



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN MENCIÓN – INGLÉS**

**RESEARCH PROJECT**

**“THE INFLUENCE OF INTERACTIVE TECHNIQUES IN THE  
DEVELOPMENT OF THE WRITING SKILLS OF TWEENS AT CENTRO  
ECUATORIANO NORTEAMERICANO”**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN LENGUA  
INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE  
SISTEMAS EDUCATIVOS EN TEFL**

**AUTHORS:**

**ANA MARIA ESPINOZA VALLE**

**MICHELLE PATIÑO BOHÓRQUEZ**

**TUTOR:**

**MSC. LUIS LEÓN VELIZ**

**GUAYAQUIL - ECUADOR**

**2018**

## **CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR**

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

### **CERTIFICO**

Yo, Luis León Véliz, certifico que el Proyecto de Investigación con el tema: "THE INFLUENCE OF INTERACTIVE TECHNIQUES IN THE DEVELOPMENT OF THE WRITING SKILLS OF TWEENS AT CENTRO ECUATORIANO NORTEAMERICANO", ha sido elaborado por la Señorita ANA MARÍA ESPINOZA VALLE, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

**TUTOR**

A handwritten signature in blue ink, consisting of stylized initials and a surname, positioned above a horizontal line.

## **CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR**

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

### **CERTIFICO**

Yo, Luis León Véliz, certifico que el Proyecto de Investigación con el tema: “THE INFLUENCE OF INTERACTIVE TECHNIQUES IN THE DEVELOPMENT OF THE WRITING SKILLS OF TWEENS AT CENTRO ECUATORIANO NORTEAMERICANO”, ha sido elaborado por la Señorita MICHELLE ALEXANDRA PATIÑO BOHÓRQUEZ, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

**TUTOR**



**Msc. Luis León Véliz**

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR

### DECLARACIÓN DE AUTORÍA

Yo, ANA MARIA ESPINOZA VALLE, con cédula de ciudadanía No.0930054572, en calidad de autor, declaro bajo juramento que la autoría del presente trabajo me corresponde totalmente y me responsabilizo de los criterios y opiniones que en el mismo se declaran, como producto de la investigación que he realizado.

Que soy el único autor del trabajo del Proyecto de Investigación: "THE INFLUENCE OF INTERACTIVE TECHNIQUES IN THE DEVELOPMENT OF THE WRITING SKILLS OF TWEENS AT CENTRO ECUATORIANO NORTEAMERICANO"

Que el perfil del proyecto es de mi autoría, y que en su formulación he respetado las normas legales y reglamentarias pertinentes, previa la obtención del título de "Licenciado o Licenciada en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL", de la Facultad de Educación-Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.



Ana María Espinoza Valle

Autor

## CESIÓN DE DERECHOS DE AUTOR

De conformidad con lo establecido en el Capítulo I de la Ley de Propiedad Intelectual del Ecuador, su reglamento y normativa institucional vigente, dejo expresado mi aprobación de ceder los derechos de reproducción y circulación de esta obra, a la Universidad Laica Vicente Rocafuerte de Guayaquil. Dicha reproducción y circulación se podrá realizar, en una o varias veces, en cualquier soporte, siempre y cuando sean con fines sociales, educativos y científicos.

El autor garantiza la originalidad de sus aportaciones al proyecto, así como el hecho de que goza de la libre disponibilidad de los derechos que cede.



---

Ana María Espinoza Valle

Autor

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR

### DECLARACIÓN DE AUTORÍA

Yo, MICHELLE ALEXANDRA PATIÑO BOHÓRQUEZ, con cédula de ciudadanía No.0920077336, en calidad de autor, declaro bajo juramento que la autoría del presente trabajo me corresponde totalmente y me responsabilizo de los criterios y opiniones que en el mismo se declaran, como producto de la investigación que he realizado.

Que soy el único autor del trabajo del Proyecto de Investigación: “THE INFLUENCE OF INTERACTIVE TECHNIQUES IN THE DEVELOPMENT OF THE WRITING SKILLS OF TWEENS AT CENTRO ECUATORIANO NORTEAMERICANO”

Que el perfil del proyecto es de mi autoría, y que en su formulación he respetado las normas legales y reglamentarias pertinentes, previa la obtención del título de “Licenciado o Licenciada en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL”, de la Facultad de Educación-Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.

Michelle Patiño

Michelle Alexandra Patiño Bohórquez

Autor

## **CESIÓN DE DERECHOS DE AUTOR**

De conformidad con lo establecido en el Capítulo I de la Ley de Propiedad Intelectual del Ecuador, su reglamento y normativa institucional vigente, dejo expresado mi aprobación de ceder los derechos de reproducción y circulación de esta obra, a la Universidad Laica Vicente Rocafuerte de Guayaquil. Dicha reproducción y circulación se podrá realizar, en una o varias veces, en cualquier soporte, siempre y cuando sean con fines sociales, educativos y científicos.

El autor garantiza la originalidad de sus aportaciones al proyecto, así como el hecho de que goza de la libre disponibilidad de los derechos que cede.

*Michelle Patiño*

Michelle Alexandra Patiño Bohórquez

Autor

## **Abstract**

This study investigates the influence of three interactive writing techniques in order to improve the writing skills in students in Tweens ten at Centro Ecuatoriano Norteamericano in Guayaquil, Ecuador. Students face with the problem of generating ideas at the time of writing a paragraph and organizing it. Besides, they are usually characterized by a lack of understanding of the rules of formal written English and the most common mistakes manifested in spelling, punctuation, capitalization, word order and syntax which are the Basic Standards of written English. The techniques will be applied and presented to students in a funny and interactive way during one hour each class during six Saturdays. The Brainstorming technique contributes to generate ideas, the Journalistic Questions technique helps learners to add more information to the brainstorming session, and the Paragraph Hamburger promotes a better organization of the sentences to write a paragraph. At the end of this study the students will be able to write well-constructed paragraphs based on the Basic Standards of written English and the writing skills will improve.

Basic Standards of written English

Improvement

Interaction

Techniques

Writing skills



## Tables of Figures

Graphic 1. Writing is funny. ....	49
Graphic 2. It is challenging to start writing a paragraph.....	50
Graphic 3. It is difficult to organize ideas in a paragraph.....	51
Graphic 4. Getting bored when writing a paragraph in class.....	52
Graphic 5. It is common to make a lot of mistakes in pieces of writing.....	53
Graphic 6. It is necessary to know the Basic Standards of written English.....	55
Graphic 7. Learning to write a paragraph is easier in group work.....	55
Graphic 8. The teacher’s guidance in a writing process .....	57
Graphic 9. Colorful material needed to develop creativity in writing pieces .....	57
Graphic 10. Applying interactive writing techniques .....	58
Graphic 11. Learning to write is important.....	60
Graphic 12. Learning writing techniques.....	61
Graphic 13. Becoming a good writer. ....	62
Graphic 14. The process of writing a paragraph .....	63
Graphic 15. Teaching writing techniques in a funny way .....	64
Graphic 16. Knowing the Basic Standards of written English.....	65
Graphic 17. Writing about any topic.....	66
Graphic 18. Making mistakes while writing. ....	67
Graphic 19. Ideas in a Brainstorming .....	68
Graphic 20. Learning writing techniques.....	69
Graphic 21. Error correction: Pre-test vs. Post-test.....	70
Graphic 22. Right answers in multiple choice: Pre-test vs. Post-test.....	71
Graphic 23. Construction of a paragraph: Pre-test vs. Post-test .....	72
Picture 1. Hamburguer made in cardboard. ....	79
Picture 2. Seating arrangement used in the study. ....	79
Picture 3. Graphic for the Brainstorming technique .....	81
Picture 4. Journalistic questions presented on dices .....	82
Picture 5. A student from Tweens ten course listing words.....	83
Picture 6. Organization of sentences applying the Paragraph Hamburger.....	84
Picture 7. Template of the Paragraph Hamburger technique taken .....	85

## Index of Tables

Table 1. Writing if funny. ....	49
Table 2. It is challenging to start writing a paragraph.....	50
Table 3. It is difficult to organize ideas in a paragraph.....	51
Table 4. Getting bored when writing a paragraph in class.....	52
Table 5. It is common to make a lot of mistakes in pieces of writing. ....	53
Table 6. It is necessary to know the Basic Standards of written English.....	54
Table 7. Learning to write a paragraph is easier in group work. ....	55
Table 8. The teacher’s guidance in a writing process .....	56
Table 9. Colorful material needed to develop creativity in writing pieces .....	57
Table 10. Applying interactive writing techniques .....	58
Table 11. Learning to write .....	60
Table 12. Learning writing techniques.....	61
Table 13. Becoming a good writer .....	62
Table 14. The process of writing a paragraph.....	63
Table 15. Teaching writing techniques in a funny way .....	64
Table 16. Knowing the Basic Standards of written English .....	65
Table 17. Writing about any topic.....	66
Table 18. Making mistakes while writing.....	67
Table 19. Ideas in a Brainstorming .....	68
Table 20. Learning writing techniques.....	69
Table 21 . Five simple steps to apply the writing techniques in forty-five minutes. .....	80

## Content Table

Abstract.....	viii
1. THE RESEARCH PROBLEM.....	1
1.1 Background of the problem.....	1
1.2 Statement of the problem .....	2
1.3 Systematization of the problem .....	2
1.4 Broad Objective .....	3
1.5 Specific Objectives.....	4
1.6 Justification of the study.....	4
1.7 Scope and delimitations of the study .....	6
1.8 Hypothetical Approach .....	6
1.9 Identification of Variables.....	7
1.10 Operationalization of Variables.....	7
2. THEORETICAL FRAMEWORK.....	10
2.1 Literature review .....	10
2.2 Theoretical Framework .....	12
2.3 Legal Framework .....	18
2.4 Conceptual Framework .....	21
3. RESEARCH METHODOLOGY .....	37
3.1 Type of Research Description .....	37
3.2 Methods, Techniques and Research Instruments.....	38
3.3 Research Population and Sample .....	39
3.4 Sources, Resources, and Timeline.....	39
3.5 Processing, Presentation and Analysis of Results.....	42
3.5.1 Data Analysis: Students' survey.....	43
3.5.2 Data Analysis: Teachers' survey .....	53
3.5.3 Results: Pre-test vs. Post-test.....	63
3.5.4 Results of observations.....	66
3.6 Preliminary Conclusions .....	66
4 PROPOSED PROJECT PLAN .....	68
4.1 Title.....	68
4.2 Justification .....	68
4.4.1 The Brainstorming Technique .....	69

4.4.2 The Journalistic Questions .....	70
4.4.3 The Paragraph Hamburger Technique .....	70
4.5 The Proposed Project Plan .....	71
4.6 Validation of the Proposed Project Plan .....	81
4.7 Impact/benefits of the proposed project plan .....	83
CONCLUSIONS.....	84
RECOMMENDATIONS .....	86

## BIBLIOGRAPHY

## ANNEXES

## **1. THE RESEARCH PROBLEM**

### **1.1 Background of the problem**

The Institution where observations are done is Centro Ecuatoriano Norteamericano. The level observed is Tweens, where it has been realized the huge difficulties the learners have while writing. In spite of their high proficiency in English, since most of the students in this grade have already developed the other three skills: listening, speaking, and reading. But, the real problem they face is that they are not aware of the construction of a well-structured paragraph apart from the writing mistakes they commonly make while writing a paragraph, so it is needed an appropriate enhancement of basic standards of written English since the beginning levels.

CEN is a recognized academy which offers different programs: kids, teenagers, and adults. It is worth mentioning that the programs the school offers really enhance the knowledge of each learner. Anyways, there are always students with difficulties in the development of the language, and also there are some hard skills in which they struggle more such as in writing. This thesis will describe three interactive techniques to develop student's writing skills in Tweens ten at CEN, since this skill is pretty hard for them to get, and also the best method to implement these techniques which is Presentation, Practice and Production Method.

It has been observed that students usually improve year by year the different skills, but particularly with writing skills, they use to feel stagnant, and if they do not increase their vocabulary, phrases, and grammar patterns, then the process of writing can become from easy to really complex for them to develop. Moreover, it is supposed that students while growing up, need to acquire more new words, and more structures, since the compositions should clearly show a notable progress not only in the writing itself but also in the kind of vocabulary they are able to use.

It has been seen that despite the grammar structures they get, they feel confused at the moment of writing. It is realized that another difficulty is the lack of vocabulary, even though they have a basic level of English, when writing, they feel concerned in the patterns they have to use according to the topic, with the vocabulary that they do not know how to apply and also with what regards to punctuation, capitalization, and why not, the spelling of plenty of words. The two variables that will be analyzed are: the three interactive techniques which are: the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger technique and the development of the writing skills of students.

## **1.2 Statement of the problem**

The statement of the problem can be transferred and discussed in the question: What is the influence of the interactive techniques in the development of the writing skills of Tweens at Centro Ecuatoriano Norteamericano?

## **1.3 Systematization of the problem**

The questions established for the independent variable that is concerned with the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger techniques to apply in the classroom are the following ones:

1. - What can be the usefulness of the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger techniques?

2.- What is the influence of the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger techniques in development of the writing skills of Tweens at Centro Ecuatoriano Norteamericano?

3.- How can the practice of written English applying the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger techniques help learners to improve their writing skills?

4. - How long can this process take in students who have not got any parameter in their writing ability?

Next, the four questions that are in relation to the dependent variable that is about the development of the writing skills.

1.- What can be seen as simple steps at the moment of developing writing skills to facilitate the learning process?

2.-What are the advantages of developing the writing skills at the beginning levels?

3.- What is the impact of the Basic Standards of Written English to develop the writing skills at the beginning levels?

Finally, in regard to proposals that can be adhered to this goal there are two more questions:

1.- What is the utility of using the Presentation, Practice, and Production Method in order to apply carefully the Brainstorming, the Journalistic Questions and the Hamburger Paragraph Techniques?

2.- What is the usefulness of combining three interactive techniques: the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger Techniques in the development of the writing skills?

#### **1.4 Broad Objective**

As a general objective of this thesis is to determine the influence of the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger Techniques in the development of writing skills of Tweens at Centro Ecuatoriano Norteamericano.

## **1.5 Specific Objectives**

As specific objectives there are three meaningful ones to be pointed out:

1. To analyze student's needs and their current situation at CEN.
2. To provide the basic information of standards of written English.
3. To help learners get the writing skills without complexity and such a way that they enjoy while learning how to write.
4. To make students deal with the construction of a well-structured paragraph.
5. To apply three interactive techniques in order to develop student's writing skills.

## **1.6 Justification of the study**

The purpose of this study is to develop the writing skills in students at Centro Ecuatoriano Norteamericano who start the teenagers program from Tweens one to Tweens fourteen in order to reach the desirable level from A1 to A2 according to the Common European Framework. It is worthy mentioning that writing skills constitute one of the most difficult skills for the learners to reach. Therefore, the students' writing skills developed should adjust to the social demands that the Government and the Institution where they belong require from the learners.

Improving writing skills is a matter of great importance because it is necessary to communicate effectively in a written form in a job that the society demands nowadays. English will give access to a better education and therefore to a possibility of a better job. Job opportunities will multiply as soon as people master the language not only in a spoken way, but also in a formal written manner. In order to acquire this ability appropriately, students must be taught from a basic level of writing.



The contribution of this study is to benefit learners in a long-term. In order to finish the studies at Centro Ecuatoriano Norteamericano, students need to pass the Examination for the Certificate of Competency in English (ECCE), which is constituted in four parts: GVR which is grammar, vocabulary and reading; the listening is the second part, the speaking is the third part, and the fourth part is writing. Moreover, after applying the techniques, students will get the necessary ability developed to write essays in order to succeed in the writing part of the exam which consists of writing an essay that contains at least four paragraphs. Writing paragraphs must be taught in a consistent, easy, and funny way at Tweens levels, so that they could get good basis to write essays in the Adults Program prior to get the final certificate.

