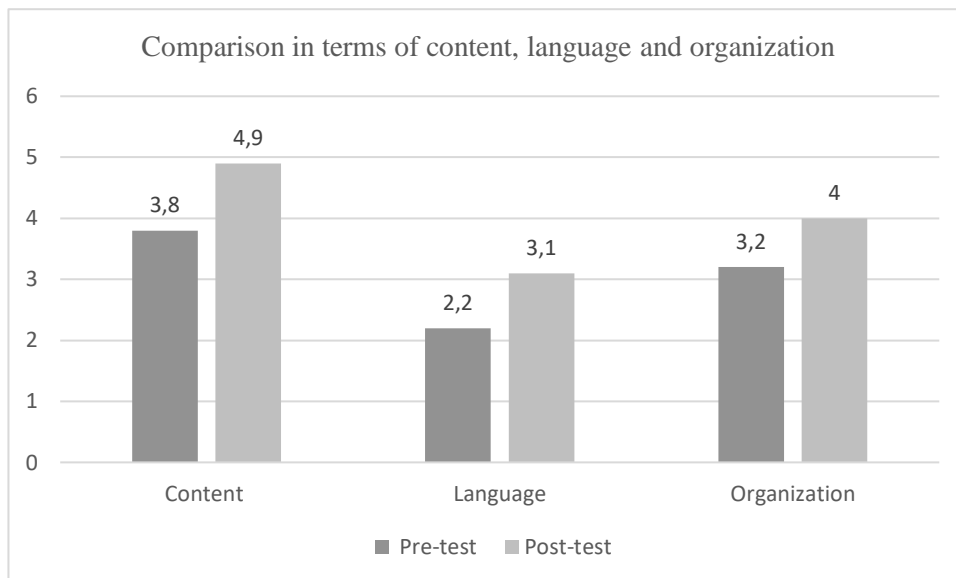
Table 2. Comparison in terms of content, language and organization

	Pre-test	Post-test
Content	3,8	4,9
Language	2,2	3,1
Organization	3,2	4
Total	3.06/5	4/5

Source: Pre-test and post-test

Elaborated by: Barragán, E. (2022)

Figure 3. Comparison in terms of content, language and organization



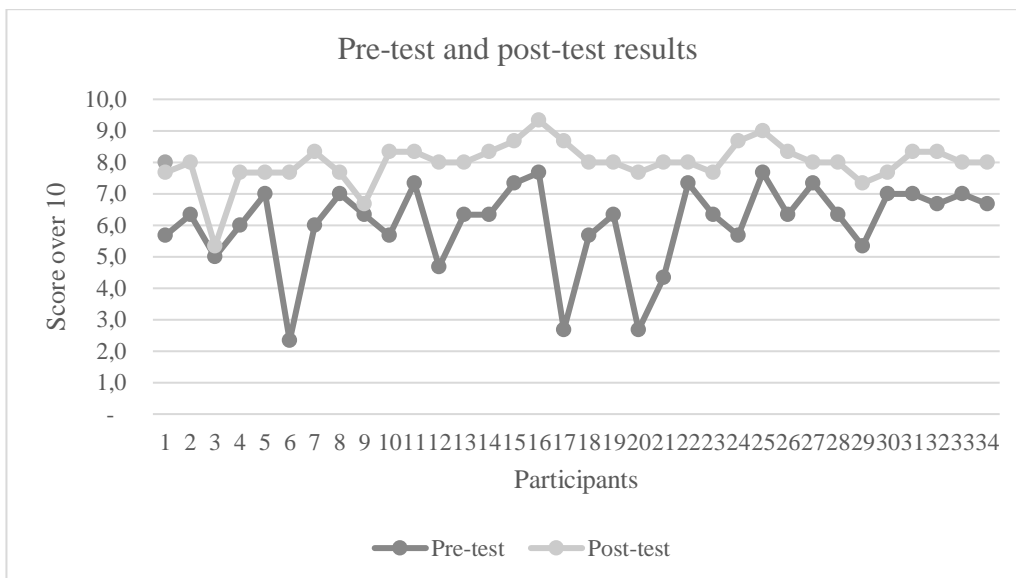
Source: Pre-test and post-test

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

Figure 3 reflects the comparison of scores in the pre-test and post-test regarding content, language and organization, which were the criteria used to evaluate students' writings. According to the figure, it could be evident that there was a significant improvement in the three criteria. First, in the pre-test considering content, students obtained an average of 3.8 over 5, while in the post-test students obtained 4.9 over 5. In addition, taking into consideration language, students in the pre-test obtained 2.2 over 5, while in the post-test 3.1. Moreover, regarding organization, students obtained 3.2 over 5 in the pre-test, while in the post-test 4.0. Hence, the researcher can state that the freewriting technique made significant changes in the writing skill of students, especially in content, students were able to develop complete ideas about specific topics, demonstrating writing fluency.

Figure 4. Pre-test and post-test comparison



Source: Pre-test and post-test

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

Figure 4 reflects a comparison between the scores of the pre-test and post-test over 10 marks. The green line represents the scores of the pre-test, while the yellow one represents the values of the post-test. The figure 3 demonstrates a significant difference between the values from the pre-test and post-test. While the lowest score obtained by one of the participants in the pre-test was 2.3, the lowest score obtained in the post-test was 5.3. In addition, the highest score in the pre-test was 7.7 and in the post-test 9.3. These values indicate that the participants did not get good grades in the performance of the pre-test. Nevertheless, the scores of the participants improved in the performance of the post-test after the application of the treatment which consisted in the instruction of the freewriting technique.

3.2 Hypothesis verification

Because the present project approached an experimental design, the hypothesis verification was needed. Therefore, the SPSS software was required by the researcher to test the hypothesis. In this sense, the paired sample t-test, Wilcoxon, and Shapiro-wilk were the statistics in charge of accepting or rejecting the alternative hypothesis.

3.2.1 Hypothesis statement

Within this research two hypothesis were established: the alternative (H_1) and the null hypothesis (H_0):

H_1 The use of the freewriting technique influences the development of the writing skill.

H_0 The use of the freewriting technique does not influence the development of the writing skill.

3.2.2 Paired Sample T-Student Test

Table 3. Paired T-test

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	6,0353	34	1,36068	,23335
	Post-test	7,9824	34	,67351	,11551

Source: SPSS Software

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

Table 3 reflects the scores obtained from the application of the pre-test and post-test to 34 participants. Within these values, it could be evident that there is a difference between the means of the pre-test and post-test. While in the pre-test the mean score is 6.03, the mean in the post-test is 7.98. From this, it could be inferred that the treatment had good effects in the writing performance of the students.

Table 4. Paired Samples Test

Note. Results obtained from the SPSS software.

Analysis and interpretation

		Paired Differences						Significance		
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		T	df	One-Sided p	Two-Sided p
Pair 1	Pre-test- Post-test	1,947	1,364	,234	-2,423	-1,470	8,320	33	<,001	<,001

Source: SPSS Software

Elaborated by: Barragán, E. (2022)

Table 4 shows the p-value provided by the SPSS software. In this sense, the p-value is 0,001. When the p-value is less than 0.05, the null hypothesis is rejected, and therefore, the alternative hypothesis is accepted. In this sense, it could be stated that the use of the freewriting technique influences the development of the writing skill.

3.3 Test of normality

Table 5. Test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test	,197	34	,002	,847	34	<,001
Post-test--	,249	34	<,001	,817	34	<,001

Source: SPSS Software

Elaborated by: Barragán, E. (2022)

Decision criteria

H_0 = Normal distribution if p-value is lower than 0.05 ($p\text{-value} > 0.05$)

H_1 = Not normal distribution if p-value is higher or the same than 0.05 ($p\text{-value} < 0.05$)

Analysis and interpretation

Table 5 shows the results of the Shapiro-wilk statistic used to measure the normality of the data obtained from the pre-test and post-test. The p-value or value of significance from the pre-test is 0.002 and the p-value from the post-test is 0,001. Because both values are lower than 0.005, it can be established that data distribution is normal.

3.4 Survey results

The following tables and figures represent the responses given by the 34 participants who completed the survey which consisted of 10 questions based on the Likert scale. The survey had 5 indicators: Strongly agree, agree, neutral, disagree and strongly disagree. The survey aimed at analyzing students' attitudes towards the use of the freewriting technique to improve writing skills.

Question 1. Does the freewriting technique contribute to develop your initial ideas about a topic?

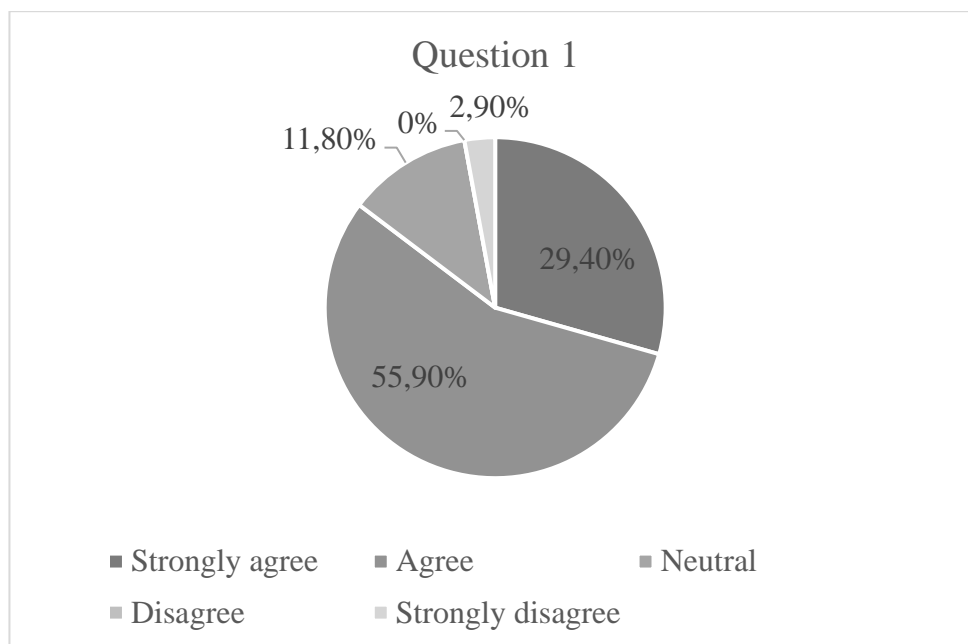
Table 6. Initial ideas

Alternative	Frequency	Percentage
Strongly agree	10	29.4%
Agree	19	55.9%
Neutral	4	11.8%
Disagree	0	0%
Strongly disagree	1	2.9%
Total	34	100%

Source: SPSS Software

Elaborated by: Barragán, E. (2022)

Figure 5. Initial ideas



Source: Survey

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

According to the data obtained after the application of the survey to the 34 students, 19 of them who represent the 55.90% agreed that the freewriting technique contributes to develop initial ideas about a topic. Also, 10 students who represent the 29.40% strongly agreed that the freewriting technique contributes to develop initial ideas about a topic. Moreover, 4 students who represent the 11.80% were in a neutral position about the statement. Finally, only one student who represents the 2.90% strongly disagreed that the freewriting technique contributes to the development of initial ideas about a topic. Within this information, the author can support that the freewriting is a good technique when writing, especially before developing a structured text.

Question 2. Does the freewriting technique allow you to write freely without worrying about making mistakes?

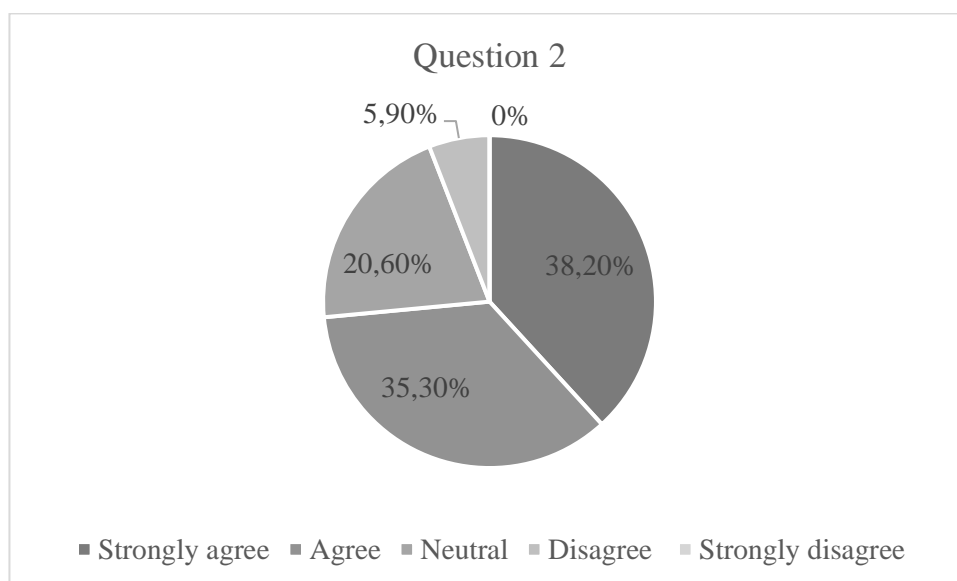
Table 7. Write freely without worrying about mistakes

Alternative	Frequency	Percentage
Strongly agree	13	38.2%

Agree	12	35.3%
Neutral	7	20.6%
Disagree	2	5.9%
Strongly disagree	0	0%
Total	34	100%

Source: Survey
Elaborated by: Barragán, E. (2022)

Figure 6. Write freely without worrying about mistakes



Source: Survey
Elaborated by: Barragán, E. (2022)

Analysis and interpretation

From the data obtained through the survey, it could be stated that 13 students who represent the 38,2% strongly agreed that the freewriting technique allows them to write freely without worrying about mistakes. Besides, 12 students who represent the 35.3% agreed that the freewriting technique allows them to write freely without worrying about mistakes. Moreover, 7 students were in a neutral position about the statement, and finally, 2 students disagreed that the freewriting technique allows them to write freely without worrying about mistakes. Based on these values, it could be inferred

that the majority of students had a good perception towards the use of this technique, and that they do not feel afraid of writing or mistaking with this technique.

Question 3. Does the freewriting technique focus on the process rather than on the product?

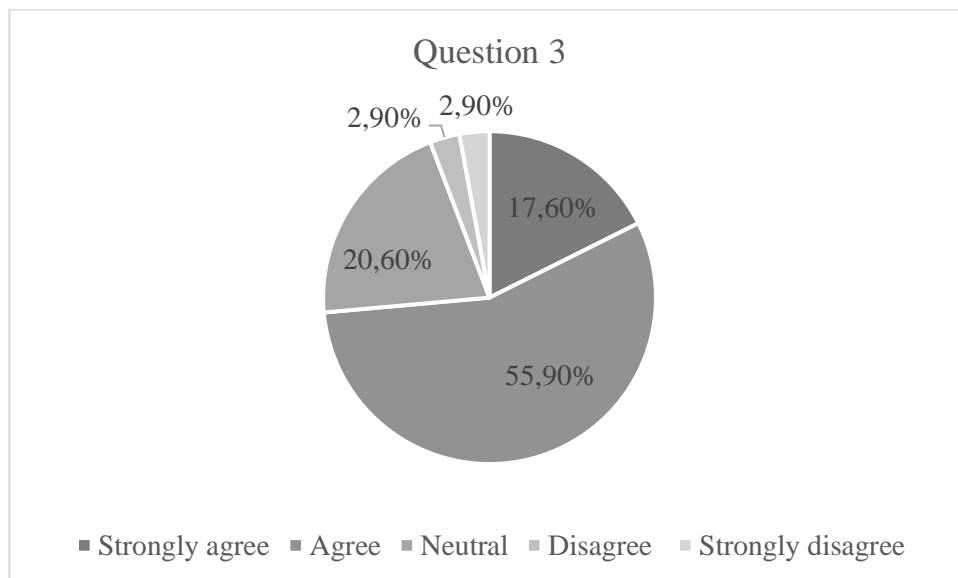
Table 8. Process rather than product

Alternative	Frequency	Percentage
Strongly agree	6	17.6%
Agree	19	55.9%
Neutral	7	20.6%
Disagree	1	2.9%
Strongly disagree	1	2.9%
Total	34	100%

Source: Survey

Elaborated by: Barragán, E. (2022)

Figure 7. Process rather than product



Source: Survey

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

According to the results obtained from the survey, 18 students who represent the 55.9% agreed that the freewriting technique focuses on the process rather than on the product. Also, 6 students who represent the 17.6% strongly agreed with the statement. Moreover, 7 students who represent the 20.6% were in a neutral position about the statement that the freewriting technique focuses on the process rather than on the product. Finally, 1 student who represents the 2.9% disagreed and another student strongly disagreed that the freewriting technique focuses on the process rather than on the product. Therefore, it could be evident that most students selected a positive option. This leads the author to the conclusion that the freewriting technique place more emphasis on students' progress during the process of writing rather than in the final production.