The effective techniques applied in this research are really useful not only for teachers but also for students, who as a result from applying these techniques, really improve easily this skill following up simple steps. In addition, the method Presentation, Practice and Production is also valuable to implement the techniques mentioned, because it supposes a planned procedure which goes on from simple to more complex explanations of what writing involves, but it is truly completed and easy to get by learners. Besides, it is necessary to implement more updated techniques that help learners acquire these skills in an easy and interactive way. It is considered that learners acquire more skills, more vocabulary according to the environment in which they study and live. At Centro Ecuatoriano Norteamericano the students are in appropriate environment to get the language easily due to the technological resources the academy offers for teachers and students in the successful progress of this study.

Moreover, it is necessary to integrate the theoretical context in which the methods, the tools and the specific techniques need to be introduced. In this part, it is considered, according to the learners' needs, what the best techniques and methods are for helping the students improve what they most need. To make students feel comfortable while writing is not an easy task for teachers. It is related to the teachers' enthusiasm and of course to the method and strategy that they use while teaching kids. As general teacher's experiences observed, it is said

that motivating learners to write is the most important, to help them invent, create, produce, even with a lot of mistakes, is the crucial factor at the beginning or in the first phase to develop this skill.

### **1.7 Scope and delimitations of the study**

The scope and the delimitations of the study are connected to the place where this Academy is located; it is at Luis Urdaneta y General Córdova, in the center of the city. It is worth saying that this place is a big Institution where there are a lot of students with different needs and they can be from kids to adults. The technology, the surroundings there as well as the tools and resources used by the teachers and students make the learning and teaching processes optimus ways to grasp the real objectives for both.

This specific study took place with students from three courses at Tweens at kids program where they show phalencies in their writing skills. Each of these courses counts on 20 students and approximately 8 of them have a lot of troubles while writing. The rest of the learners can get the skill but not in their best performances. Furthermore, it is mentioned that in this Academy, there is just one teacher per classroom, but as the number of students is appropriate, then the teacher can easily manage and adapt the resources according to the needs of the learners. One of the most powerful resources used at Centro Ecuatoriano Norteamericano are the televisions and laptops that project the contents of each of the classes in an interactive way.

### **1.8 Hypothetical Approach**

The interactive techniques have a positive effect on the development of the writing skills of Tweens at Centro Ecuatoriano Norteamericano.

### 1.9 Identification of Variables

**INDEPENDENT ONE:** The interactive techniques to be used in the classes: The Brainstorming, The Journalistic Questions, and The Paragraph Hamburger techniques.

**DEPENDENT ONE:** The development of writing skills

### 1.10 Operationalization of Variables

CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	VARIABLE	DIMENSIONS	INDICATORS
A technique is the proficiency in a practical or mechanical skill.	A procedure or set of steps a student acquires and intentionally uses as a flexible instrument to learn meaningfully and solve problems and academic demands related to the writing.	<b>INDEPENDENT ONE:</b> The interactive techniques to be used in the classes: The Brainstorming, The Journalistic Questions, and The Paragraph Hamburger techniques.	1.- The interactive techniques that are applied are Brainstorming technique, in which they have to write as fast as they can, and also set up the context and add content to support their ideas according to their level. 2.- The Journalistic Questions that	1.- Students through an adequate brainstorming, start generating ideas in a natural way. 2.- Students flow with the ideas they have on the topic and it fosters them to inquire about any topic through the use of a dice included six wh-

			<p>consist on six wh-Questions that are shown in a dice to make students come up with ideas related to a topic to write a paragraph.</p> <p>3.- The Paragraph Hamburger technique in which students have to organize their ideas with the appropriate topic sentence, supporting sentences.</p>	<p>Questions.</p> <p>3.- They start grasping basic Standards of Written English and vocabulary to use in their writings.</p> <p>4.-Students are aware of the procedures used to construct a well-structured paragraph with the help of the Paragraph Hamburger Technique.</p>
<p>Is the productive skill in the written mode. It is more complicated than it seems at first, and</p>	<p>The written modality of language contribute to learning achievement, as learners master</p>	<p><b>DEPENDENT</b></p> <p><b>ONE</b> The development of Writing Skills</p>	<p>In order to develop the writing skills of students the method applied will be the Presentation,</p>	<p>1.- Learners achieve objectives in their writing processes through the Basic Standards of</p>

<p>often seems to be the hardless of the skills, since it involves not just a graphinc representation of speech, but the development and presentation of thoughts in a structured way.</p>	<p>language for literate purposes by using the basic standards of written English.</p>		<p>Practice and Production Method, which is easy for learners to grasp and also for the teachers to explain and get the objectives of the class. The method for teaching the three techniques is divided into three phases:  1.- Presentation  2.-Practice  3.-Production.</p>	<p>Written English such as punctuation, spelling, capitalization, syntax, and word order.  2.- They definitely develop a sense of self-confidence while they can support their ideas with coherent arguments.  3.- They start reflecting on what they write.</p>
--	--	--	--	--

## **2. THEORETICAL FRAMEWORK**

### **2.1 Literature review**

In recent times, especially since the late nineteenth century and throughout the twentieth century, English has been progressively transformed into the most widespread language. The phenomenon of globalization has greatly contributed to make English the most important and necessary language nowadays. Through cultural consumption such as films, series, music, and also from political, diplomatic and economic fields, English has been taking place on the native languages of each place.

It can be said that English is present in almost all the world and it is considered the main element of communication between many diverse cultures that share few or no trait in common. English covers an endless number of basic needs which allow the inhabitants of each culture to communicate as well as to establish the official language which texts are written. Today, knowing how to write in English is essential.

What students learn from school to university is a tool they will have to communicate in this globalized world. Thus, teachers have a huge responsibility when they teach students how to speak and write. When learning a new language, writing has been considered one of the most difficult skills for learners, especially when they start learning a new foreign language. Because of the characteristics writing has, it is more complicated to show it to students than verbal language.

In regard to the four skills that all learners need to develop in the process of learning English, are the productive and the receptive skills. The productive skills are speaking and writing, which are developed through their fluency at the time of talking about any topic with vocabulary provided, and then, the writing skills which is clearly developed through an adequate learning of the basic standards of written English which are syntax, spelling, word order, punctuation and

capitalization. Besides, the receptive skills, which are reading and listening, are developed through a detailed comprehension of any reading with the learning of new vocabulary and the contextualization of these words in real-life situations. What regards to the listening skills, this is developed through a lot of practices that include listening to a video, to a conversation, to international programs and so on. It is worth mentioning that writing skills at times represents a huge challenge for learners to develop this skill.

Written English constitutes a matter of consideration because students need to acquire the basic standards of written English that encompass syntax, punctuation, capitalization, word order, and spelling. This means students need to acquire all of these standards in a procedural way following steps and learning rules that will help them write in a clear and easy way. Learning how to write in English is not a difficult task, but their learning processes will depend on each learner and also on the ability they have at the time of making a paragraph through the ideas conveyed to be presented on the topic written.

Writing is very important because it is a useful way of communication. There are many ways in which it is observable the big utility that writing has. It is necessary to learn how to write effectively, not only for professional issues, but also for academic issues. At the time, learners write effectively, the transmission of the ideas is better understood by the receiver or the one who needs to read the information provided. In addition, writing does not mean to write what comes to your mind, but to have a writing purpose with specific, clear and clarified details. That is to write directly what needs to be clarified and sometimes done by the reader. All those ideas and thoughts in mind need to be processed to follow a structure in order to communicate effectively. This process is not well-known by students, but teachers need to make students be aware of this process.

The teaching - learning process of writing skills is not so easy and quick. This process demands a time in which not only the teacher should prepare carefully each writing class, but also the students need to do an effort in the practice at home. Sometimes, this skill is not so easy, because of the lack of hours the Government has given to this specific skill, therefore, the challenge presented

by the students to acquire it, is truly big. It is mentioned that the present study looks for the interactive techniques to develop this skill not only to reduce time but also to learn how to write with pleasure.

## **2.2 Theoretical Framework**

As it is mentioned above, the observation of this work analyzes interactive techniques that will be taught in classes to develop the writing skills in students from Tweens ten at CEN. First, the Brainstorming technique consists on making students to write down all their ideas that come to their minds about a topic. This technique is really useful for students before starting to write a paragraph because of the wide range it offers in order to write as many words as possible in their notebooks or on the board. The teacher plays an important role as a guide in this brainstorming process. According to in his article about Brainstorming, "Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy." It means that it promotes motivation in their thoughts and students can come up easily with more ideas.

This technique was created by Alex F. Osborn while he was looking for ideas that resulted from an interactive process in a group that was not structure. That group manifested more creative and original ideas rather than if they worked individually. Osborn realized that the group gave the chance to the others to make suggestions on a topic and they took the advantage of the participants when each one showed their creativity.

In their translation (Lopez & Duran, 2014) Osborn said "When one begins truly to work in a session of brainstorming the flame of one mind will ignite in the others, in the manner of a storm, lots of new ideas". Therefore, based on Osborn's opinion, it is important that the teacher applies this technique in group rather than individually.



Osborn also establishes some rules when using this technique that are the following:

- 1) All criticism will be eliminated. The adverse judgment of ideas must be postponed.
- 2) Freedom of emission is of great importance. The more energetic the idea, the better the results can be; it is easier to perfect an idea than to issue a new one.
- 3) Quantity is essential. The greater the number of suggestions, the easier it is to choose between them.
- 4) Look for the combination of ideas and their improvements. In addition to contributing their own ideas, participants in the "brainstorming" will have to suggest at the time how the improvement of the ideas of others can be achieved or how two or more ideas can produce another and of greater importance.

The importance of following these steps is to help learners to be aware of the sequential process that writing a paragraph should apply. In addition by applying the brainstorming technique, students develop a sense of creativity, order, sequence and coherence at the time of starting a paragraph.

Second, the Journalistic Questions technique is a prewriting technique that consists on six Wh-questions which are: What, Where, Who, When, and How. These questions make students think about things, people or actions and to explore the topic they will write about in a detailed way. "A key to using the journalists' questions is to make them flexible enough to account for the specific details of your topic." (KU Writing Center).

These questions help learners to spark their imagination while writing about any topic. It also encourages students to remember the most relevant and interesting of what they intend to write. It is valuable to remember all of the

details with enough clarity. As a result, learners are going to be able to write about any topic with the details which are important in a narrative paragraph.

To make this technique interactive, students will use a dice with Wh-questions written on each side of the dice. This part increments their flexibility at the time of writing a paragraph because they remember a lot of detailed information through the questions according to their levels and backgrounds. Another benefit of this technique is that it

Third, after implementing the Brainstorming and the Journalistic Questions techniques, it is necessary to enhance the information students got with another technique which is The Paragraph Hamburger. This will be helpful for students to organize their ideas. Teacher must explain students that a good paragraph has a topic sentence, supporting details, and a concluding or closing sentence that ends the idea of the whole paragraph. This sometimes can be boring or difficult for students, that is why a fun and colorful graphic organizer will be applied in this study, specially to catch student's attention to continue working on the writing process to develop a paragraph. The three components of a paragraph that are: the topic sentence, the detailed sentences, and a closing or concluding sentence. In order to write a good paragraph, students will identify these three components that will be divided into different ingredients that a hamburger has: meat, slices of tomatoes and cheese, lettuce, and bread.

This is an effective technique to make students develop their writing skills. "It can be seen through score of the pre-test and the post-test from control group, increased 3.59 only and score from pre-test to post-test of experimental group increased 12.45." (Suhendra, The Effect of Using Paragraph Hamburger, 2014). This data analysis collected at MA Darel Hikmah Pekanbaru show that students' writing skills have improved not only in the construction but also the narration of the paragraph by using The Paragraph Hamburger Technique. As it is stated above, using of the Paragraph Hamburger Technique will improve students' writing skills.

Moreover, this study will enhance the best ways to use these techniques in favour of the writing skills. It is important to emphasize a theory which reinforces the utility of applying these interactive techniques in the appropriate development of the skill mentioned. It is worth saying that there is a relationship between learning and development that is in direct relation to the Theory of Writing and Meaning-Making. In regard to this topic, the cognitive development has been a huge preoccupation of the learning theory for the twentieth century.

In addition, there are other kinds of developments such as physical, emotional, maturational, experiential, and social that are intrinsically connection to the writing development process and all the steps that it encompasses. The term “Development” is a general sense of signification that progresses according to the students abilities at the time of developing the writing skills. There is a need to consider that learning and development are synonymous. Eventhough, the impact of each student’s development should vary according to the different factors seen in each learner.

According to (Rogoff, Human Development, 2014): “Learning is an effect of community. That is to say, the very fact of being part of a community leads to learning about values, mores, knowledge, and other parts of that community.” This means that all of the learners belong to a community in which they develop not only through knowledge or content given, but also adding the activities developed in the Network which is helpful to interrelate with other communities gaining complementaries to their previous knowledge or background.

The Brainstorming, the Journalistic Questions, and the Paragraph Hamburger Techniques will be taught through the Presentation, Practice, and Production Method that facilitates the process of writing. Related to the dependent variable which is the development of the writing skills, it is stated that students will enhance their writing skills through three important steps which are: presentation, practice, and production. These steps are a traditional activity that follows a sequence pattern. Nowadays, many course books have based their content on this method that is very common and well-known among teachers at Centro Ecuatoriano Norteamericano.

According to (Cook, 2014): “The Presentation, Practice, and Production method is identified as one of the most important traits of the mainstream EFL style, which has been in vogue for the last thirty years or even longer. The Presentation phase consists on an introductory activity such as a warm up”. In this step students get ready and are motivated to start with the lesson. The teacher needs to engage students with the topic and raise student’s interest, too. This part is important because most of students come to classes without any interest, some other come to classes for obligation, and some other come to classes but do not want to be there. Therefore, they need to feel motivated and happy in a comfortable environment the teacher should create and they must be encouraged to start coming up with their ideas using their background.

In the Practice stage, the most important thing is the form. The teacher provides opportunities for students to practice what they have already learnt in the previous lessons. During this stage, the teacher makes the students think about the key words from the vocabulary they have already acquired and that they may use in the following writing activity which it to write a paragraph.

Finally, the Production stage focuses on fluency. How much information they can write and how many vocabulary words they can apply in their pieces of writing, following the basic standards of written English previously taught by the teacher. It is necessary to provide feedback on the paragraphs to make them realize their mistakes to avoid making more in the future and give them opportunities to personalize and modify the language learnt by doing less controlled activities.

Another important aspect that this study analyzes is the writing process of students. According to (Foster, 2014) “Talking about the writing process it is vital that students know what type of text they are writing and the steps they have to follow.” In relation to the steps that Foster mentions the following ones will be taught:

- 1.- To give students a pre-writing activity which consists of providing the target vocabulary needed in the specific topic the unit covers in the textbook.
- 2.- To apply the Brainstorming Technique that fosters the imagination and creativity of the students to generate ideas for their future paragraph.
- 3.- To make students write their own sentences with the words they came up with the target vocabulary earlier provided.
- 4.- To select and organize the sentences in a coherent way in order to start writing the paragraph.
- 5.- To write a paragraph using the Basic Standards of Written English.

These five steps are relevant to the study because the teacher can focus on the needs of the learners. Needs analysis is necessary to recognize their weaknesses and their strengths. Besides, it is important to consider the literacy and the organization of the paragraph which plays an important role at the moment students begin to write a paragraph. It must be coherent with simple sentences that respond to topics in the textbook they use.

Another important aspect during the observation done at the beginning of this study shows that one of the most common mistakes students make is that they forget to put commas, semicolons, and punctuation marks. Besides, they do not organize their ideas properly and do not have enough vocabulary to describe their ideas in a better way. Hence, it is important to teach them step by step the basic standards of written English.

Standard written English is the best way to write in English that has been accepted for many people such as publishers, writers, and educators. Standard English is helpful when writing because it maintains a fairly uniform standard of communication which can be understood by all speakers of English regardless of

differences in dialect, pronunciation, and usage. It consists of word choice, word order, punctuation, and spelling. (Ragin, 2014)

### **2.3 Legal Framework**

It is important to mention that Buen Vivir and Education are correlated in two ways. One way, refers that the education is an essential component of good living since it allows the correct development of a human being with the capacities needed that guarantee opportunities for all people in the same way. Besides, another way in which good living and education are related, is because good living is a worthy axis in the education, due to the impact of the education process which clearly influences the preparation of the future citizens including all the values and knowledge that contribute to the development of a country.

The Buen Vivir principle includes a perspective about the world regarding to the human being. This signifies as a mean of natural and social environment. Specifically explaining, good living means the satisfaction of needs, having a good quality of life with a dignified death, the art of love and being deeply loved by family and friends, living in an entire harmony in respect to the different cultures and points of view all over the world. In addition, good living also implies to have opportunities, to develop capacities and strengths, to get a real liberty in order to achieve the goals in a globalized society which always requires to take the best from each person that can contribute in a great performance for the world.

Besides, according to the article 26 of Ley Organica de Educación Intercultural (LOEI) determines that education is a fundamental right of people along their lives and an inescapable duty of the State that guarantee equality, social inclusion, and indispensable condition for the Buen Vivir. This means that education opens up door in order to have better chances of living and studies, and optimal work fields, which truly enhance people's good quality of lives.

In addition, according to the article 85 of Ley Organica de Educación Intercultural (LOEI) refers to the provision of public goods and services that will be aimed at making the Buen Vivir and all rights effective and based on the principle of solidarity. This article implies that all the public goods and services offered by the State should contribute intrinsically to the Buen Vivir and to make all of the people's rights effective. Moreover, values such as solidarity are respected in this contribution for the society and their citizens. The Buen Vivir principle includes a perspective about the world regarding to the human being. This signifies as a mean of natural and social environment. Specifically explaining, good living means the satisfaction of needs, having a good quality of life with a dignified death, the art of love and being deeply loved by family and friends, living in an entire harmony in respect to the different cultures and points of view all over the world. In addition, good living also implies to have opportunities, to develop capacities and strengths, to get a real liberty in order to achieve the goals in a globalized society which always requires taking the best from each person that can contribute in a great performance for the world.

In article 2 of the ministerial agreement Mineduc-Me-2016-00020 Curriculum for the level of General Education Basic the following curriculum is established with its respective suggested workload: At the high school level (1st grade of GBS) an integrative curriculum areas of development and learning. During the 25 teaching hours, the activities of the daily activities (initial, final, reading, directed, routines, among others) organized in learning experiences that stimulate in an integral way the skills with performance criteria of the seven domains of development and learning. This comprehensive curriculum is articulated with the approach and methodology of the Initial Education Level Curriculum. This curriculum has been proposed skills with performance criteria that initiate the learning process in the Language area.

According to article 111 in the ministerial agreement Mineduc-Me-2016-00020 determines that the Foreign Language - English curriculum is implemented in a manner to have the appropriate human talent to enable teaching of this language. The implementation of the English language curriculum from the

second through the seventh grade of Education General Basic in all the educational institutions of the country should be made from the school year 2016-2017 for the Sierra Regime and 2017-2018 for the Costa Regime.

In the Integrator curriculum of the Basic General Education Sub-Level, a set of basic contents of Foreign Language-English, the same that will lay the foundations (starter level of the Pre-A1 level of the Common European Framework of Reference for Languages: Learning, Teaching, Evaluation (MCER) that is developed in the Elementary sub-level to be established from the year 2016-2017 for the Sierra regime and 2017-2018 for the Costa regime.

In 2014 the Ministry of Education of Ecuador generated agreement # 052 that establishes the obligation of teaching English from second grade General Basic Education (GBS) to third year of Bachillerato in all public, fisco-misionales and private institutions from the country. The agreement began to be implemented in the Sierra and Amazon Region from this new academic year (2016 - 2017), which began on September 5, and will be implemented in the year (2017 - 2018) for the Costa Regime. The intention is that the students leave the baccalaureate with a level B1 so that they have more academic, cultural and economic opportunities.

This curriculum is implemented for the first time in the country and that requires it to be done gradually because children do not have previous knowledge of English. We started this year with the A1 level to work in elementary and basic basic and in six years will be fully implemented and will be given throughout the system. This implies that students of higher levels who have never received English begin with A1 but will do so based on a new curriculum and new texts that deepen those levels of learning to move forward continuously and quickly. The learning system is based on the Common European Framework of Reference for Language Teaching (CEFR).

The agreement 052 also establishes that the minimum level that a teacher must have for teaching the foreign language must be B2 and that the students after



finishing the baccalaureate reach the level B1, which can be increased in case the higher levels that require levels to rise.

"This will help our students, when they leave the system, to be able to have a more global vision of what Ecuador represents in the world, a more intercultural vision in the sense of globalization and also that there may be transference In subjects of studies, because it is very difficult to enter the university if we do not have a good English management " (Herrera, 2016)

Another important aspect is the curriculum of the levels of education in Ecuador that establishes in the matrix of progression in the objectives 2.8 and 2.9 of the area of language and literature that students of the elementary level should write narratives, expository and descriptive texts, in diverse materials available, and use them as means of communication and expression of thought and reflect on the semantic, lexical, syntactic, orthographic patterns and textual properties to apply them in their written productions.

That is why teachers must give more emphasis on writing skills and the government should assign more writing classes. In reference to the diverse material, this study have looked for interactive and colorfull material to be implemented while teaching, such as the paragraph hamburger template. It is quite important to show students catchy material to call their attention and to maintain motivation during the whole process.

## **2.4 Conceptual Framework**

To develop writing skills involves a complex process in which it is important to follow a procedure in order to get the basic standards of written English such as Punctuation, Capitalization, Spelling, Word Order and Syntax. It is important to learn how to write because this constitutes a successful way to

communicate and to convey a correct message. In addition, the text should be clear and to avoid ambiguity or redundancy.

At the beginning of writing something, it is necessary to adopt some basic rules like avoiding long sentences, not using a difficult word where a simple one will do, using the punctuation correctly, and using paragraphs to break your text into logical units. Errors of spelling should be avoided by careful proof reading. The proof reading is something you should allow time for as part of your structure for re- drafting your work. Grammar and punctuation are the most difficult standards to get right because English is not the first language talked in Ecuador.

Writing regularly helps us develop confidence and quality at the time of writing a well- structured paragraph. Besides, one worthy skill that regular writing will help learners to get is the ability to write critically, which shows any particular writing with plenty of ideas according to a topic previously researched. This supposes to have ideas already organized in an outline which is clearly useful before writing something.

At the moment of writing critically, a clear presentation of your argument should lead to a well- described conclusion. In regard to the academic conventions, there are some which are valuable to include when writing a paragraph such as modes of phrasing, specific terminology, and recognised abbreviations. In order to get familiar with these conventions, it should be required to read different types of articles, texts and thesis.

Writing skills is considered a work in progress because of the various steps needed to present a final paragraph. It is vital to keep writing even if knowing how to do it better and leave the improvements until writing the next draft. This will give you time to reflect and think carefully about any change to consider later. It is necessary to point out the importance of taking into consideration the feedback on the writing and how to use it. Regarding to this issue, getting feedback from any supervisor as writing is in progress, should imply a strategy for

improving our writing. Supervisors usually give feedback mentioning not only the positive aspects, but also the weaknesses. That is why, to take a balanced approach makes the difference. Evaluating the weaknesses gives a clear idea on how to improve future writings because it is needed to avoid the same mistakes which are usually connected with the standards of written English. Feedback always provides advice on tone, phrasing, and structure as well as suggestions on how to improve the writing.

It is also important to be realistic about the things achieved while writing and not to expect that the supervisors never give suggestions or observations to improve. Keep in mind that writing is a whole process that takes time to get all the details at the time of constructing a paragraph. Besides, it is considered to keep sight of what the writing tries to convey, and to waste time over phrasing words, because writing is also a matter of creativity to express in order a sequence of ideas. Think always about the writing purpose, which is to communicate clearly what it is needed to say for any group of readers.

According to (Whittlestone, 2015) it is useful to differentiate the two stages of the writing process he mentioned:

1. Figuring out yourself what ideas you want to express, and making sure those points are clear in your own mind.
2. Working on communicating those ideas to others - how to do so clearly, how to keep the reader engaged, perhaps how to evoke certain emotions in your reader, etc.

As mentioned above, it is necessary to know all the thoughts, feelings, emotions, and ideas clearly that we need to communicate others. Moreover, it is important to catch the attention of the reader in a piece of writing. These two steps play a significant role in this study since students are not aware of them and have trouble at generating ideas.

Helping students to generate ideas, feelings, emotions, and thoughts could be something challenging, but it just requires patience, practice, and motivation. "It is easier to tone down a wild idea than to think up a new one."- Alex Osborn. This quote is a summary of what he thought about brainstorming.

Brainstorming is the first technique to be described in this chapter. It was created in 1938 by Alex F. Osborn. He was an advertising executive who headed a company where he invented this process which he called "organized ideation". Osborn and his colleagues referred to their attempts as "brainstorming sessions" because they were using their brains to storm a problem. Brainstorming was created in 1938. Nowadays the term "brainstorming" is used to refer to group attempts to solve problems or to create new ideas in a spontaneous and free way.

Osborn credited the origin of the process to Hindu teachers in India, who have used the method of Prai- (outside yourself) Barshana (question) for over 400 years. During such a session, there is no discussion or criticism; evaluation of ideas takes place at later meetings of the same group. (The Pfeiffer Library Volume 26)

Brainstorming is one of the techniques in this study that will help students to generate ideas without the fear of making mistakes or to be ridiculous at some point. Generating ideas is one of the common problems learners have when they start to write. It is important to make students be aware of this structured, analytical process that can lead students to develop a lot of and creative ideas.

Brainstorming creates a free and open environment that encourages students to participate. According to (Richard Gentry, 2014) brainstorming will help students to gather writing ideas and this is what it is needed in the writing process. Everyone needs to come up with ideas, combine them or create a new one based on another one quickly ideas are welcomed and built upon, and all participants are encouraged to contribute fully, helping them to find solutions

together. What is more, because brainstorming is fun, it helps team members bond, as they generate ideas in a positive, rewarding environment. In order to develop the brainstorming technique in a good way, the teacher must create a good learning environment so; everyone can participate without the fear of making mistakes. All the resources such as laptops, interactive games, the television, audios, pictures, and refreshments help students to get that confidence in each lesson.

Besides, there are two kinds of brainstorming: individual brainstorming in which the students work in their notebooks by themselves following the same steps guided by the teacher and group brainstorming that is often more effective because everyone contributes and develops ideas, including the quietest people, and discourages anyone from criticizing ideas. A classroom with like-minded people will not generate too many creative ideas. Therefore, it is needed to teach students that they must respect one another and work cooperatively and if students do not like working together, it is appropriate to lead a warm-up exercise, or an icebreaker.

The second technique is the journalistic questions. This technique will help students to give more information about a specific topic by answering the Wh-question words, which are: who, what, where, when, why, and how. This is a simple technique that most journalists use to know more about a topic and this has been used since long time ago.

In the 16th century, Thomas Wilson wrote in English verse: “Who, what, and where, by what help, and by whose: Why, how, and when, do many things disclose. This verse describes very well the aim of this technique, which is to give know specific information about a topic. Using this technique, students will have more ideas to mention on a topic.

The third technique is the Paragraph Hamburger which is an organizer that will let students write a well-structure paragraph in a catchy and entertaining way.

First, it is necessary to mention what a paragraph is. According to (BBC, Skillswise, 2017) a paragraph is a group of sentences that have the same idea. This idea should be organized in a logical sequence; this sequence will be presented to students in a hamburger.

A hamburger has a top bun which is the introduction of the paragraph called topic sentence. In this top bun, students will write general information about the paragraph. Then, there is the filling which is the supporting information of the paragraph: the meat, the cheese, the slices of tomato, and the lettuce. In this part, students will write three supporting sentences with their corresponding details and finally they will conclude their paragraph in the bottom bun. This process is pretty easy as teacher guides students in the process. This technique is not well-known at CEN, but based on the research (Suhendra, The Effect of Using Paragraph Hamburger Strategy, 2014) using the paragraph hamburger technique will improve writing skills.

The teaching method used to develop writing skills in the students of ten-year old students at Centro Ecuatoriano Norteamericano was the Presentation, Practice, and Production Method. The methodology was centrally focused on the application of a pre- test to determine the impact of the Brainstorming, Journalistic Questions, and the Paragraph Hamburger Techniques in the method applied by the teacher at the moment of writing paragraphs with the students' ideas. The instruments used for this variable was a checklist, in which, students had to list down phrases, keywords, and ideas related to facts or stories already seen, and the another valuable instrument was the Basic standards of written English tests, which means to apply some procedures such as grammar structures, word choice, word order, and rules of punctuation and capitalization, that were explained in previous classes.

The Presentation, Practice, and Production Method usually consists of three steps: an introductory activity such as a warm- up or a lead- in, that is the activity to raise students' interest in the topic. This part is essential hence the topic presented by the teacher really enhances and grab the motivation in the learners,

and obviously, they feel comfortable and encouraged to start writing their paragraphs. In the practice stage, the main focus is the form. The teacher here provides opportunities for students to practice the learnt items in a controlled way. During this stage, the teacher is in charged to make the students select the key words that they will use in the paragraphs, and then, to start writing sentences with the words prelisted. Finally, the production stage focuses on fluency and provides learners the opportunity to personalize the language learnt by doing less controlled tasks.

The Presentation, Practice and Production is an useful method for teaching structures that is grammar or vocabulary in a foreign language. “The PPT is a method that is widely used in teaching simple language at lower levels. “(Harmer, 2014) It means that this method can be an easy way to explain the language features itself at beginning levels which is crucial for students to start composing their paragraphs or writings in such a free way and with the appropriate structures and vocabulary implied in what they are composing. As this method is truly simple, then learners feel confident enough in writing and as a result the accuracy is extremely incredible not only for teachers but also for learners.

(Sánchez, 2014) affirms in his article about the PPT method:

The three Ps correspond, in this order, to presentation, practice, and production. Hence the shortest and clearest definition of this model emerges as an approach to teaching language items which follows a sequence of presentation of the item, practice of the item, and the production, use of the item. This procedure is also called school model.

According to this author, this procedure has an order; it has a process which begins with the presentation stage which is the intrinsic motivation that leads students to come up with their feelings, thoughts, and emotions, and also encourages learners to produce their paragraphs. Therefore, as they feel motivated, they will go to the next stage which is Practice One, and here, the teacher monitors that they construct sentences with the key words being useful to

compose their writings later on. Consequently, the students go to the last stage which is the Production one, in which the teachers observe the outcome which is the final edition or draft with their ideas manifested in the paragraphs.

In addition, it is important to mention the effectiveness of the PPP method in the students' writing development since learners feel comfortable in the first stage of this method, which really increases the motivation and the predisposition of each student to improve their writing.

It could be suitable to mention an explicit example in this first stage. Besides, there have been many studies and researches about the Presentation, Practice and Production method, which clearly emphasize that grabbing the pupils' attention at first, is obviously what they need to do to develop in an appropriate way.

“Keeping recurrent organizational procedures in teaching materials apparently benefit foreign language students in the sense that recurrence of classroom action patterns induces the feeling of security in their minds” (Sanchez, 2014).

This phrase has an important impact on the first stage of the method, because this constitutes an organized and common procedure while teaching any particular skill in English, in this case, the Writing Component, and obviously the motivation that comes within the Presentation Stage really enhances the learners' desire to write and to think about what they wish to describe.

It is worth commenting that in the first stage, all of the suggested ideas are written on the board and the teacher helps with any pronunciation problem there might be during this stage but in a subtle way. The glance teachers need to consider is that pupils are in the process of learning and performing a new and hard skill. So, they do not need to feel repressed on what they have to do. After this, the teacher could write the students' ideas on the board, according to the topic given. Then, the teacher should interact with the students by telling them about his or her personal issues in regard to this topic, besides it is the teacher



who has to choose some of the prelisted words and then, to start talking with the learners. After this part, while the teacher presents the new language items, the students should listen carefully. In this way, the grammar tense or grammatical structures that should be taught are being presented in a contextualized way, which is very important at the presentation stage of the lesson.