Question 4. Does the freewriting technique enable me to express my feelings?

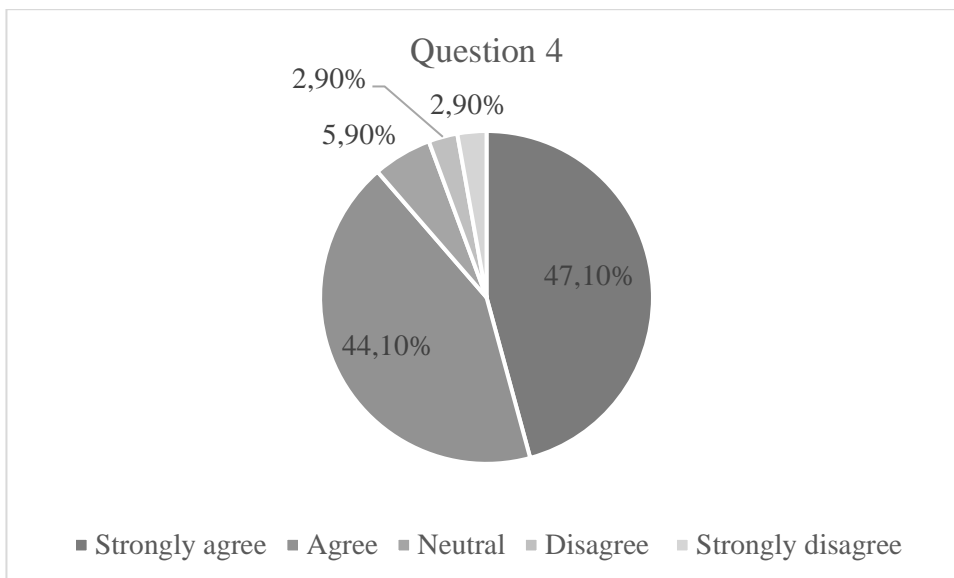
Table 9. Express feelings

Alternative	Frequency	Percentage
Strongly agree	16	47.1%
Agree	15	44.1%
Neutral	2	5.9%
Disagree	1	2.9%
Strongly disagree	1	2.9%
Total	34	100%

Source: Survey

Elaborated by: Barragán, E. (2022)

Figure 8. Express feelings



Source: Survey

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

The results from the survey reflect that 16 students who represent the 47.1% strongly agreed that the freewriting technique enables them to express their feelings. Furthermore, 15 students who represent the 44.1% agreed with the same statement. Also, 2 of the students who represent the 5.9 were in a neutral position about the freewriting technique enabling them to express their feelings, and finally, only one student who represents the 2.9% strongly disagreed that the freewriting technique enables him/her to express his/her feelings. Therefore, the researcher concludes that students felt free to write and express their emotions while using the technique, and that students’ perceptions towards the technique is good.

Question 5. Does the freewriting technique help me to develop ideas about specific topics or my own thoughts?

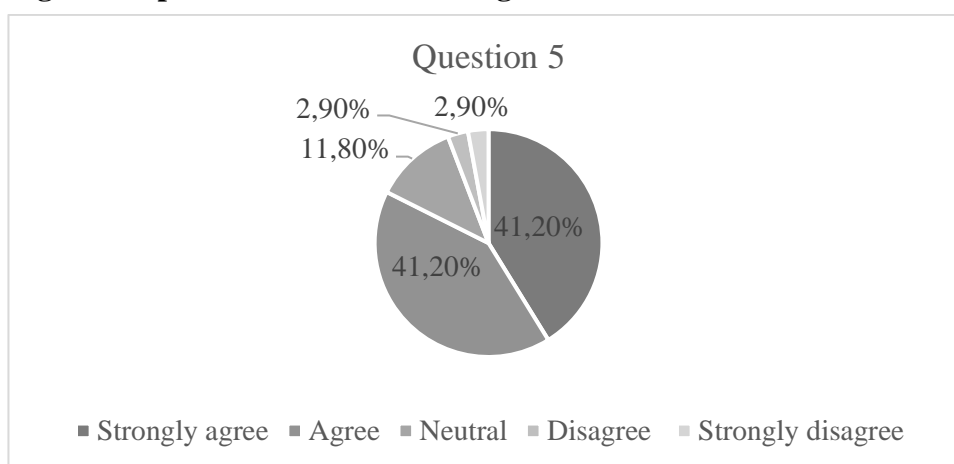
Table 10. Specific ideas or own thoughts

Alternative	Frequency	Percentage
Strongly agree	14	41.3%
Agree	14	41.2%

Neutral	4	11.8%
Disagree	1	2.9%
Strongly disagree	1	2.9%
Total	34	100%

Source: Survey
Elaborated by: Barragán, E. (2022)

Figure 9. Specific ideas or own thoughts



Source: Survey
Elaborated by: Barragán, E. (2022)

Analysis and interpretation

According to the information obtained after the completion of the survey, it can be stated that 14 students who represent the 41.2% strongly agreed that the freewriting technique helps them to develop ideas about specific topics or their own thoughts. Similarly, other 14 students who represent the same percentage, the 41.20% agreed with the statement. Besides, 4 students who represent the 11.8% were in a neutral position about the freewriting technique allowing them to develop their ideas about specific topics or their own thoughts. Finally, 1 student who represents the 2.9% disagreed and another one who represent the same percentage strongly disagreed. These results enabled the researcher to assert that the freewriting is a good technique, either for free or controlled writing practices.

Question 6. Does the freewriting technique help me to develop ideas about specific topics or my own thoughts?

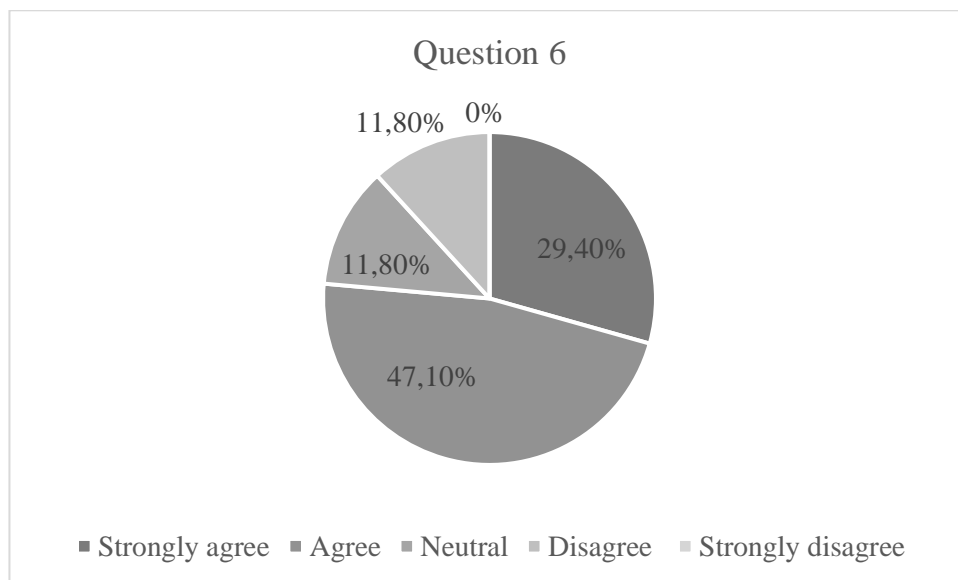
Table 11. Mental blocks and confidence while writing

Alternative	Frequency	Percentage
Strongly agree	10	29.4%
Agree	16	47.1%
Neutral	4	11.8%
Disagree	4	11.8%
Strongly disagree	0	0%
Total	34	100%

Source: Survey

Elaborated by: Barragán, E. (2022)

Figure 10. Mental blocks and confidence while writing



Source: Survey

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

According to the values represented in table 11 and figure 10, 16 students who represent the 47.10% agreed that the freewriting technique avoids their mental blocks and gives them confidence while writing. In addition, 10 students who represent the 29.4 % strongly agreed with the statement. Finally, 4 students who represent the 11.8%

were in a neutral position about the statement and other 4 students who represent the same percentage disagreed that the freewriting technique avoid their mental blocks and give them confidence while writing. Hence, the author can conclude that the freewriting release students' thoughts and allow them to write fluently and confidently.

Question 7. Do my grammar, vocabulary, accuracy, writing style, and purpose improve with the use of the freewriting technique?