Furthermore, the second stage of this method is the practice one which is based on form. The teacher provides plenty of chances for the students to develop their writing in different ways. This is an opportunity for the learners to use what they have learnt without making mistakes, hence it is pretty vital that at this point of the lesson, the students are monitored and all the mistakes are corrected. A common control activity is for example a drill, in which students repeat the sentences on the board using the given and explained grammar structure that they will use in their compositions or essays.

Then, during this stage, the teacher explains the grammatical use of the new language referring to the context of the writings, and after that, the teacher asks for conceptual questions, that is, questions to check whether they have understood the use of the language. Students then can carry out another restricted activity such as a written gap- filling in which they fill in the gaps of sentences with any grammatical form of the verbs in brackets. In this case, as they have to develop their writings, they should start writing sentences with the key words or prelisted words including the grammar patterns in which they have to narrate their essays. It is necessary though, that students have the chance to practice, through restricted exercises, at the beginning and at the end of the practice stage.

But, there have appeared some studies which are not in total favour of this method, and consider that is like a routine. “PPP views language as a series of products that can be acquired sequentially as accumulated entities. However, some research has shown that learners do not acquire a language in this way. Rather they construct a series of systems.” (Ellis, 2013) It means that learners do not acquire language in a procedural or sequential way, instead, they construct interlanguages which is to incorporate what they already know with the new knowledge but based on the grammar and restructured patterns.

Furthermore, research on developmental sequences has shown that learners pass through a series of transitional stages in acquiring a specific grammatical feature such as negatives, often taking months or even years before they arrive at the target form of the rule. In other words, L2 acquisition is a process that is incompatible with teaching seen as the presentation and practice of a series of products. This wants to express that sometimes to acquire a particular or specific skill in English, such as Writing, can take a lot of time, but the process differs on teaching strategies and also on the type of learner itself.

(Ellis, The Practice Stage in the Presentation, Practice and Production Method, 2015) explains in his article about the Practice stage of the PPP method:

The Practice stage of the PPP paradigm in particular has attracted a lot of criticism. To summarize the vast amount that has been written, it is seen to be time-consuming, under tight control from the teacher and therefore rigid inflexible and lacking the ability to adapt to the ever-changing classroom situation, and of no use to students' learning processes.

According to this author, this method can not be the best and it is related to the different atmospheres that each teacher and learner lives at the moment of practicing any particular skill. Moreover, it is important to mention that all of the teaching methods are time-consuming and sometimes, they should necessarily be inflexible in regard to the learners' needs or goals to be taken into consideration. In contrast, when learners acquire a skill in which they have to incorporate some variants such as grammar patterns, spelling, vocabulary, rules of punctuation and capitalization, things turned on quite different as they need to follow a procedure, step by step to reach their final objective which is to develop their compositions in their best performances.

The Practice stage is basically where students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually, until they can say them correctly. Other

practice activities are matching parts of sentences, completing sentences or dialogues and asking and answering questions using the target language.

Once students have practiced the grammar structures, making sentences for examples with all of the prelisted words; it is time for them to use what they have been taught in real- situation like activities. The Production stage is the one focused on fluency, and provides students with an opportunity to personalize the language learnt by doing less controlled tasks, which means by using their own ideas. A good production exercise varies according to the activity, the goal of the lesson and the skill given. As they have to develop the writing skill, then the teacher should provide them a copy of blank where students have to make sentences with the words they will use in their compositions, or also if they have to reinforce the grammar tense or rules of punctuation or capitalization, the teacher should adequate the corresponding exercises where learners fill in the blank spaces emphasizing and reinforcing the weak points which are usually in regard to grammar rules or punctuation.

Then, at this point, the learners can ask their partners comparing their answers or maybe saying their sentences aloud by reading them or writing them on the board underlining the most relevant words. It is very important that at this stage, learners use what they have learnt in communicative tasks. In the process of writing, when learners are at the last stage, they should start reading aloud their paragraphs or their essays, and also they can exchange their notebooks with their peers in order to make self- correction. Teachers here, need to correct all the pronunciation mistakes while they read, but they should do it very subtly.

As it was mentioned above, the PPP method is a basic method which is most applying with beginners or little learners. “The PPP is a method that is widely used in teaching simple language at lower levels.” (Roldan, 2014) This refers that is better used to teach basic and easy topics or concepts that must be adhered to the subject explained. When referring to teach writing skills, this method is considered appropriate because it departs from each simple step and the mechanics is sequential, then learners go at their own pace and they grasp the

knowledge step by step following the necessary procedures in order to construct a well-elaborated paragraph.

In the production stage, is where the students will use the language in context, in an activity set up by the teacher who will be giving minimal assistance, like the swimming instructor allowing his young charges to take their first few tentative strokes on their own. So, during the final stage, the teachers can or better to say, should observe the desirable outcome in the process of the writings. Then, the paragraphs or even long compositions should be in order, neat, according and respecting the basic standards of English. If not, one of the steps in the PPT method should have been bad elaborated and the students could not have taken advantage from the benefits of those stages.

In addition, it is worth mentioning that there are differences between the practice and the production activities. Practice activities typically will have only one correct answer, whereas in free production, several answers can be acceptable. Furthermore, in the practice phase emphasis is on the accuracy, which is the ability to produce the correct form. But, the production phase is supposed to develop fluency that is the ability to speak naturally.

The PPP method is considered an effective way for teaching. The main reason of this thought is simple. It makes planning easy and it can be implemented by relatively inexperienced teachers. Anyways, some critics have suggested that it rests on a simplistic view of language learning. This learning often involves more than mechanical practice. In addition, there is huge evidence that learners who do well in the practice phase, use to fail in the production phase where they have to transfer this knowledge to the communicative sphere. And even if they do successfully manage the production phase, they often fail to transfer this knowledge outside the classroom or what is better explained, in real life communication sceneries.

When teachers follow this method, they need to reflect on some questions that goes beyond the method itself and which carry on vital factors for an appropriate development of learners and also in the teaching – learning process.

Questions should be related to the language in context and how to present it, meaning in concrete aspect or in abstract way, another question is the terminology to use or the name of tenses, which can be adequately explained to learners.

Thinking as well in other topics such as the language that will be used, the types of exercises to evaluate learners that can be oral or written, and if these exercises will be productive or receptive are a matter of perspective that most teachers should adopt while applying this method. “The PPP method proposes that the skills are to be worked upon in sequence from the receptive (reading and listening) to the productive (writing and speaking).” (Ksenia, 2013) It means that this method can minimize the mistakes when the learning process do exist, besides it is important to integrate all of the four skills while assessing the students.

(Vystavelova, 2014) affirms in his article about the PPT method:

There are some advantages for PPP methods. The first advantages that PPP lessons provide clear and simple. As a second positive point teacher said that such a lesson is easy to prepare because the material used for the lesson are ordered from the simplest to the most difficult. And types of activities are arranged from the most controlled to the least controlled. Several teachers also wrote that this approach is relatively easy for beginner students that communication is effective.

According to this author, this method varies from the simplest to the most complex activities, which include all of the skills from the productive to the receptive ones. What is the best, is that using this easy method can open the doors for the students to communicate successfully since they learn gradually and step by step, and moreover, during the second phase of this method, the teacher is in charged of controlling and monitoring the students’ work, and their development. Corrections must be acceptable and suggestions, such as models, should be provided by the teachers, but always with the ideas of students, as they are the ones who need to promote their motivations.

In this method, students can express their ideas in the paragraphs, and they can develop this task in pairs. Then, the students understand the text very well. “There are number of designing writing tasks, they are experience tasks, share tasks, guided tasks, and also individual tasks.” (Higgins, 2014) This refers that the teachers should adapt or even adequate the tasks to encourage learners in their writings, as they need to have the basic tools and commands to perform their compositions in a optimal way.

Most authors establish that working on individual tasks is the best option when PPP is applied, because it provides a qualitative outcome that can be simply observed after this technique is applied. Individual tasks as the word refers, is intrinsically related to the learner itself, as the teacher should give the topic based on any research, then each student should develop according to the profile that they have , and also inquiring about the topic with the parameters and comments that each wants to include in their paragraphs.

The PPP method is essentially crucial for new teachers and for beginner students. “PPP method is relatively straight forward, and structured enough to be easily understood by both students and new emerging teachers. It showed that this technique is suitable for student when receive new material.” (Nunan, 2013) This means that to work on a plan based on this method, is really easy and simple not only for teachers but also for the students to have understood what the teachers desire them make in their writing process, within all of the procedures previously pointed out by each teacher.

(Vystavelova, 2014) explains in his article about the PPT method:

There are steps of PPP technique in writing skill they are; presentation, presentation who did from the English teacher. The teacher explains about material what they want to deliver to the students. The second is practice, practice is time to students tried about what they understand about the material from the teacher. Practice in this case is still guided by the teacher. The teacher always gave hint to help the students. The last is production,

production is chance to students express their idea in the writing test. In this case, students make a text based on topic that giving by the teacher. It is also to measure how far the students understand about the material.

According to his explanation, the author intends to clarify how useful this process or method is, but it is essential to apply each of the three phases very carefully and with lots of details that care about the importance of developing a good paragraph following all the standards English requires. The role of the teacher is vital, especially in the second phase that corresponds to the Practice stage where learners have to be guided and corrected by the teacher. The way how the teacher correct them is also crucial in their progress. They need to feel comfortable and highly encouraged when they start writing their paragraphs.

Definitions of terms:

- Writing: is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.
- Technique: is a systematic procedure, formula, or routine by which a task is accomplished. (Inc.)
- Standard Written English: is the best way to write in English that has been accepted for many people such as publishers, writers, and educators. Standard English is helpful when writing because it maintains a fairly uniform standard of communication which can be understood by all speakers of English regardless of differences in dialect, pronunciation, and usage. It consists of word choice, word order, punctuation, and spelling.
- Writing standards and applications: There are some basic standards students should have according to their different ages at school and hihgschool. There are some of the English - Language writing stardards students must have in an early intermediate level according to the California Department of Education:
  - Write simple sentences of brief responses to selected literature to show factual understandingof the text
  - Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.

- Create a draft of a paragraph by following an outline
- Writing skills: is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.
- Spelling: The forming of words with the letters in the correct order, or the way in which a word is formed. (Cambridge, 2017)
- Punctuation: Special marks that are placed in a text to show the divisions between phrases and sentences, or the use of these marks. (Cambridge, 2017)
- Capitalization: means using capital, or upper-case, letters. Capitalization of place names, family names, and days of the week are all standard in English. (Vocabulary.com)
- Syntax: the grammatical arrangement of words in a sentence. (Dictionary Cambridge)
- Presentation, Practice, and Production Method: PPP is a paradigm or model used to describe typical stages of a presentation of new language. It means presentation, production and practice. (BBC, Teaching English)



### **3. RESEARCH METHODOLOGY**

#### **3.1 Type of Research Description**

In Pre- Experimental Method, either a single group or various groups of students are observed. Even if this method fails, it is considerable as pre-requisite to true experimental designs, which are worthy to be considered as valid. In addition, this type of research represents a simple form of research designs. This method supposes a control of a determined group of students but fail the control of a big group of learners. This method follows some basic steps but does not use any comparison or even study with a non- treatment group. That is why, this method is plenty specific, and it is marvellous to be applied in short groups like in this research, in which, just twenty students were studied and looked in advanced per each class.

Furthermore, it is remarkable that this method is quite precise, because the two variables observed during this research, are correlated and easily identified in the writing learning process of the twenty students observed. It is worth mentioning that the independent variable is the Interactive techniques and the dependent one is the writing skills, which are truly identified while applying the pre- test and the post-test to observe the improvement of this skill in these learners. It is added that the pre- experimental method is certainly valuable and easily to adopt by researchers in short groups but not for comparisons or looking at differences with bigger groups.

### **3.2 Methods, Techniques and Research Instruments**

The present inquiry is a type of qualitative research researchers use observations done to students and surveys for teachers and students in order to gather correct information. The results and all the observations collected will be checked out in order to find solutions and answers that are in regard with the difficulties presented in the students' writing learning process, and also to show evidence that proves the effectiveness of the writing techniques to get a good writing skill.

The surveys were used to get good results. The main purpose of this instrument was to determine the effectiveness of each writing technique applied in the classes such as the Brainstorming, the Journalistic Questions and the Paragraph Hamburger Technique. The surveys were done to students and teachers, and they included basic and specific questions about the writing techniques, the writing skill, the importance of writing, and the creativity and ideas used at the time of writing. Besides, the students and teachers felt free to answer, these surveys were anonymous, that is why they did not feel any pressure while doing it.

To gather the information needed, post- tests, pre- tests, and surveys were used and applied to students and English teachers. The students' survey will provide information about the students' perception to the writing learning process, to writing skill, to the difficulties that they have to struggle with, and to the necessary creativity to be used while writing. The teachers' survey will give information about the importance of teaching basic standards of Written English, different writing techniques such as the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger Technique, and the type of activities included in each class with the intention that students get an effective writing skill.

The results obtained were based on the data analysis of the pre- tests and post- tests. As a result, students use their knowledge of the Basic Standards of written English to avoid making mistakes in their pieces of writing, deal with the construction of a five-line paragraph, and it is seen that they improve their writing pieces in a seventy percent.

### 3.3 Research Population and Sample

For the elaboration of this research project, the population chosen was the students of Tweens Ten at Centro Ecuatoriano Norteamericano. There are twenty students in this level, and this group was chosen because of the teacher's experience with this group of learners and with the level itself. The main purpose of this study is to help learners improve their writing skills through different writing techniques applied in each class such as the Brainstorming, the Journalistic Questions and the Paragraph Hamburger Technique.

Group	Population	Sample
Students	20	20
Teachers	10	10

### 3.4 Sources, Resources, and Timeline

The source used was the Internet, where all the information was taken. The resources used were computers and laptops, the markers, the board, sheets of paper, and the template with cardboard created to teach the three writing techniques such as the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger Technique.

### Timeline

ACTIVITIES	MONTHS																November		
	JULY / DAYS				AUGUST/ DAYS				SEPTEMBER/ DAYS				OCTOBER/ DAYS				November		
	1	1	1	2	1	1	1	24	1	1	1	2	1	1	1	2	1	8	1
<b>Chapter 1</b>																			
Statement of the Problem	X																		
Objectives			X																
Justification of the Problem				X															
Revision of Justification					X														
End of Chapter 1						X													
<b>Chapter 2</b>																			
Conceptual Framework							X												
Revision Conceptual Framework								X											
Research								X											



## Budget

<b>1.- PERSONNEL</b>	
Michelle Patiño	10 hours ( per week)
Ana María Espinoza	10 hours ( per week)
<b>2.- TRAVEL</b>	
Transportation ( gasolina cost )	\$ 100
<b>3.- EQUIPMENT</b>	
Printer	\$ 100
Computer	\$ 200
Pen drive	\$ 20
<b>4.- MATERIALS AND SUPPLIES</b>	
Paper ( pack )	\$ 10
Pens	\$ 10
Worksheets	\$ 10
CD - RW	\$ 10
<b>5.- CONTRACTED SERVICES</b>	
Internet	\$ 80
<b>TOTAL</b>	<b>\$ 540</b>

### 3.5 Processing, Presentation and Analysis of Results

This study uses the Likert method to present the data analysis from the surveys directed to students and teachers who impart classes in Tweens ten course at CEN.

### 3.5.1 Data Analysis: Students' survey

Table 1. Writing if funny.

#### 1. Writing is funny.

Code	Category	Frequency	Percentage
Pre-Test	Strongly agree	0	0%
	Agree	2	10%
	Neutral	5	25%
	Disagree	9	45%
	Strongly disagree	4	20%
<b>Total</b>		<b>20</b>	<b>100%</b>

Graphic 1. Writing is funny.