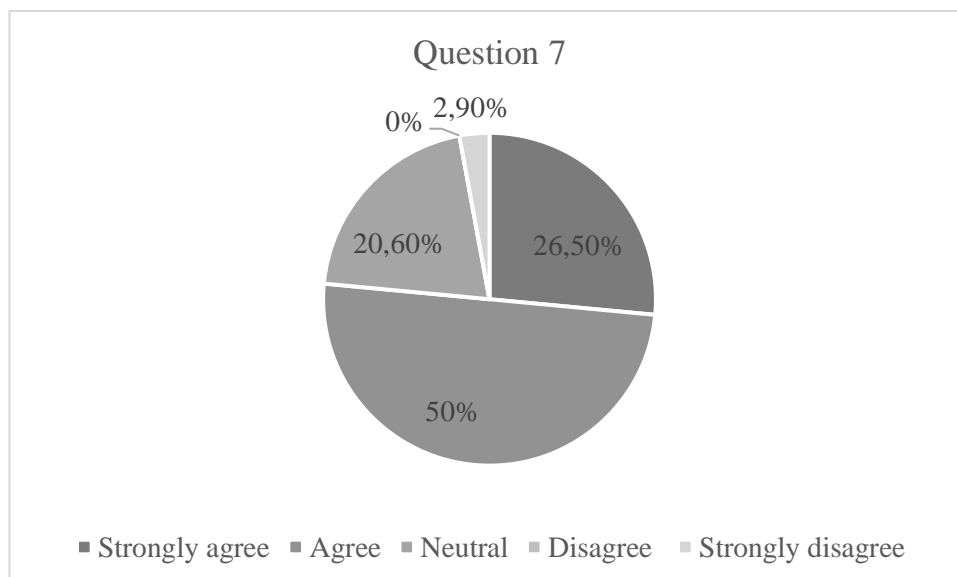
Table 12. Grammar, vocabulary, accuracy, writing style, and purpose

Alternative	Frequency	Percentage
Strongly agree	9	26.5%
Agree	17	50%
Neutral	7	20.6%
Disagree	0	0%
Strongly disagree	1	2.9%
Total	34	100%

Source: Survey

Elaborated by: Barragán, E. (2022)

Figure 11. Grammar, vocabulary, accuracy, writing style, and purpose



Source: Survey

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

According to the results reflected in the table 12 and figure 11, 17 students who represent the 50% agreed that their grammar, vocabulary, accuracy, writing style, and purpose improved with the use of the freewriting technique. In addition, 9 students who represent the 26.5% strongly agreed with the statement. Moreover, 7 students who represent the 20.6% were in a neutral position about the freewriting technique improving their grammar, vocabulary, accuracy, writing style and purpose. Finally, only one student who represents the 2.9% strongly disagreed with the statement. Nevertheless, the 76.5% of responses were positive. Thus, within these data, the researcher can support that the freewriting works when improving the mechanics of the language in students.

Question 8. Does the freewriting technique improve my knowledge about linking sentences and conveying complete messages?

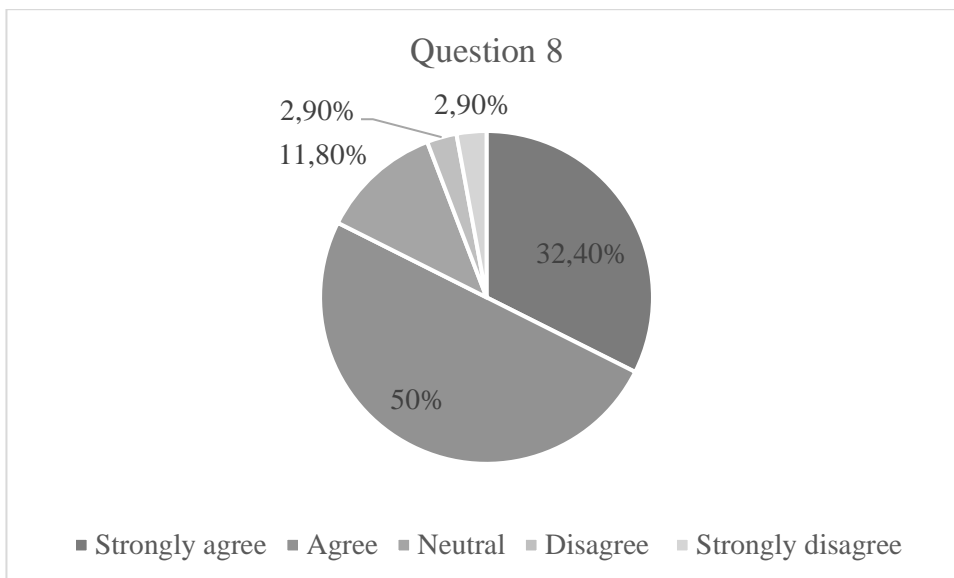
Table 13. Linking sentences and conveying complete messages

Alternative	Frequency	Percentage
Strongly agree	11	32.4%
Agree	17	50%
Neutral	4	11.8%
Disagree	1	2.9%
Strongly disagree	1	2.9%
Total	34	100%

Source: Survey

Elaborated by: Barragán, E. (2022)

Figure 12. Linking sentences and conveying complete messages



Source: Survey

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

According to the data obtained, 17 students who represent the 50% agreed that the freewriting technique improves their knowledge about linking sentences and conveying complete messages. Moreover, 11 students who represent the 32.4% strongly agreed with the statement. Besides, 4 students were in a neutral position about the statement. Finally, 1 student who represent the 2.9% disagreed, and another one representing the same percentage strongly disagreed with the statement that says that the freewriting technique improves students' knowledge about linking sentences and conveying complete messages. Hence, the researcher can conclude that the freewriting technique can contribute with students' knowledge about coherence and cohesion and how to connect ideas through the use of linking words or cohesive devices.

Question 9. Do my vocabulary, grammar, punctuation, content and organization improve after using the freewriting technique?

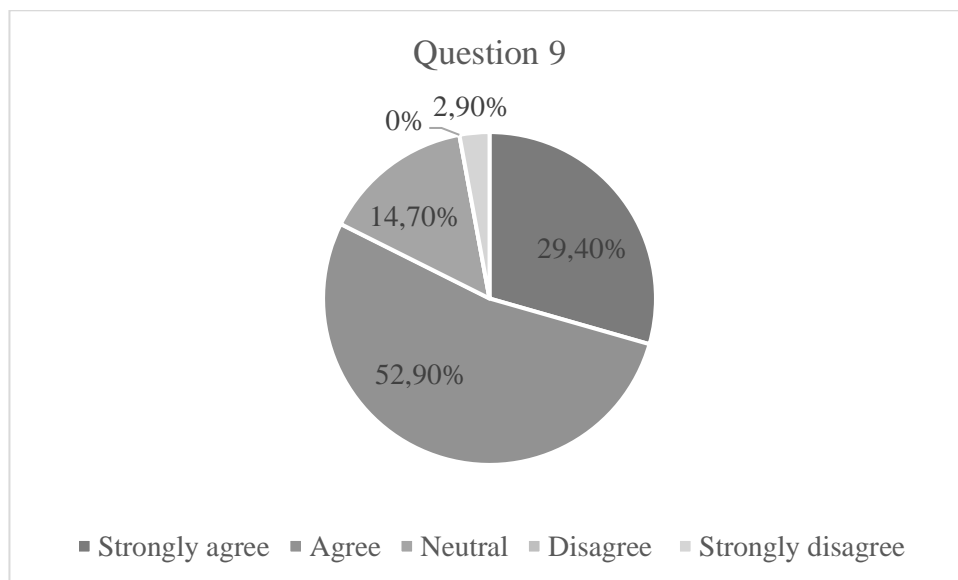
Table 14. Grammar, punctuation, content and organization

Alternative	Frequency	Percentage
Strongly agree	10	29.4%
Agree	18	52.9%
Neutral	5	14.7%
Disagree	0	0%
Strongly disagree	1	2.9%
Total	34	100%

Source: Survey

Elaborated by: Barragán, E. (2022)

Figure 13. Grammar, punctuation, content and organization



Source: Survey

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

According to the values presented in the table 14 and figure 13, 18 students who represent the 52.9% agreed that their grammar, vocabulary, writing style and purpose improve with the use of the freewriting technique. Moreover, 10 students who represent the 29.4% strongly agreed with the statement. Besides, 4 students were in a

neutral position about the statement, and finally, only one student who represents the 2.9% strongly disagreed that the freewriting technique improves his/her vocabulary, grammar, punctuation, content and organization. Thus, the researcher can infer that this technique can widely improve the mechanics of the language.

Question 10. Does the freewriting technique allow me to express different language functions such as agreeing, disagreeing, explaining, describing, among others?

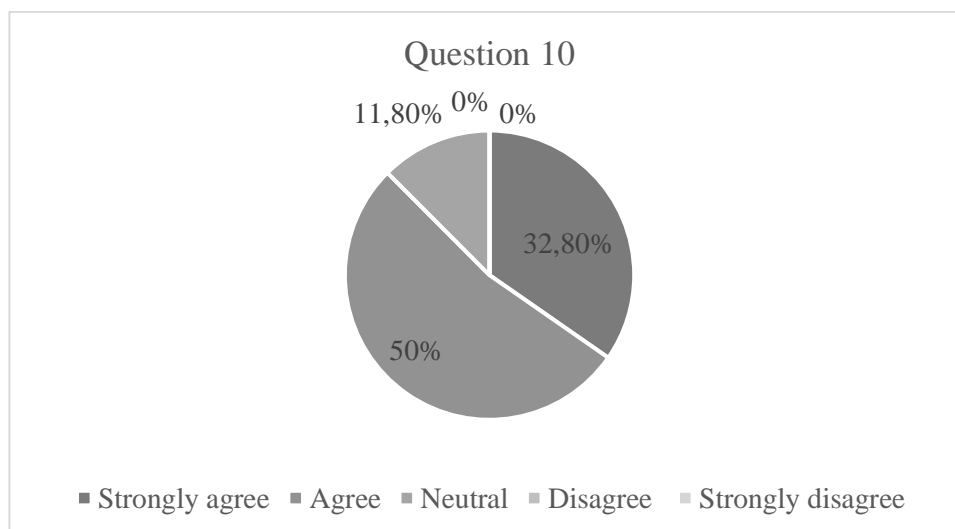
Table 15. Language functions

Alternative	Frequency	Percentage
Strongly agree	13	32.8%
Agree	17	50%
Neutral	4	11.8%
Disagree	0	0%
Strongly disagree	0	0%
Total	34	100%

Source: Survey

Elaborated by: Barragán, E. (2022)

Figure 14. Language functions



Source: Survey

Elaborated by: Barragán, E. (2022)

Analysis and interpretation

According to the data reflected in table 15 and figure 14, 17 students who represent the 50% agreed that the freewriting technique allow them to express different language functions such as agreeing, disagreeing, explaining, describing, among others. Besides, 13 students who represent the 38.2% strongly agreed with the statement. Finally, 4 students who represent the 11.8% were in a neutral position about the statement. Therefore, the researcher can state that students are familiarized with the language functions and now they are able to express them at the moment of producing new pieces of writing.

3.5 Discussion

After the application of the freewriting technique and the results reflected in the post-test, it could be observed that there were significant improvements in students' writing skills in terms of content, organization and language production. Thus, it can be affirmed that the application of the freewriting technique was positive. This statement is supported by different authors. Sagital, Jamaliah, and Rahimi (2018) state that the freewriting technique enables students to produce paragraphs with good content organization, vocabulary and grammar. Moreover, these authors consider the freewriting technique as an appropriate vehicle that can bring success to the classroom in terms of writing proficiency.

Numan (2020) in his research study done is ESP post-graduate students supports the idea of freewriting as a great technique to improve students' writing skills. This author points out that freewriting has a big impact on learners' achievement because the difference in means in his research work among the pre-test and post-test was significant (values). In this study, students showed improvement in five criteria: organizing, language use, vocabulary, mechanism, and contents. This study covered three of the criteria used to evaluate the pre-test and post-test in the current research, and in both studies, the freewriting technique represents a potential technique to achieve writing proficiency. Besides, the technique is meant to give students opportunities to write freely and clear their minds about free or given topics.

It is also important to mention that in this research, a survey to identify students' perceptions towards the use of the freewriting technique was applied. The results of the survey indicated a good acceptance of the technique on the part of students. Most of the answers were in a positive range, from agree to strongly agree. Students indicated in their responses that the freewriting technique contributes in several ways. First, this technique helps students to develop their initial ideas about specific or given topics. Moreover, students stated that they felt free to write without worrying about mistakes focusing on the process rather than on the product. Additionally, based on students' answers, it could be said that freewriting avoids their mental blocks and gives them confidence while writing. Similarly, students mentioned that the freewriting technique allows them to express their feelings. Regarding the mechanics of the language, students pointed out that their grammar, vocabulary, accuracy, fluency, writing style, content, and organization. The results presented in the survey can be corroborated by Sukaryani (2018) who declared that the freewriting technique gives students the chance to write freely without worrying about accuracy in the language. Furthermore, the author mentioned that the freewriting technique stimulates critical thinking and students can explore their ideas, emotions and feelings, and write them confidently and fluently.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing and interpreting the results obtained from the application of the freewriting technique to the students from the first semester of the career “Pedagogía de los Idiomas Nacionales y Extranjeros”, the researcher reached to the following conclusions and recommendations that may contribute to future studies:

- The effects of the freewriting technique in the development of writing skills were positive in several aspects. The freewriting technique not only improved students’ performance regarding the mechanics of the language such as grammar, punctuation, vocabulary, organization, but also, the way students feel towards the production of writing texts. The research developed enabled the investigator to conclude that with the use of the current technique, students feel less pressured and stressed when writing, and they can express their ideas freely without too much hesitation, even when they are not completely familiarized with the language.
- The use of the freewriting technique widely improved the writing performance of students from the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. The results reflected in the pre-test at the beginning of the interventions demonstrated that students had basic knowledge about writing production. Nevertheless, after freewriting instruction, students presented significant improvements in terms of organization, fluency, convention of complete messages, and grammar and vocabulary use. The average score of students obtained in the pre-test was 6.03 while in the post-test it was 7.98, which guide the researcher to conclude that freewriting influences the development of writing skills and produce significant changes in students’ writing performance.
- The application of the freewriting technique during multiple sessions was carried out following a detailed process. Within the application of this technique, students were able to write during ten minutes about specific or free topics without stopping. Students could empty their minds and write everything they were thinking at the moment even it did not make sense. Similarly,

students did not correct their mistakes while using the freewriting technique. Moreover, while instructing students through the freewriting technique, they were able to learn from their mistakes, and improve them later. Students excelled at using cohesive devices and linking words for their paragraphs' organization while employing the present technique.

- Students' attitudes towards the use of the freewriting technique to improve writing skill were completely positive. In the survey based on the Likert scale, most of students' answers about the statements ranged from agree to strongly agree. Therefore, the results displayed in the survey, showed that students think that the freewriting technique is supportive in many aspects. First, students expressed that this technique works to develop initial ideas about their own thoughts or given topics. One of the aspects highlighted by students in the survey was that this technique gives them confidence to write without worrying about mistakes and enables them to express their feelings and thoughts. Similarly, they indicated that the freewriting technique avoids mental blocks while producing the language. Finally, learners supported the idea that freewriting improves their writing proficiency in terms of grammar, vocabulary, punctuation, organization, content, writing style and language functions.

4.2 Recommendations

- The freewriting technique should be considered in the development of academic activities, specifically when teaching the writing skill to students. Most of the writing activities planned in the curriculum are thought to be controlled, demanding students to be accurate with the use of the language. Nevertheless, the freewriting technique gives students more freedom to write, improving during the whole writing process and learning from their mistakes.
- It is recommended to implement the freewriting technique during the teaching lessons because students can improve their writing performance significantly in different aspects such as vocabulary, grammar, fluency and organization.
- While applying the freewriting technique, teachers should give feedback to students about their writing production. Moreover, teachers should devote some minutes of their time to teach some aspects of the language such as grammar, vocabulary, punctuation and organization in order to obtain good products in each of the sessions in which the technique was implemented in classes.
- Because freewriting is a good technique to reduce students' stress and anxiety, teachers should implement it as part of their planning. It is suggested for teachers to include some classes for freewriting instead of just controlled writing. The freewriting technique has great benefits regarding the mechanics of the language, and also students' emotions because they feel more comfortable and freer to express their thoughts without worrying about mistakes.

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ANNEXES

Annex 1: Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 18 de octubre del 2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “THE FREEWRITING TECHNIQUE AND THE WRITING SKILL” propuesto por la estudiante Estefanía Nayeli Barragán Mejía, portadora de la Cédula de Ciudadanía, 2300822299 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Firmado electrónicamente por:

SARAH
JACQUELINE
IZA PAZMINO

.....
Lic. Sarah Jacqueline Iza Pazmiño, Mg.
C.I. 0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2: Cambridge KET writing test

https://docs.google.com/forms/d/e/1FAIpQLScBwGnGKlf-k2jbnf875Jxrfl-itzX_nae8FUUhoFxcMFIpwQ/viewform?usp=sf_link

Question 1

You want to go swimming on Saturday with your English friend, Toni.