Source: Survey directed to students in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

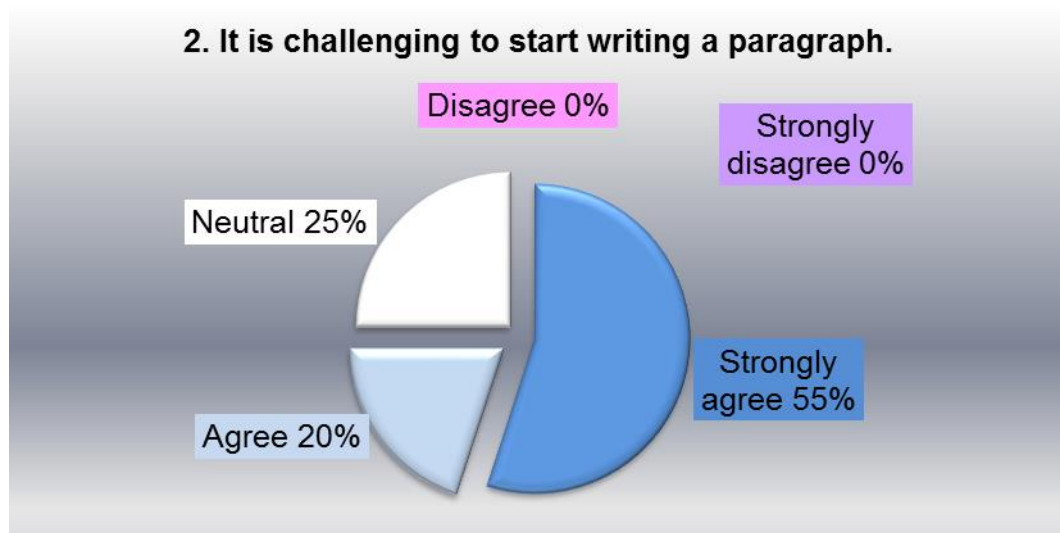
According to the survey, the seventy five percent of the students do not find writing funny. Only the ten percent of students find writing funny and the rest are neutral. By applying the three interactive techniques students' perspective will change because they wil presented in a funny way.

Table 2. It is challenging to start writing a paragraph.

## 2. It is challenging to start writing a paragraph.

Code	Category	Frequency	Percentage
<b>Statement 2</b>	Strongly agree	11	55%
	Agree	4	20%
	Neutral	5	25%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

Graphic 2. It is challenging to start writing a paragraph.



Source: Survey directed to students in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Ingles. By: Espinoza A. & Patiño M.

According to the survey, it is seen that writing a paragraph could be something challenging for the seventy five percent of students. The twenty five percent are neutral and none of the students disagree with this statement. Thus, there is a degree of difficulty that this study aims to dismiss in order to make students feel comfortable when they start writing.

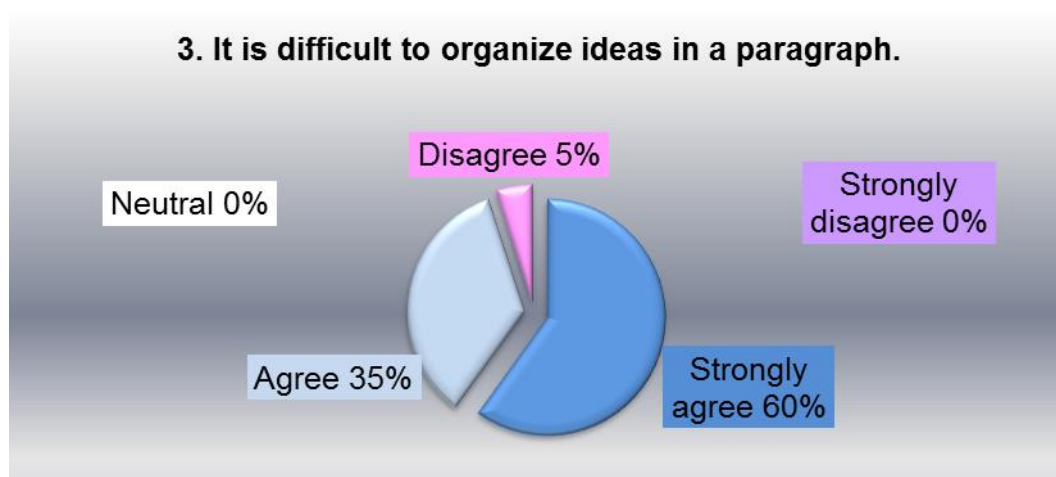


Table 3. It is difficult to organize ideas in a paragraph.

**3. It is difficult to organize ideas in a paragraph.**

Code	Category	Frequency	Percentage
<b>Statement 3</b>	Strongly agree	12	60%
	Agree	7	35%
	Neutral	0	0%
	Disagree	1	5%
	Strongly disagree	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

Graphic 3. It is difficult to organize ideas in a paragraph.



Source: Survey directed to students in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

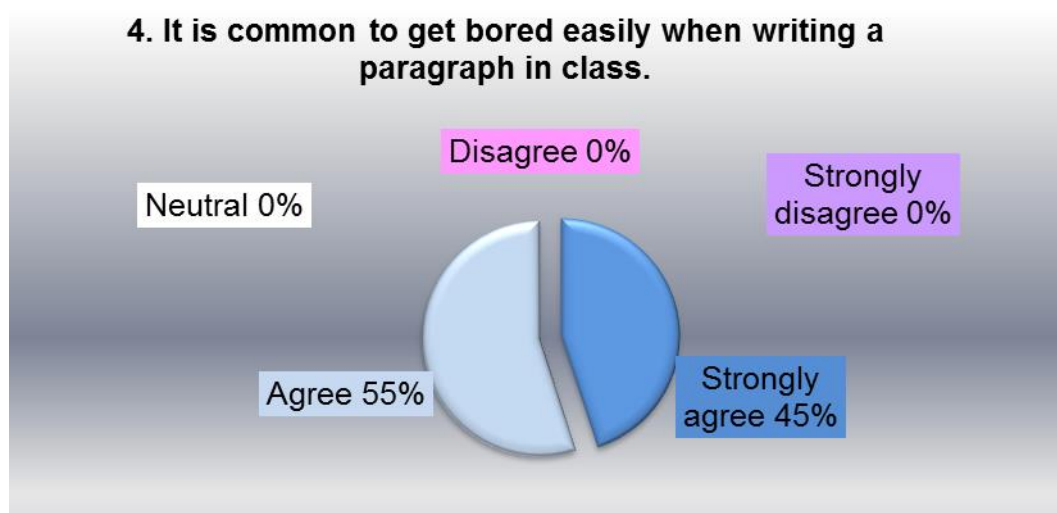
According to the survey, the ninety five percent of students have problems at the moment of organizing ideas in a paragraph. Just the five percent of them show disagreement with this statement. However, in order to help them, this study will apply a technique that is called The Paragraph Hamburger in which students will follow a sequence to construct a paragraph.

Table 4. Getting bored when writing a paragraph in class

**4. It is common to get bored easily when writing a paragraph in class.**

Code	Category	Frequency	Percentage
<b>Statement 4</b>	Strongly agree	9	45%
	Agree	11	55%
	Neutral	0	10%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

Graphic 4. Getting bored when writing a paragraph in class



Source: Survey directed to students in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

According to the survey, it is shown that the one hundred percent of students get bored easily when they write paragraphs in class. Since writing is one of the most difficult skills to be developed, it is crucial to keep students' attention and interest throughout the whole teaching process.

Table 5. It is common to make a lot of mistakes in pieces of writing.

**5. It is common to make a lot of mistakes in pieces of writing.**

Code	Category	Frequency	Percentage
<b>Statement 5</b>	Strongly agree	7	35%
	Agree	8	40%
	Neutral	4	20%
	Disagree	1	5%
	Strongly disagree	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

Graphic 5. It is common to make a lot of mistakes in pieces of writing.



Source: Survey directed to students in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

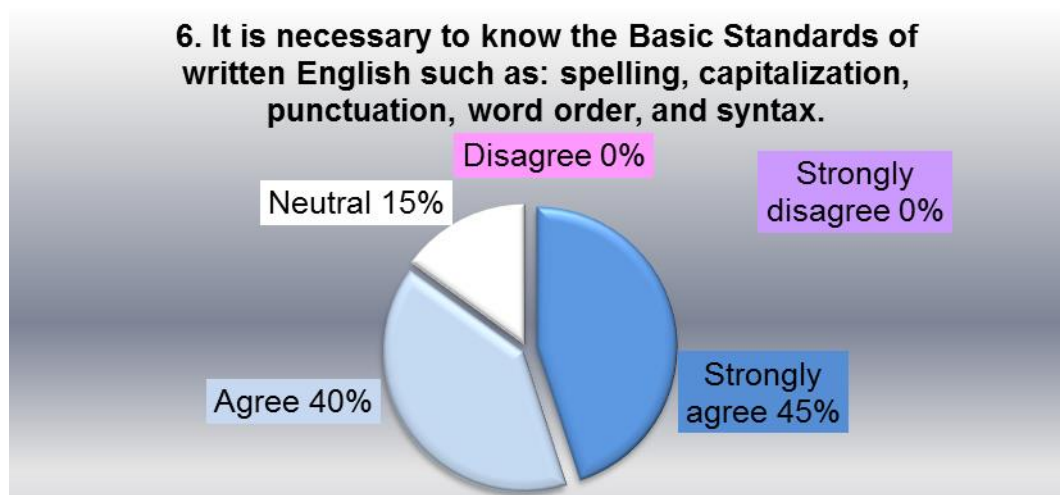
According to the survey, the seventy five percent of students tend to make lots of mistakes in their pieces of writing. Only for the five percent of students it is not common to make a lot of mistakes when they write. The rest are neutral. By teaching students the writing techniques and the Basic Standards of written English, they will make fewer mistakes while writing because they will be aware of what they write.

Table 6. It is necessary to know the Basic Standards of written English.

**6. It is necessary to know the Basic Standards of written English such as: spelling, capitalization, punctuation, word order, and syntax.**

Code	Category	Frequency	Percentage
<b>Statement 6</b>	Strongly agree	9	45%
	Agree	8	40%
	Neutral	3	15%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

Graphic 6. It is necessary to know the Basic Standards of written English.



Source: Survey directed to students in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Ingles. By: Espinoza A. & Patiño M.

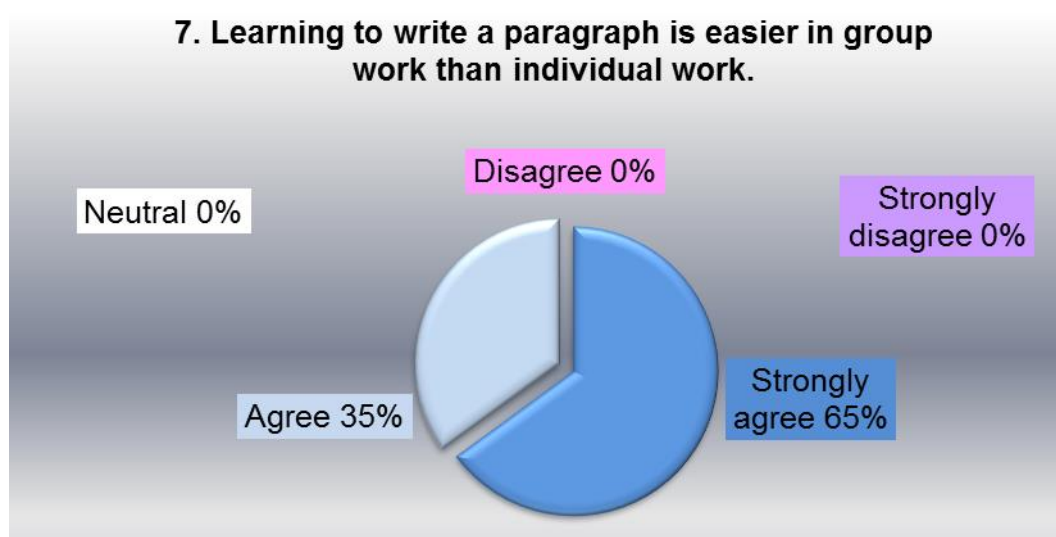
According to the survey, it is seen the eighty five percent of students need to know the Basic Standards of written English. By teaching the Basic Standards, students will be able to apply them in their pieces of writing and they will enrich the content.

Table 7. Learning to write a paragraph is easier in group work.

**7. Learning to write a paragraph is easier in group work than individual work.**

Code	Category	Frequency	Percentage
<b>Statement 7</b>	Strongly agree	13	65%
	Agree	7	35%
	Neutral	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

Graphic 7. Learning to write a paragraph is easier in group work.



Source: Survey directed to students in Tweens ten at CEN from Universidad Laica Vicente Rocafulerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

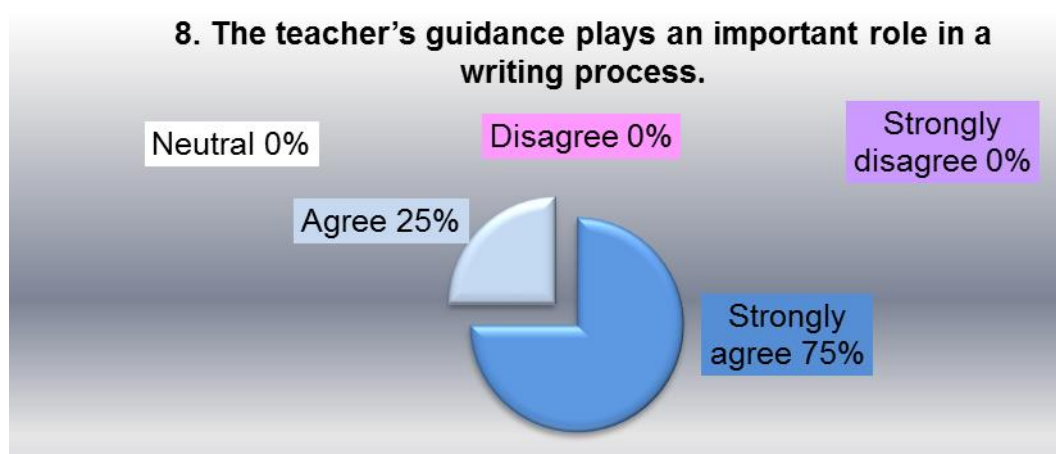
According to the survey, it is seen that the hundred percent of students agreed with the idea of working in groups when learning how to write a paragraph. This is a positive aspect in this group because his study aims to make students work cooperatively at the moment of generating ideas, selecting information, correcting mistakes in peers, and constructing a paragraph.

Table 8. The teacher's guidance in a writing process

**8. The teacher's guidance plays an important role in a writing process.**

Code	Category	Frequency	Percentage
<b>Statement 8</b>	Strongly agree	15	75%
	Agree	5	25%
	Neutral	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

Graphic 8. The teacher's guidance in a writing process



Source: Survey directed to students in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Ingles.  
By: Espinoza A. & Patiño M.

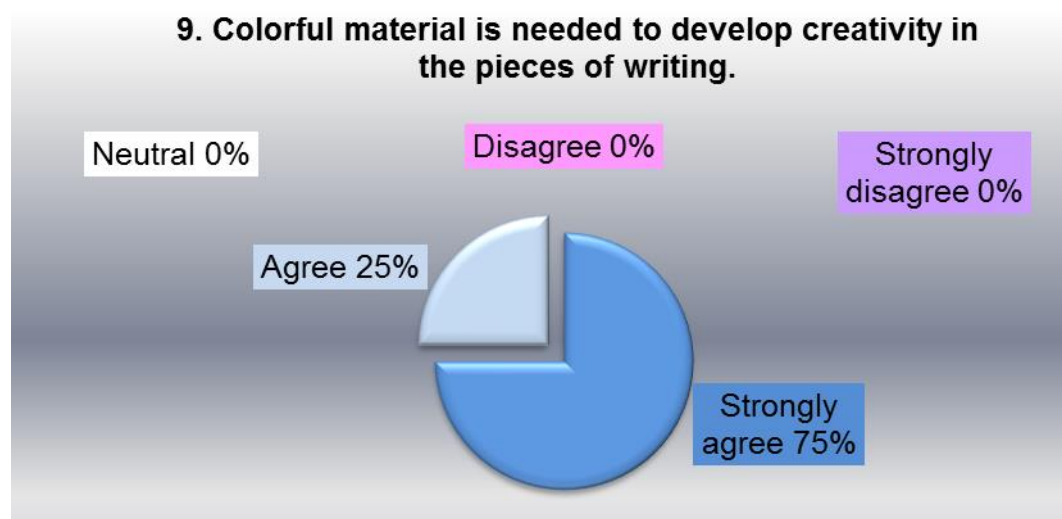
According to the survey, it is shown that the hundred percent of students thinks that it is important the teacher's guidance in a writing process. To make the teaching process effective, the action and the performance of the teacher as a guide to the learning acquisition and development of writing skills will definitely play an important role to lead the student to be a producer of a short written text, in this case, a well-constructed paragraph.