Write an e-mail to Toni.

In your e-mail:

- Ask Toni to go swimming with you on Saturday.
- Say where you want to go swimming
- Say how you will travel there.

Write 25 words or more.

Question 2

Look at the three pictures.

Write the story shown in the pictures.

Write 35 words or more.



Annex 3: Cambridge rubric to evaluate A2 writing level

A2	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>	

Annex 4: Lesson plans

Lesson plan 1

Teacher: Estefanía Barragán

Level: First semester

Subject: Language and Culture

Group: 34 students		
Date: 17/11/2021		
Duration: 40 minutes		
Aims:		
At the end of the class, students will be able to:		
<ul style="list-style-type: none">• To recognize the writing section of the KET examination.• To develop an e-mail and letter based on the guidelines of the writing section of the KET examination.		
Time	Activity	Tools and materials
5	The teacher will introduce herself and present to students the activities.	Shared Google folder Zoom
20	The teacher will send students the link to access Google forms and complete the pre-test which consists of writing an e-mail of more than 25 words and a story based on some pictures by using more than 35 words.	Google forms https://docs.google.com/forms/d/e/1FAIpQLSdOhwMPEz2YD9eSJm1czbN4u40VxIzEIPZxCYy4E4_SExnScw/viewform?usp=sf_link
5	The teacher will ask students to join to Google classroom which is the platform that is going to be used for resources' sharing and future assignments.	Google Classroom https://classroom.google.com/c/NDI2MzY5MjE0ODg3?cjc=xsgdkhl
10	The teacher will explain students about the freewriting technique process for future classes.	Zoom Word document

Lesson plan2

Teacher: Estefanía Barragán

Level: First semester

Subject: Language and Culture

Group: 28 students Date: 24/11/2021 Duration: 2 hours		
Aims: <ul style="list-style-type: none">• To explain students the freewriting and writing procedure to develop writing texts.• To develop a paragraph through the use of the freewriting technique.		
Time	Activity	Tools and materials
10 min	<ul style="list-style-type: none">• The teacher will present students a one-minute video about “Freewriting” to give them a general idea of what they will be doing.• The teacher will explain with her own words the freewriting procedure by showing students some examples.	YouTube video https://www.youtube.com/watch?v=I9mf35JKETI Word Document https://docs.google.com/document/d/1_VSuctlQpvKJVs7qHPqUR9isFTWT-RG/edit?usp=sharing&oid=109805729960687445086&rtpof=true&sd=true
80 min	<ul style="list-style-type: none">• The teacher will present students a Power Point presentation about language and gender.• The teacher will start with a discussion for students to start developing the writing process about “Language and gender”.	PowerPoint presentation https://drive.google.com/file/d/1x0qy6tYvelh-6P3H9zx0AhSc--qJ_K8q/view?usp=sharing Word document https://drive.google.com/file/d/1nrgmfHahw8V4-vxFMGprZRBKEEIWeocT/view?usp=sharing

	<ul style="list-style-type: none"> • The teacher will ask students to start freewriting for 10 minutes. • The teacher will show students some writing resources they can use to correct their writings, giving them coherence and cohesion. • Students will have to access to a Google shared document according to the organization of the teacher. • Students will have to develop the other stages of writing (drafting, editing and the final version). 	<p>Group 1 https://docs.google.com/document/d/1pDvRYtsg7ResDkvuvoK5rHnmAFNSC3TTZxzAIUmVgBA/edit?usp=sharing</p> <p>Group 2 https://docs.google.com/document/d/1YLz67Q4jgtqy8L0pa1hRCbzSU5WS3cHK0IZOGEiDWdE/edit?usp=sharing</p> <p>Group 3 https://docs.google.com/document/d/14BPRiLpsM471i8A4J-7n0rPt6ncoNyJ4izMYuir3BH0/edit?usp=sharing</p> <p>Group 4 https://docs.google.com/document/d/1-1OV6S5E7OLBOGI9HNyCEI8KM0B0WjC9gzhwQ4eCL0M/edit?usp=sharing</p> <p>Group 5 https://docs.google.com/document/d/18eZtUC3LAYVg6zM5Flu8OtHIASRkbVsgA8BHnyn8yYQ/edit?usp=sharing</p> <p>Group 6 https://docs.google.com/document/d/15cAWRRjORbQkHnjIrYNDhjAmZUyjQivPgB0_-LHfXqk/edit?usp=sharing</p> <p>Group 7 https://docs.google.com/document/d/1PXbZqJhlMVowLKcPVdTNA5Nv5ZlFv7J3mtQofwNU2vs/edit?usp=sharing</p>
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Lesson plan 3

Teacher: Estefania Barragan

Level: First semester

Subject: Language and Culture

Group: 34 students Date: 25/11/2021 Duration: 1 hour		
Aims: <ul style="list-style-type: none">• To develop a paragraph about “language and identity “through the use of the freewriting technique.•		
Time	Activity	Tools and materials
5 min	<ul style="list-style-type: none">• The teacher will start the class with an activity called “Thumbs up, thumbs down”. For this activity, the teacher will show some statements related to the topic “Language and identity” and students will have to put their thumbs up if they agree or put their thumbs down if they disagree. Then, the teacher will be asking some students the reason of their selection.	<ul style="list-style-type: none">• PowerPoint presentation• Zoom
55 min	<ul style="list-style-type: none">• Students will have to access to a Google shared document according to the organization of the teacher.	Group 1 https://docs.google.com/document/d/12keK0RY-d2QRa2M8ukKYNbeal6BM2MAvTRwa_ypUu1k/edit?usp=sharing Group 2

	<ul style="list-style-type: none"> • The teacher will ask students to start freewriting for 10 minutes. • The teacher will show students some writing resources they can use to correct their writings (Conjunctions, transitions, types of sentences, etc). • Students will have to develop the other stages of writing (drafting, editing and the final version). 	https://docs.google.com/document/d/16N-Xnis8MCAhWJhbsLE99RAHmOzAYP3IT-wmk0hWDrw/edit?usp=sharing Group 3 https://docs.google.com/document/d/11wP4jEYXS3HMvq125Nbhc7cITzq-nwSRceOuMgpiaxw/edit?usp=sharing Group 4 https://docs.google.com/document/d/1VSSevtsyOTe9KJB1OrISdLIK5F9cHyDXawQnhHU2PQ8/edit?usp=sharing Group 5 https://docs.google.com/document/d/1WGPnE_4tLWH1y6YVFOTG7TV-N7f6ioUUnUedQcjOCEE/edit?usp=sharing Group 6 https://docs.google.com/document/d/1RcXoe6DW1iZhyRuIKCFiRclI6VYUzm9aiLlzF7KJoK0/edit?usp=sharing Group 7 https://docs.google.com/document/d/1c33wvydog4hSnfvHWKRFyJv1tvpHY4JG2Yx3gm2iQ44/edit?usp=sharing
	<p>Asynchronous activities</p> <p>Students will have to finish the final version of their writings until the next class.</p>	

Lesson plan 4

Teacher: Estefania Barragan

Level: First semester

Subject: Language and Culture

Group: 34 students		
Date: 01/12/2021		
Duration: 1 hour		
Aims: <ul style="list-style-type: none">To develop a paragraph about “Language, race and ethnicity “through the use of the freewriting technique.		
Time	Activity	Tools and materials
10 min	<ul style="list-style-type: none">The teacher will start the class with an activity created in Quizizz. For this activity, the teacher will ask the students to access to a link, enter to the activity, and complete it. This activity has multiple-choice questions, survey questions and open-ended questions.	<ul style="list-style-type: none">Quizizz https://quizizz.com/join?gc=067606Zoom
50 min	<ul style="list-style-type: none">Students will have to access to a Google shared document according to the organization of the teacher.The teacher will ask students to start freewriting for 10 minutes.The teacher will show students some writing	Group 1 https://docs.google.com/document/d/1QFifP0BcS8Hze11VqqQqK-MUiyBLDisr7JDUVKWnmac/edit?usp=sharing Group 2 https://docs.google.com/document/d/1XfTAp9yTy9hkdrIMwt77N9c-bhLcvElMja1uHeuDeZw/edit?usp=sharing