Table 9. Colorful material needed to develop creativity in writing pieces

**9. Colorful material is needed to develop creativity in the pieces of writing.**

Code	Category	Frequency	Percentage
<b>Statement 9</b>	Strongly agree	15	75%
	Agree	5	25%
	Neutral	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

Graphic 9. Colorful material needed to develop creativity in writing pieces



Source: Survey directed to students in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

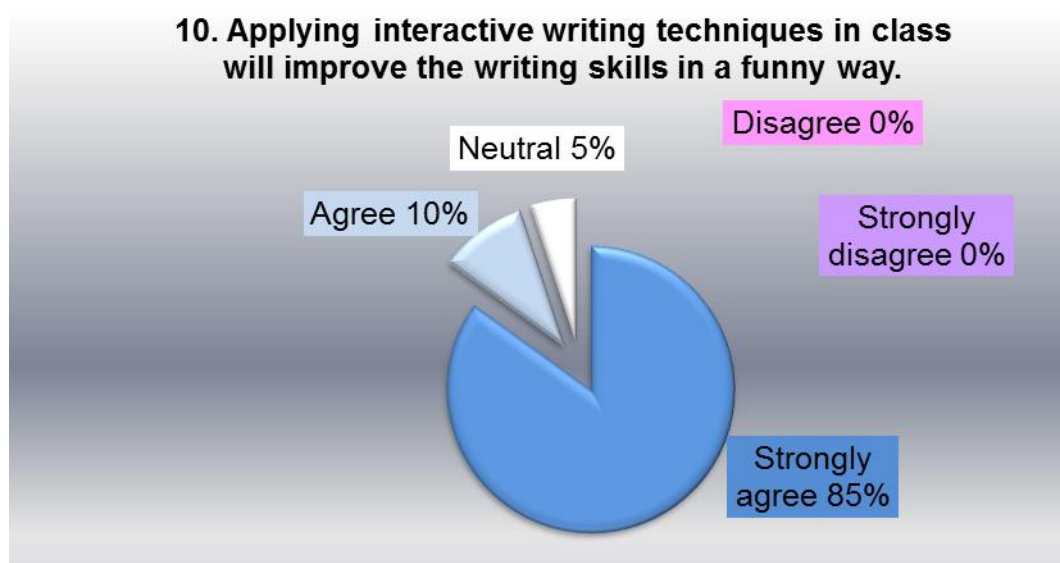
According to the survey, it is shown that the one hundred percent of students need colorful material to develop their creativity in their pieces of writing. By using colorful material students will not only increase their creativity but also they will be engaged with the writing process and will have more opportunities to come up with ideas related to the topic they will be working on.

Table 10. Applying interactive writing techniques

**10. Applying interactive writing techniques in class will improve the writing skills in a funny way.**

Code	Category	Frequency	Percentage
<b>Statement 8</b>	Strongly agree	15	75%
	Agree	5	25%
	Neutral	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

Graphic 10. Applying interactive writing techniques



Source: Survey directed to students in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Ingles. By: Espinoza A. & Patiño M.

According to the survey, it is shown that the ninety five percent of students affirm that by applying interactive techniques, they will improve their writing skills in a funny way. The techniques that will be applied are: The Brainstorming, The Journalistic Questions, and the Paragraph Hamburger.



### 3.5.2 Data Analysis: Teachers' survey

Table 11. Learning to write

#### 1. Learning to write is important to communicate successfully.

Code	Category	Frequency	Percentage
<b>Statement 1</b>	Strongly agree	1	10%
	Agree	8	80%
	Neutral	1	10%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Graphic 10. Learning to write is important



Source: Survey directed to teachers in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

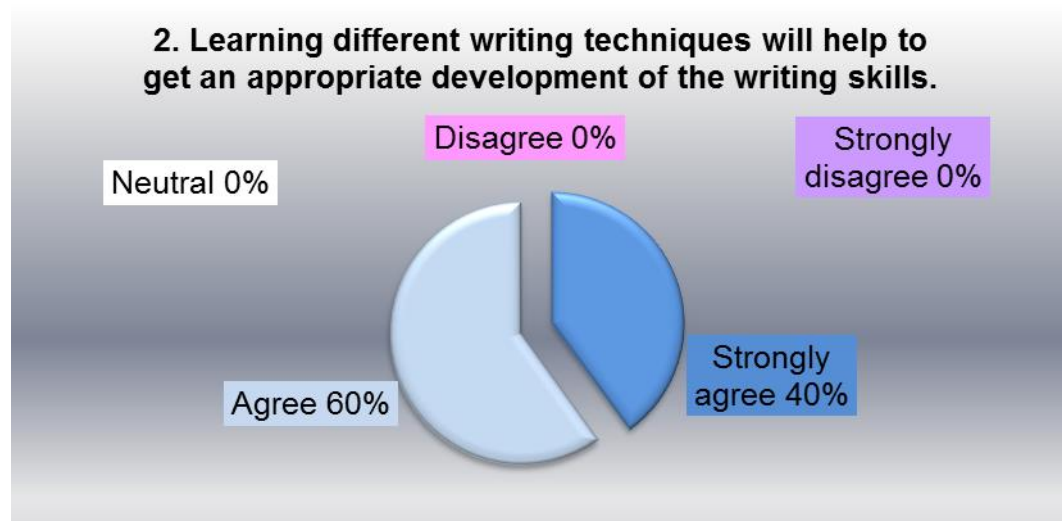
According to the survey, most teachers agree with the idea that learning to write is important to communicate in a proper way. In time, through this study, the interactive techniques presented will be worthy for teachers to include these ones into each of the writing classes. A few teachers consider this idea with no much importance.

Table 12. Learning writing techniques

## 2. Learning writing techniques

Code	Category	Frequency	Percentage
<b>Statement 2</b>	Strongly agree	4	40%
	Agree	6	60%
	Neutral	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Graphic 11. Learning writing techniques



Source: Survey directed to teachers in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

According to the survey, most teachers agree that it is important to learn different writing techniques in order to get an appropriate development of the writing skills. In this study, it will be explained the different writing techniques and how these techniques are effective in the writing learning process.

Table 13. Becoming a good writer

### 3. Becoming a good writer

Code	Category	Frequency	Percentage
<b>Statement 3</b>	Strongly agree	0	0%
	Agree	5	50%
	Neutral	2	20%
	Disagree	3	30%
	Strongly disagree	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Graphic 12. Becoming a good writer.



Source: Survey directed to teachers in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

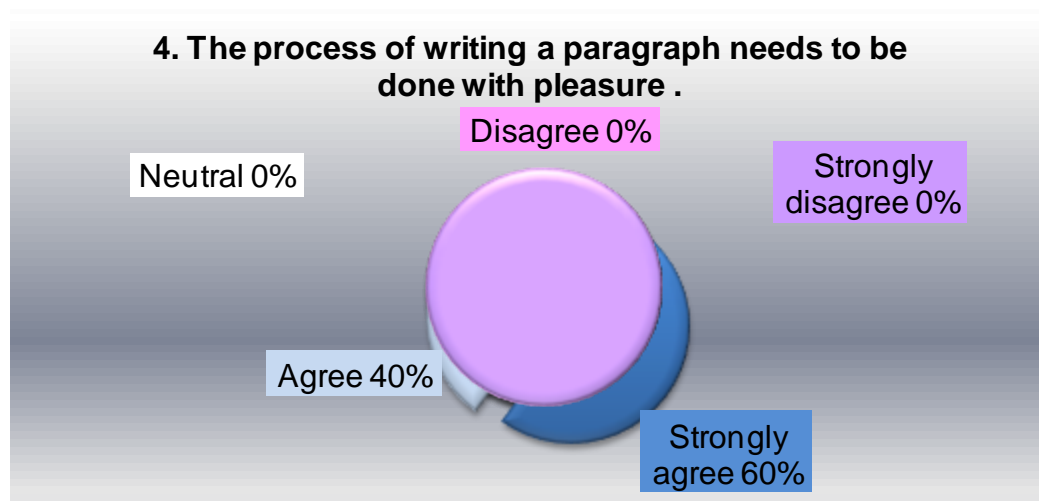
According to this survey, most of the teachers agree that becoming a good writer is an easy skill that can be developed. Other teachers disagree with this idea because they consider that writing is a matter of creativity and organization. In addition, with the help of this study, teachers will get to know the effectiveness of the writing techniques in order to become a good writer.

Table 14. The process of writing a paragraph

#### 4. The process of writing a paragraph.

Code	Category	Frequency	Percentage
<b>Statement 4</b>	Strongly agree	6	60%
	Agree	4	40%
	Neutral	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Graphic 13. The process of writing a paragraph



Source: Survey directed to teachers in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

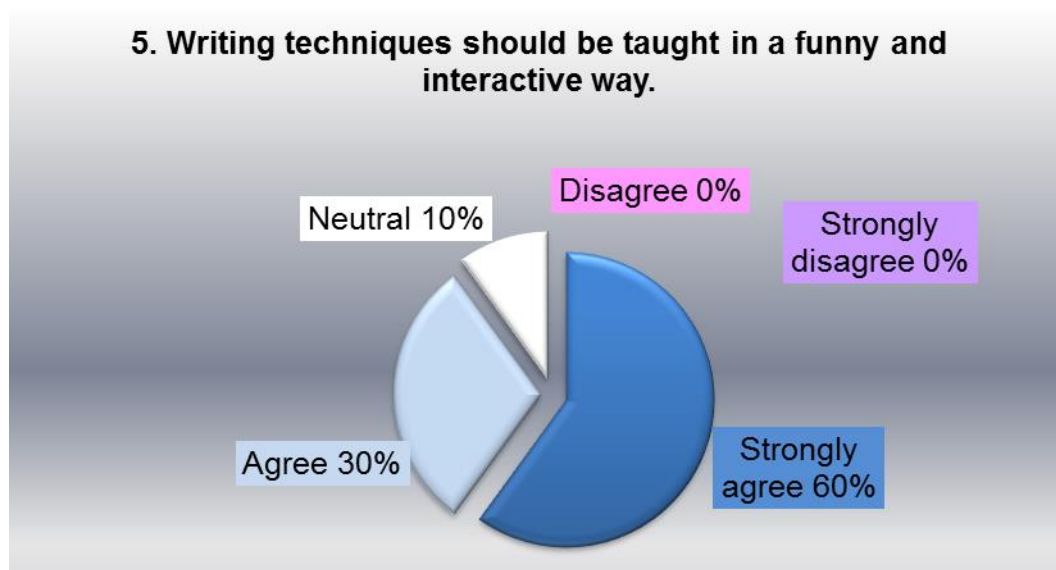
In this survey, the great majority of teachers consider that writing a paragraph needs to be done with pleasure. It is necessary to do it with pleasure to come up with creative ideas to be written down. Additionally, through this study, teachers will know how the writing techniques will help students to develop this skill with easiness.

Table 15. Teaching writing techniques in a funny way

**5. Teaching writing techniques in a funny way.**

Code	Category	Frequency	Percentage
<b>Statement 5</b>	Strongly agree	0	0%
	Agree	5	50%
	Neutral	2	20%
	Disagree	3	30%
	Strongly disagree	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Graphic 14. Teaching writing techniques in a funny way



Source: Survey directed to teachers in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

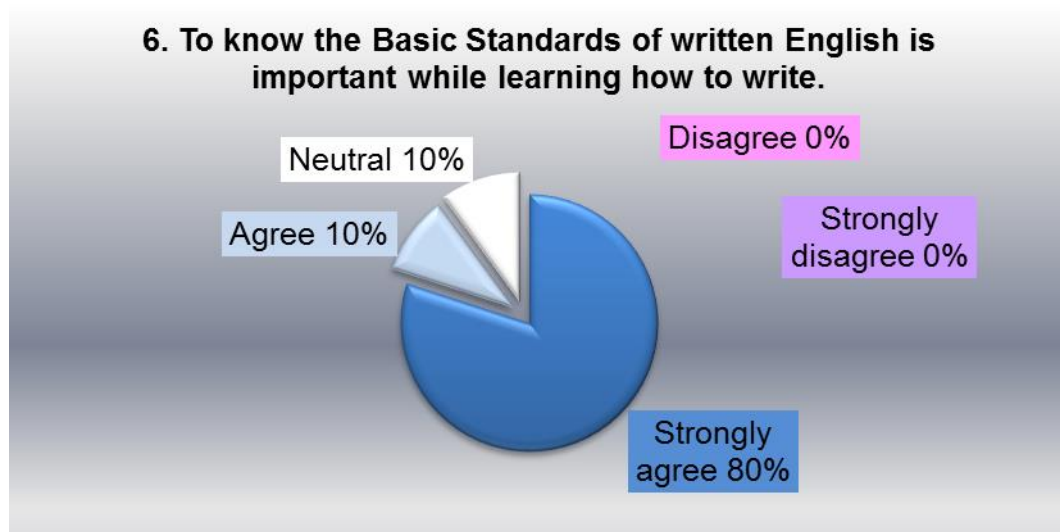
In this survey, most of the teachers strongly agreed that writing techniques should be taught in a funny way. This statement is truly important since all of the learners need to enjoy what they write and they will enhance this skill through motivation provided with the activities including good writing techniques.

Table 16. Knowing the Basic Standards of written English

**6. Knowing the Basic Standards of written English.**

Code	Category	Frequency	Percentage
<b>Statement 6</b>	Strongly agree	0	0%
	Agree	5	50%
	Neutral	2	20%
	Disagree	3	30%
	Strongly disagree	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Graphic 15. Knowing the Basic Standards of written English



Source: Survey directed to teachers in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

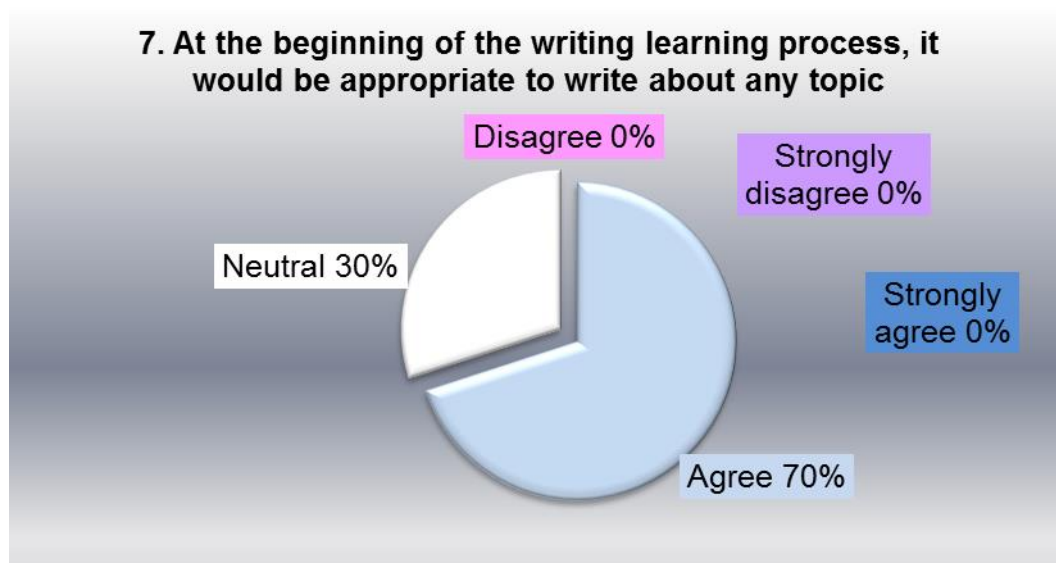
In this survey, most of the teachers agree that knowing the Basic Standards of written English is very important at the time of learning how to write. This knowledge will really help learners to get the writing skills in the correct way and without too many mistakes. That is why, it is also remarkable to have procedures while teaching these standards.

Table 17. Writing about any topic

**7. Writing about any topic.**

Code	Category	Frequency	Percentage
<b>Statement 7</b>	Strongly agree	0	0%
	Agree	7	70%
	Neutral	3	30%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Graphic 16. Writing about any topic



Source: Survey directed to teachers in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

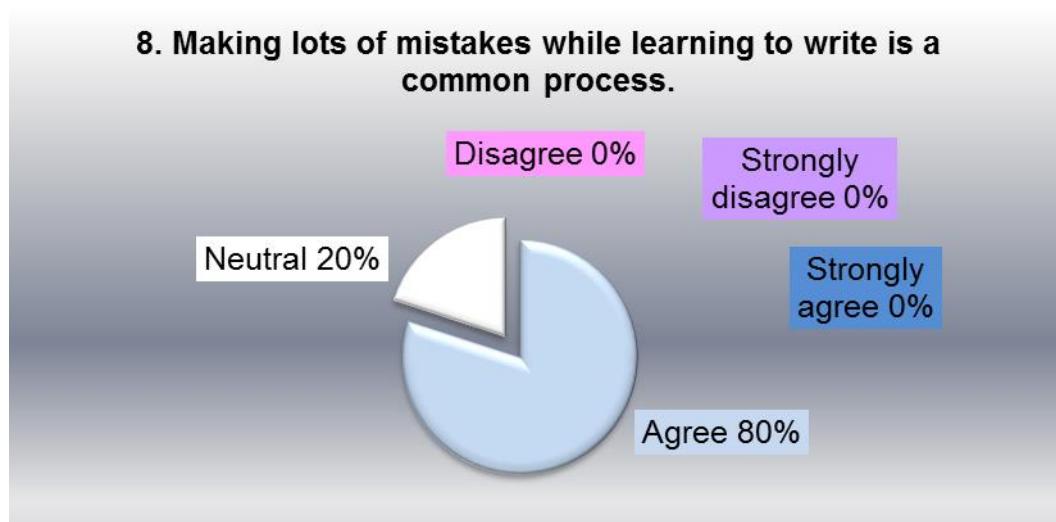
In this survey, most of the teachers agree with the idea that at the beginning of the writing learning process, students must write about any topic. The intention is that students feel free while writing even if they make mistakes. In this way, they will enjoy writing something without having fear of being corrected later on.

Table 18. Making mistakes while writing.

**8. Making mistakes while writing.**

Code	Category	Frequency	Percentage
<b>Statement 8</b>	Strongly agree	0	0%
	Agree	8	80%
	Neutral	2	20%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Graphic 17. Making mistakes while writing.



Source: Survey directed to teachers in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

In this survey, most of the teachers agree with the idea that making mistakes while learning to write is a common process that most of the students have to deal with. That is why, it is necessary to provide them the tools such as vocabulary and ideas in order to start writing their paragraphs without fear.

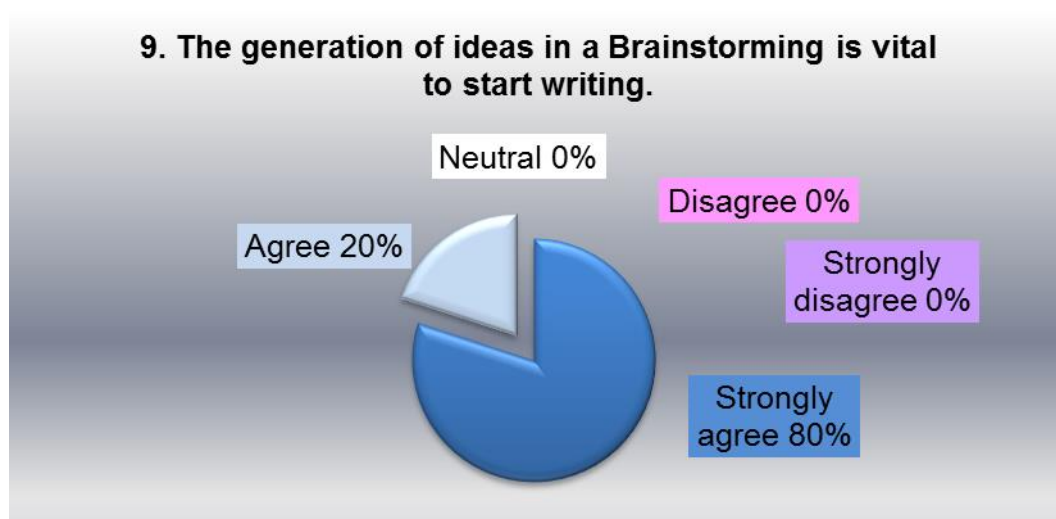


Table 19. Ideas in a Brainstorming

**9. The generation of ideas in a Brainstorming is vital to start writing.**

Code	Category	Frequency	Percentage
<b>Statement 9</b>	Strongly agree	8	80%
	Agree	2	20%
	Neutral	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Graphic 18. Ideas in a Brainstorming



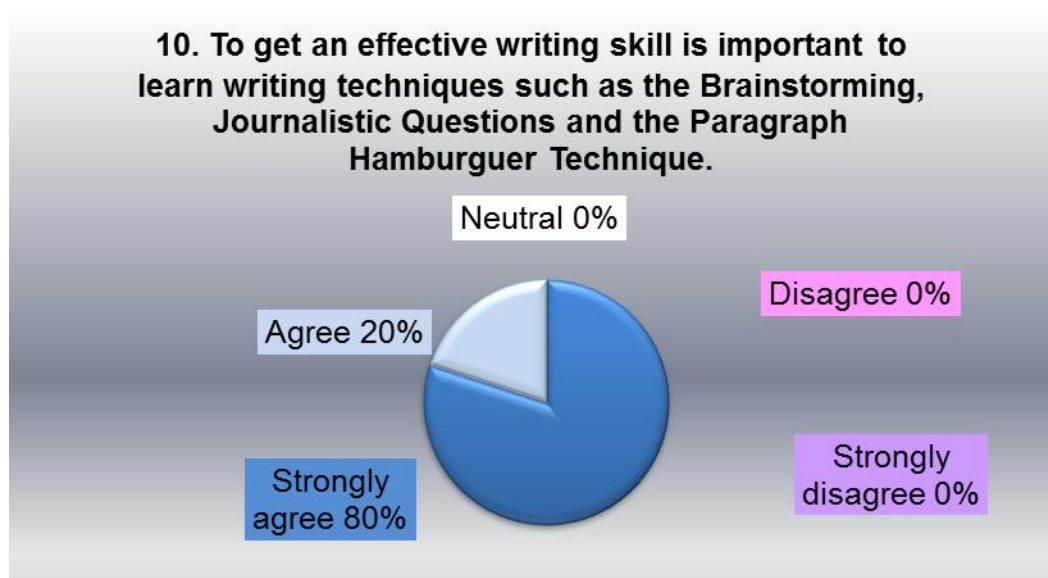
Source: Survey directed to teachers in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

In this survey, most of the teachers strongly agree that most of the students need to generate ideas through a Brainstorming. This will truly help students to gain ideas in order to make up a better paragraph or even the order of ideas or events to be written down. In addition, through the Brainstorming, students can develop creativity.

Table 20. Learning writing techniques

<b>10. Learning writing techniques</b>			
<b>Code</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Statement 10</b>	Strongly agree	8	80%
	Agree	2	20%
	Neutral	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Graphic 19. Learning writing techniques

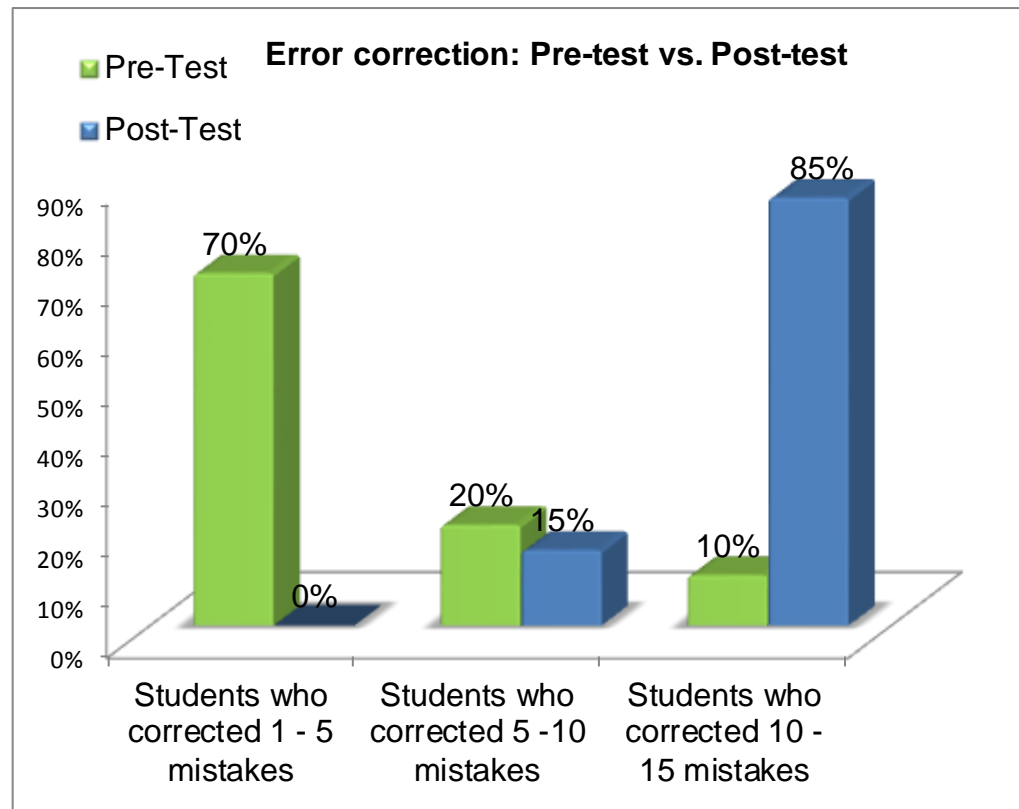


Source: Survey directed to teachers in Tweens ten at CEN from Universidad Laica Vicente Rocafuerte – Ciencias de la Educación mención Inglés. By: Espinoza A. & Patiño M.

In this survey, most of the teachers strongly agree that students need to learn the different writing techniques such as the Brainstorming, the Journalistic Questions and the Paragraph Hamburger Technique in order to get an appropriate writing learning process. Besides, all of the exercises applied with these three techniques will guarantee an optimus and procedural way to get this writing skill.

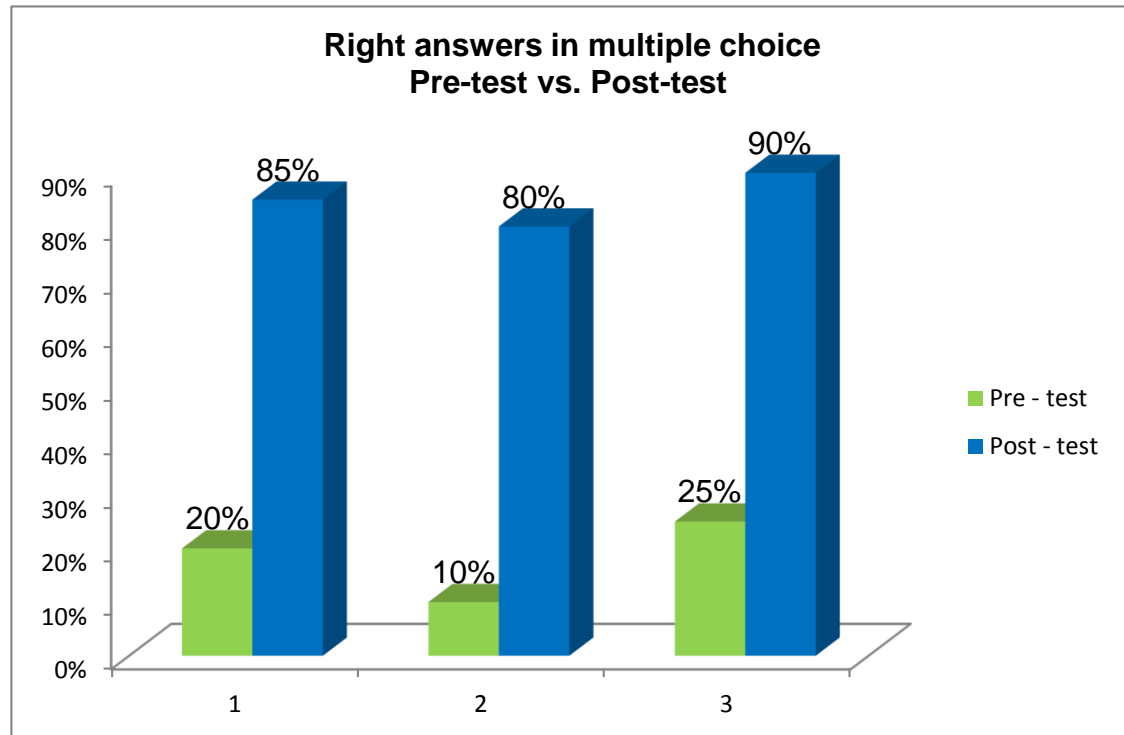
### 3.5.3 Results: Pre-test vs. Post-test

Graphic 21. Error correction: Pre-test vs. Post-test



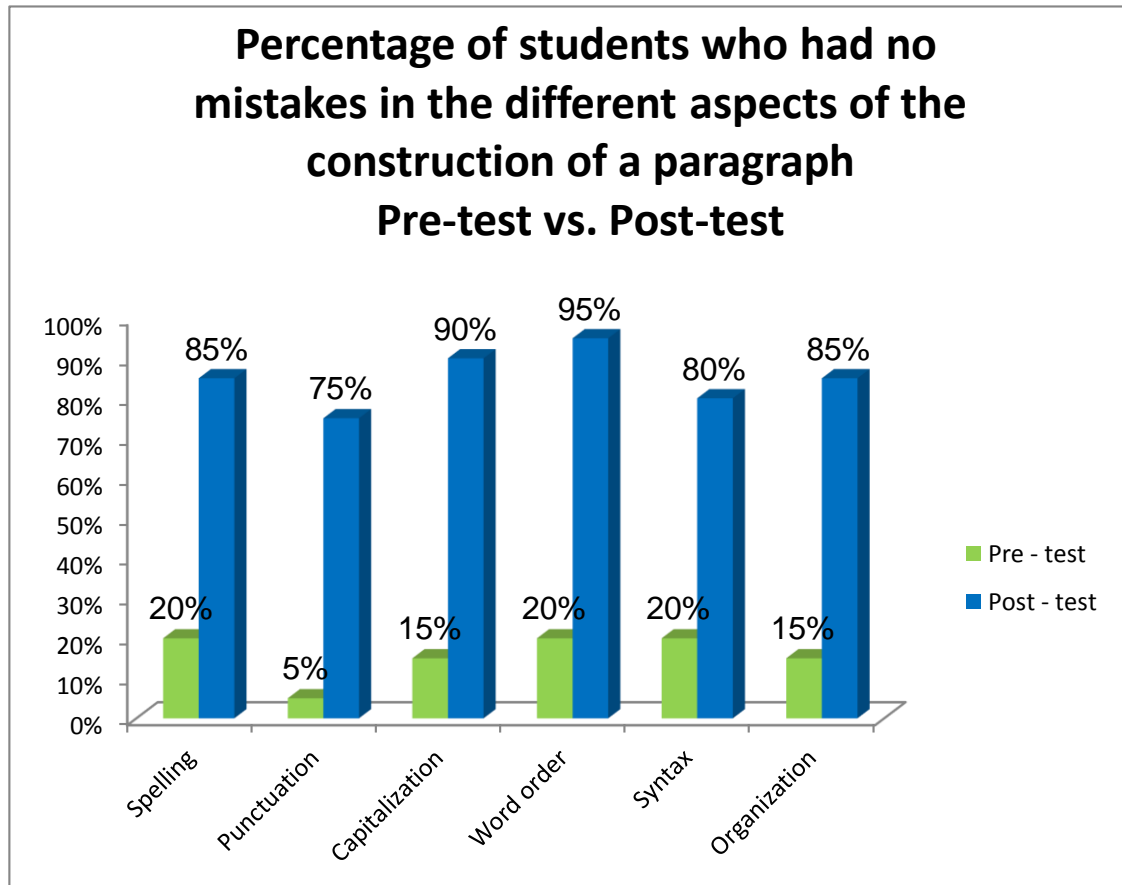
In the first section of the tests, part A, students' understanding of the Basic Standards of written English was tested, particularly: spelling, punctuation, capitalization, word order and syntax by correcting the mistakes. Students had to correct an amount of fifteen mistakes in five sentences. According to the graphic, in the pre-test which was taken the first class, most of students corrected from one to five mistakes, this means they were not aware of the Basic Standards. However, in the last week, the post-test was taken and most of students could correct more mistakes. It is seen that the results obtained in the post-test are better than the ones obtained in the pre-test. Thus, students have knowledge about the Basic Standards of written English that was learnt through the process of applying the techniques to improve their writing skills.