	<p>resources they can use to correct their writings (Conjunctions, transitions, types of sentences, etc.).</p> <ul style="list-style-type: none"> • Students will have to develop the other stages of writing (drafting, editing and the final version). 	<p>Group 3 https://docs.google.com/document/d/1AeUCAwoVSPoqWeAQ4NLTNITZ5BdtvNFITWSmoAwt8QA/edit?usp=sharing</p> <p>Group 4 https://docs.google.com/document/d/1SSHs3AY1V3sT_3xHuu_qb1kXFo49TRCPKFrrUVzjJZA/edit?usp=sharing</p> <p>Group 5 https://docs.google.com/document/d/1JBLBfMdPHADdE7FYeD5wpW3HVqb17Tor3KRrvBelAOQ/edit?usp=sharing</p> <p>Group 6 https://docs.google.com/document/d/1BCQmV_qkmD58s1m6-abjOq9yrUVC3oEI0UcvPz-fztM/edit?usp=sharing</p> <p>Group 7 https://docs.google.com/document/d/1d4tUjUfQ511Mz4BunVVYP2Gg6a3xGzQ4iYxGkShnR1g/edit?usp=sharing</p>
	<p>Asynchronous activities</p> <p>Students will have to finish the final version of their writings until the next class.</p>	

Lesson plan 5

Teacher: Estefania Barragan

Level: First semester

Subject: Language and Culture

Group: 43 students

Date: 02/12/2021

Duration: 1 hour		
Aims:		
At the end of the class, students will be able to:		
<ul style="list-style-type: none"> • Develop a text about “Language and Nationality” through the use of the freewriting technique. • To recognize the structure of an e-mail. 		
Time	Activity	Tools and materials
5 min	<ul style="list-style-type: none"> • The teacher will start with a brainstorming activity about the topic “Language and Nationality”. Students will have to access to Wooclap and form a word cloud with their ideas. 	<ul style="list-style-type: none"> • Wooclap https://app.wooclap.com/events/ZO TRHX/questions/61a443c84f58cd11f1fe843f • Zoom
55 min	<ul style="list-style-type: none"> • Students will have to access to a Google shared document according to the organization of the teacher. • The teacher will ask students to start freewriting for 10 minutes. They will have to write about the following idea: <i>“Imagine that you want to access to a college in a foreign country to study a career related to sociolinguistics, and one of the requirements to access is to write an e-mail about “Language and Nationality”. They ask you to include in the e-mail your</i> 	<p>Group 1 https://docs.google.com/document/d/12keKORY-d2QRa2M8ukKYNbeal6BM2MAvTRwa_ypUu1k/edit?usp=sharing</p> <p>Group 2 https://docs.google.com/document/d/16N-Xnis8MCAhWJhbsLE99RAHmOzAYP3IT-wmk0hWDrw/edit?usp=sharing</p> <p>Group 3 https://docs.google.com/document/d/11wP4jEYXS3HMvq125Nbhc7cITzq-nwSRceOuMgpiaxw/edit?usp=sharing</p> <p>Group 4 https://docs.google.com/document/d/1V SsEvtsyOTe9KJB1OrISdLIK5F9cHyD XawQnhHU2PQ8/edit?usp=sharing</p> <p>Group 5</p>

	<p><i>opinion about the topic and some examples. Remember, the e-mail is addressed to the authorities of the University. Think about the language you will use”.</i></p> <ul style="list-style-type: none"> • The teacher will show students some information about how to write e-mails. • https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/more-formal-email • https://aicrow.com/2018/example-phrases-writing-formal-informal-emails/ • Students will have to start drafting their e-mails with the following instruction: <i>“Imagine that you want to access to a college in a foreign country to study a career related to sociolinguistics, and one of the requirements to access is to write an e-mail about “Language and Nationality”. They ask you to include in the e-mail your opinion about the topic and some examples. Remember, the e-mail is addressed to the</i> 	<p>https://docs.google.com/document/d/1WGPnE_4tLWH1y6YVFOTG7TV-N7f6ioUUnUedQcjOCEE/edit?usp=sharing</p> <p>Group 6</p> <p>https://docs.google.com/document/d/1RcXoe6DW1iZhyRuIKCFiRclI6VYUzm9aiLlzF7KJoK0/edit?usp=sharing</p> <p>Group 7</p> <p>https://docs.google.com/document/d/1c33wvydog4hSnfvHWKRFyJv1tvpHY4JG2Yx3gm2iQ44/edit?usp=sharing</p>
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	<p><i>authorities of the University. Think about the language you will use”.</i></p> <ul style="list-style-type: none"> • Students will have to develop the other stages of writing (editing and the final version). 	
	<p>Asynchronous activities</p> <p>Students will have to finish the final version of their writings until the next class.</p>	

Lesson plan 6

Teacher: Estefania Barragan

Level: First semester

Subject: Language and Culture

Topic: English as an International Language

<p>Group: 34 students</p> <p>Date: 08/12/2021</p> <p>Duration: 1 hour</p>		
<p>Aims:</p> <p>At the end of the class, students will be able to:</p> <ul style="list-style-type: none"> • Develop a text about “English as an International language” through the use of the freewriting technique. • To recognize the structure of an e-mail. 		
Time	Activity	Tools and materials
10 min	<ul style="list-style-type: none"> • The teacher will present a video to students about English as an International language. • The teacher will start with a brainstorming. Students 	<ul style="list-style-type: none"> • Zoom • YouTube https://www.youtube.com/watch?v=AbHpYS8YI7U • Padlet

	<p>will have to expose their ideas in the class answering to the question: Why is English considered as an international language?</p>	<p>https://padlet.com/ebarragan2299/y8k51go3x7yet4bq</p>
<p>55 min</p>	<ul style="list-style-type: none"> • Students will have to access to a Google shared document according to the organization of the teacher. • The teacher will ask students to start freewriting for 10 minutes. They will have to write about the following question: <i>Why is English learning so important, and what are your reasons for studying it?</i> • Students will have to start drafting their writings. • Students will have to develop the other stages of writing (editing and the final version). 	<p>Group 1 https://docs.google.com/document/d/1yLc1gzVYyJWG-JMLBIaN7bL_ScOfnDSk0F0Cbpsditk/edit?usp=sharing</p> <p>Group 2 https://docs.google.com/document/d/1REuuiZZ7Vw_asl302VTIM78I8R6cADszrkyyWdox48A/edit?usp=sharing</p> <p>Group 3 https://docs.google.com/document/d/1Q3IEDjR6yIPaoOtAJP8Npt0vblhvEFX604oc1GKRn-I/edit?usp=sharing</p> <p>Group 4 https://docs.google.com/document/d/1g2g6NTS_wN6II1-c4jkwo41i3RtIEjo3rBrdwV_kxs/edit?usp=sharing</p> <p>Group 5 https://docs.google.com/document/d/1NFsPd2dR9n6qxzCpQNMLA1hGMKFTejC0rowv73J3pBQ/edit?usp=sharing</p> <p>Group 6 https://docs.google.com/document/d/1zVLWwIhn6pHV02atuCFWeW4KZ</p>

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	Asynchronous activities Students will have to finish the final version of their writings until the next class.	

Lesson plan 7

Teacher: Estefania Barragan

Level: First semester

Subject: Language and Culture

Topic: Language, culture and thought

Group: 34 students Date: 15/12/2021 Duration: 1 hour		
Aims: At the end of the class, students will be able to: <ul style="list-style-type: none"> Develop a text about “Language, culture and thought” through the use of the freewriting technique. 		
Time	Activity	Tools and materials

<p>5 min</p>	<ul style="list-style-type: none"> The teacher will start a discussion with the question: Does your language change how you see the world? https://www.edge.org/conversation/lera_boroditsky-how-does-our-language-shape-the-way-we-think 	<ul style="list-style-type: none"> Zoom
<p>55 min</p>	<ul style="list-style-type: none"> Students will have to access to a Google shared document according to the organization of the teacher. The teacher will ask students to start freewriting for 10 minutes. Students will have to start drafting their e-mails. Students will have to develop the other stages of writing (editing and the final version). 	<p>Group 1 https://docs.google.com/document/d/1LUbri9Kh43nPkhHYDeGEOdWGklwdy78tFung5cO7oIQ/edit?usp=sharing</p> <p>Group 2 https://docs.google.com/document/d/1hOUGpyPX5od-NpxbGwZTqx_wRvFTnmr56S8sF0nzsS/edit?usp=sharing</p> <p>Group 3 https://docs.google.com/document/d/1eKiMizVolo4vpIseWXikPJKp2I8Gb6bQhIFckohj54s/edit?usp=sharing</p> <p>Group 4 https://docs.google.com/document/d/1u7d_gfPpf1rKdhHzA7pmtWIdcWVs5roBIzyS_ihRWxpsM/edit?usp=sharing</p> <p>Group 5 https://docs.google.com/document/d/1IEz9AtVf0EsRCNTqJsOMHPqf0b7soYVdch30QOcuZvg/edit?usp=sharing</p> <p>Group 6</p>

		https://docs.google.com/document/d/1hnq_7NPHLfTnj5MOyysfEXNSf5Y9I70JinZ3UeEduJc/edit?usp=sharing Group 7 https://docs.google.com/document/d/1o5OhRvuFfJ55myVESuleX01Cy-fCeNPtAXtLeCf3J2E/edit?usp=sharing
	Asynchronous activities Students will have to finish the final version of their writings until the next class.	

Lesson plan 8

Teacher: Estefania Barragan

Level: First semester

Subject: Language and Culture

Topic: Free topic

Group: 34 students Date: 16/12/2021 Duration: 1 hour		
Aims: At the end of the class, students will be able to: <ul style="list-style-type: none"> Develop a text about any topic of their interest through the use of the freewriting technique. 		
Time	Activity	Tools and materials

<p>5 min</p>	<ul style="list-style-type: none"> • The teacher will start the class with an activity called “Would you rather?”. • Teacher will share her screen and project some questions with two options. • Students will have to select an option and support it by giving reasons. 	<ul style="list-style-type: none"> • Zoom • Website https://wouldurather.io/
<p>55 min</p>	<ul style="list-style-type: none"> • Students will have to access to a Google shared document according to the organization of the teacher. • The teacher will ask students to start freewriting for 10 minutes. • Students will have to start drafting their paragraphs. • Students will have to develop the other stages of writing (editing and the final version). 	<p>Group 1 https://docs.google.com/document/d/1kTZREISzga3g6jdbhL-dv8s9lbOJmAAFWcbaFevwPOs/edit?usp=sharing</p> <p>Group 2 https://docs.google.com/document/d/1HXSOvHBNpCrZQdmKY_McZXghVCTQgE8Kj2F5_pev1_8/edit?usp=sharing</p> <p>Group 3 https://docs.google.com/document/d/1iWAvoMU-SfZ-E2q5i-zvPFzDVbbfhV4Ue4fvrPtdaE0/edit?usp=sharing</p> <p>Group 4 https://docs.google.com/document/d/1FqMXel3A0iRZ7EeHwqLh4Mj3Zxwu_w4JpPpyL6moK9Y/edit?usp=sharing</p> <p>Group 5 https://docs.google.com/document/d/1-0Wi-V7dG-</p>

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	Asynchronous activities Students will have to finish the final version of their writings until the next class.	

Lesson plan 9

Teacher: Estefania Barragan

Level: First semester

Subject: Language and Culture

Topic: New Literacies and Language in an Online Global World

Group: 34 students		
Date: 22/12/2021		
Duration: 1 hour		
Aims:		
At the end of the class, students will be able to:		
<ul style="list-style-type: none"> Develop a text about “New Literacies and Language in an Online Global World” through the use of the freewriting technique. 		
Time	Activity	Tools and materials

<p>5 min</p>	<ul style="list-style-type: none"> • The teacher will start the class with a brainstorming activity in Menti. • Teacher will send the link to students. • Students will enter to the link and answer two questions: <ol style="list-style-type: none"> 1. What do you think of when reading the topic “New Literacies and Language in an Online Global World”? 2. What do you think of when reading the topic “New Literacies and Language in an Online Global World”? 	<ul style="list-style-type: none"> • Zoom • Menti https://www.menti.com/cai1vh3cz_h • Google Docs
<p>55 min</p>	<ul style="list-style-type: none"> • Students will have to access to a Google shared document according to the organization of the teacher. • The teacher will ask students to start freewriting for 10 minutes. • Students will have to start drafting their paragraphs. • Students will have to develop the other stages of writing (editing and the final version). 	<p>Group 1 https://docs.google.com/document/d/1kTZREISzga3g6jdbhL-dy8s9lbOJmAAFWcbaFevwPOs/edit?usp=sharing</p> <p>Group 2 https://docs.google.com/document/d/1HXSOvHBNpCrZQdmKY_McZXghVCTQgE8Kj2F5_pev1_8/edit?usp=sharing</p> <p>Group 3 https://docs.google.com/document/d/1iWAvoMU-SfZ-E2q5i-zvPFzDVbbfhV4Ue4fvrPtdaE0/edit?usp=sharing</p> <p>Group 4</p>

		<p>https://docs.google.com/document/d/1FqMXel3A0iRZ7EeHwqLh4Mj3Zxwu_w4JpPpyL6moK9Y/edit?usp=sharing</p> <p>Group 5</p> <p>https://docs.google.com/document/d/1-0Wi-V7dG-i3Ni4oByhuoiWTekS1hdZ9pHhKctxDBYU/edit?usp=sharing</p> <p>Group 6</p> <p>https://docs.google.com/document/d/1Eml5PmrvzWIRDtA0SNzch2E5_Hit_5hrjQJ1OIQ_aZY/edit?usp=sharing</p> <p>Group 7</p> <p>https://docs.google.com/document/d/18wCkJRMfVi3iu_LQMe5O8FtJ80w-73TwYE1OLmCiXUU/edit?usp=sharing</p>
	<p>Asynchronous activities</p> <p>Students will have to finish the final version of their writings until the next class.</p>	

Lesson plan 10

Teacher: Estefania Barragan

Level: First semester

Subject: Language and Culture

Group: 34 students

Date: 23/12/2021

Duration: 1 hour

Aims:

At the end of the class, students will be able to:

- To develop an e-mail and letter based on the guidelines of the writing section of the KET examination.
- To complete a survey about their perceptions towards the use of the freewriting technique.

Time	Activity	Tools and materials
35 min	<ul style="list-style-type: none">• The teacher will start the class giving students instructions about the completion of the post-test.• Teacher will send the link from the post-test to students.• Students will enter to the link and complete two tasks. In one of the tasks, students will have to write an e-mail of 25 words or more, and in the second task, they will have to write a story based on some pictures of 35 words or more. Students will have 25 minutes to complete both tasks.	<ul style="list-style-type: none">• Zoom• Post-test https://docs.google.com/forms/d/e/1FAIpQLScBwGnGKlf-k2jbnf875Jxrfl-itzX_nae8FUUhoFxcMFIpwQ/viewform?usp=sf_link
10 min	<ul style="list-style-type: none">• The teacher will ask students to complete a survey of 10 questions based on the Likert scale.• The teacher will give students instructions.	Survey https://docs.google.com/forms/d/e/1FAIpQLSdpNSKT1-Bf-CLnI_wd36Hm6v2ISegFSARMUmfms-e4kDMAIUQ/viewform?usp=sf_link

5 min	<ul style="list-style-type: none">• The teacher will thank the students for their help and collaboration during the treatments.	Zoom
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Annex 5: Survey

https://docs.google.com/forms/d/e/1FAIpQLSdpNSKT1-Bf-CLnI_wd36Hm6v2ISegFSARMUmfmse4kDMAIUQ/viewform?usp=sf_link

THEME: The freewriting technique and the writing skill

OBJECTIVE: To analyze students' attitudes towards the use of the freewriting technique to improve writing skills.

INSTRUCTION: Select one of the options according to your level of agreement with the statements.

SA: STRONGLY AGREE

A: AGREE

N: NEUTRAL

D: DISAGREE

SD: STRONGLY DISAGREE

ITEMS	SA	A	N	D	SD
1. Does the freewriting technique contribute to develop your initial ideas about a topic?					
2. Does the freewriting technique allow you to write freely without worrying about making mistakes?					
3. Does the freewriting technique focus on the process rather than on the product?					
4. Does the freewriting technique enable me to express my feelings?					
5. Does the freewriting technique help me to develop ideas about specific topics or my own thoughts?					
6. Does the freewriting technique avoid my mental blocks and give me confidence while writing?					
7. Do my grammar, vocabulary, accuracy, writing style, and purpose improve with the use of the freewriting technique?					
8. Does the freewriting technique improve my knowledge about linking sentences and conveying complete messages?					
9. Do my vocabulary, grammar, punctuation, content and organization improve after using the freewriting technique?					
10. Does the freewriting technique allow me to express different language functions such as agreeing, disagreeing, explaining, describing, among others?					






Annex 6: Urkund report



Document Information

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Submitted by	
Submitter email	ebarragan2299@uta.edu.ec
Similarity	6%
Analysis address	cristinadjordanb.uta@analysis.orkund.com

Sources included in the report

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