Graphic 22. Right answers in multiple choice: Pre-test vs. Post-test



In the first section of the tests, part B, students' understanding about punctuation marks was tested. The tests presented students four alternatives in which the students had to circle the correct punctuated sentence. According to the graphic, in the pre-test which was taken the first class the eighty, ninety, and seventy five percent of students could not find the correct punctuated sentence corresponding to the first, second, and third item, this means they did not know how to use punctuation marks correctly. However, in the last week, the post test was taken and the eighty five, eighty, and ninety percent of students could find the correct punctuated sentence corresponding to the first, second, and third item. It is seen that the results obtained in the post-test are better than the ones obtained in the pre-test. Thus, the majority of students can punctuate sentences correctly.

Graphic 23. Construction of a paragraph: Pre-test vs. Post-test



In the second section of the tests, students had to deal with the construction of a paragraph, particularly with the: spelling, punctuation, capitalization, word order, syntax, and the organization of it. Students had to write a five-line paragraph about a familiar topic. According to the graphic, in the pre-test there were low percentages of students who did not make mistakes in the different aspects that deal with the construction of a paragraph. This means, most of students did not know how to write a well-constructed paragraph. However, in the last week, the post-test was taken and most of students could construct a paragraph. It is seen that the average students improved their pieces of writing was a seventy five percent.

### **3.5.4 Results of observations**

At the beginning of the study students showed a bad attitude toward writing, specifically during the first lesson. It was noticeable that they began this learning process with poor writing skills and the majority of them had a difficulty to start writing because of the lack of ideas and enthusiasm they had. Besides, the paragraphs were not clear due to the spelling, punctuation, capitalization, word order, and syntax mistakes they made and there was no organization in their paragraphs. During the learning process and the application of the techniques, students changed their behavior toward writing and they enjoyed the lesson. They shared ideas without any fear, some others helped their classmates to correct mistakes in their pieces of writing, and everyone wanted to participate. At the end of the study, students improved their writing skills; they did not make as many mistakes as they used to do it; they had a general knowledge of the basic standards of written English that guided them to be aware of their writing production and the organization of the paragraphs was clear. Finally, all of students were pleased with the writing lessons they had and they were conscious of the progress they had made.

### **3.6 Preliminary Conclusions**

A) Surveys directed to students based on Likert scale:

1. A hundred percent of students:
  - gets bored easily in class when they write a paragraph.
  - thinks the teacher guidance is important in a writing process.
  - affirms that it is needed colorful material to develop their creativity in their writing pieces.
  - agrees with the idea of applying interactive writing techniques to improve their skills in a funny way.

2. Eighty five percent of students needs to learn the Baic Standards of written English such as spelling, punctuation, capitalization, word order and syntax.
3. Seventy five percent of students:
  - does not find writing funny.
  - thinks writing a paragraph is challenging.

B) Surveys directed to teachers based on Likert scale:

1. A hundred percent of teachers thinks that:
  - learning different writing techniques will help to get an appropriate development of the writing skills.
  - the generation of ideas in Brainstorming is vital to start writing.
  - in order to get effective writing skills it is important to learn writing techniques such as: Brainstorming, Journalistic Questions and the Paragraph Hamburger Technique.
2. Ninety percent of teachers:
  - says that writing techniques should be taught in a funny and interactive way.
  - affirms that knowing the Basic Standards of written English is important while learning how to write.
3. Fifty percent of teachers thinks that to become a good writer is easy to be developed with techniques.

C) Pre-test vs. Post-test:

Students began with poor writing skills, but at the end, students could:

1. Use their knowledge of the Basic Standards of written English to avoid making mistakes in their pieces of writing.
2. Deal with the construction of a five-line paragraph.
3. Improve their writing pieces in a seventy percent.

## **4 PROPOSED PROJECT PLAN**

### **4.1 Title**

The title of this project is “Five simple steps to develop writing skills through interactive techniques at a basic level”. The proposed project plan is focused on the writing techniques which are useful for learners to get the writing skills in a procedural way through the basic standards of written English and using a hamburger template, brainstorming and the journalistic questions which serve as a guide to generate and write down their ideas in a coherent way.

### **4.2 Justification**

The teaching writing process could be time - consuming. That is why these five simple steps will save time and guide the teacher to strengthen the students writing skills in an interactive way. Since students get bored easily in writing classes, it is important to apply appropriate and creative activities according to the level of the learners. At the end of the application of these techniques, students will be able to develop a well - structured paragraph and their basis of written English will improve. The correct use of written English is necessary today both in the personal sphere and in the workplace. That is why it is necessary to learn to communicate in written form correctly.

The benefits of this guide are that it enhances the students’ writing performance in a procedural way through sequential steps, it promotes creativity through the writing process activities, and it expresses the ideas clearly in a written form, which are really useful at the time of organizing the ideas before writing down a paragraph.

In addition, the most important contribution of this guide is that learners get the writing skills with lots of organization, creativity and coherent ideas. It is worth mentioning that through the organization of their ideas, the students enhance the basic standards of written English appropriately. It means that



learners are capable of writing down about any topic but following correct patterns of writing.

### **4.3. Objectives (Broad and specific)**

As a general objective of this thesis is to determine the influence of the Brainstorming, Journalistic Questions, and the Paragraph Hamburger Techniques in the development of written skills of Tweens at students at Centro Ecuatoriano Norteamericano.

As specific objectives there are three meaningful ones to be pointed out:

1. To provide the basic information of Standards of Written English in order to apply the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger Techniques.
2. To get the writing skills without complexity and such a way that they enjoy while learning how to write.
3. To deal with the construction of a well-structured paragraph since the beginning levels.

### **4.4. Content Framework of the Proposed Project Plan**

#### **4.4.1 The Brainstorming Technique**

This technique was created by Alex Osborn who was an advertising executive. He found that the meetings did not let members to come up with ideas, so he created rules which gave people freedom to mention any idea eventhough they seemed ridiculous. These rules were:

- No criticism of ideas
- Go for large quantities of ideas
- Build on each others ideas
- Encourage wild and exaggerated ideas

This process had a term that Oxborn used which was “think up” but throughout time this term came to be known as “brainstorming”. He described brainstorming as "a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously by its members". There were positive results when he applied this technique. All members participated and gave good ideas. From now and on, this technique has been used in business, and teaching. In addition, it has contributed to the generation of ideas and not to be stagnant at the time of constructing a paragraph.

#### **4.4.2 The Journalistic Questions**

The journalistic questions correspond to the questions such as: What, Who, Where, Why, When, How, all of these are detailed questions that answer to specific information in a context. It is vital to say that each of these questions can not be responded with a simple yes or no. That is why, these questions offer details which are important and valuable while writing a paragraph about a particular topic. Furthermore, it is worthy to mention that most of students feel uncomfortable to start a paragraph because they usually do not have ideas to write down, and they do not have creativity in their fluency of words. The journalistic questions truly focus on stimulating the thinking process and to help learners develop their creativity at their maximum levels. These questions provide the readers a huge desire to continue reading what they wrote and also to continue their writing with pleasure.

#### **4.4.3 The Paragraph Hamburger Technique**

The real origin of the Paragraph Hamburger technique was developed by Jane Schaffer paragraph which consists on a five- sentence paragraph that only makes up one of many paragraphs in an essay. In addition, this structure is valuable because it helps learners that struggle with a paragraph structure. In this way, this technique offers a sequence and coherent ideas to be written down in a paragraph of any topic. Besides, this technique is like a writing organizer when students write a non- fiction story. This organizer is a good way to structure any

kind of writing. It is worth mentioning that in writing; the more details the better the writing.

It is worth mentioning that the teaching process followed by the teachers to reach the desirable objectives is truly important. Students can definitely have a better understanding of what writing implies and also the procedures to write correctly such as the basic standards of written English and the activities in accordance with each of the writing techniques such as the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger Techniques.

Furthermore, the students can get a great development in their writing skills at the end of the course through the activities done with each of the writing techniques mentioned before which encompass an appropriate procedure at the time of writing a paragraph.

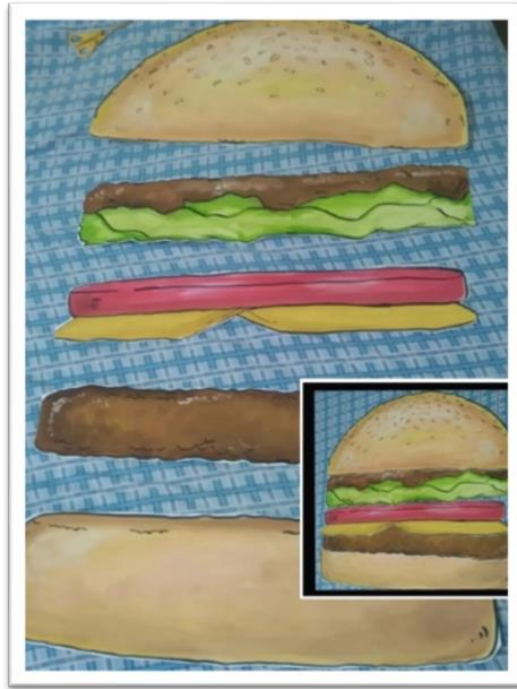
#### **4.5 The Proposed Project Plan**

A) Materials:

- Masking tape
- Sheets of paper
- Pens, pencils, erasers, sharpeners
- Markers: blue, black, green, red (just for correcting mistakes)
- A hamburger template (authentic material)
- A dice

In order to apply the writing techniques it is necessary to create a good learning environment with all the material students required. It is necessary to create a hamburger template to paste it on the board. It could be done by hand or by making a giant print. Remember to implement colorful material to catch students' attention. The hamburger must be big and long to embrace the white board space. The hamburger must be separated in five parts with all different ingredients it has: top bun, meat and lettuce, tomato slices and cheese, meat, and

bottom bun. This material will be used several times so it must be tough enough to make it durable.



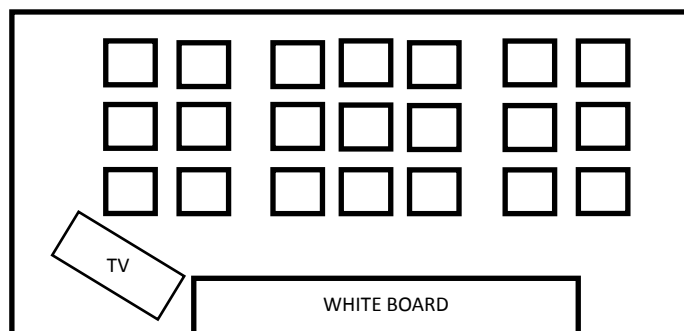
Picture 1. Hamburguer made in cardboard.

B) Resources:

- Textbook
- Projector or TV
- Internet

The resources are needed to present vocabulary previous to the topic students will write about and to explain the Basic Standards of written English purposed: spelling, punctuation, capitalization, grammar, and syntax.

C) Seating arrangement: It can vary according to each room and space there is.



Picture 2. Seating arrangement used in the study.

D) STEPS:

The following guide describes the best way the writing techniques should be applied during one hour. In order to make this process simple, the guide have been divided into five simple steps which are: mention, listing, selecting, making, and organizing. The techniques will be presented through the presentation, practice, and production method (PPP) that is in vogue and it is well-known among teachers nowadays.

Step	Writing activities	Writing Techniques	Estimated Time	Teaching Method	T's guidance
1	Pre- writing activity		10 min	Presentation	80%
2	Generating ideas	Brainstorming Journalistic Questions	10 min	Practice	50%
3	Selecting and listing ideas		10 min		
4	Making sentences				
5	Organizing sentences	The Paragraph Hamburger	15 min	Production	10%

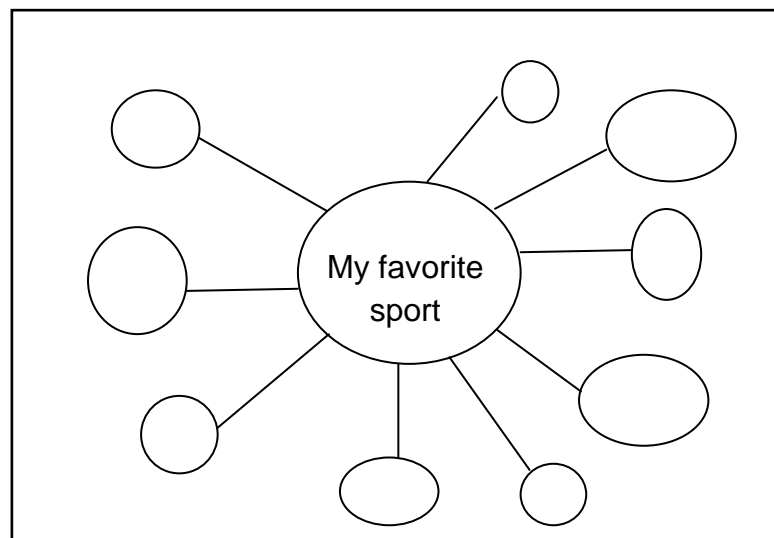
Table 21. Five simple steps to apply the writing techniques in forty-five minutes.

### Step 1: Pre-writing activity

At the beginning of the lesson, it is crucial to make students have a good attitude toward writing. Giving a reward could help them to be more participative. Besides, the teacher should motivate and praise students every moment during the writing class. This step takes place in the presentation stage of the teaching method. During the first ten minutes, the teacher should present vocabulary related to the topic using the resources and teach the basic standards of written English. The most important points to be explained are: spelling, punctuation, capitalization, word order, and syntax. Explanations on the topic can be shown on Internet or in a power point presentation.

### Step 2: Selecting ideas

After that, a graphic organizer must be drawn on the board and a topic must be written in the center of the graphic organizer similar to the picture below. Use green, black, or blue markers. Red markers are used only to correct mistakes.



Picture 3. Graphic for the Brainstorming technique

During the practice stage, the teacher tells students to mention ideas related to the topic. Then, they write all what they think on the board; they will have ten minutes to do it. Any thought that comes into students' minds is acceptable in this step. This process of writing down ideas is called Brainstorming which is the first technique to be applied. After students wrote on the board some ideas, there could be a few students who do not participate, in this moment, the use of the dice is crucial to help them generating the ideas they could not do it in the first step. The Journalistic questions are presented on the faces of a dice which is the second technique to be applied.

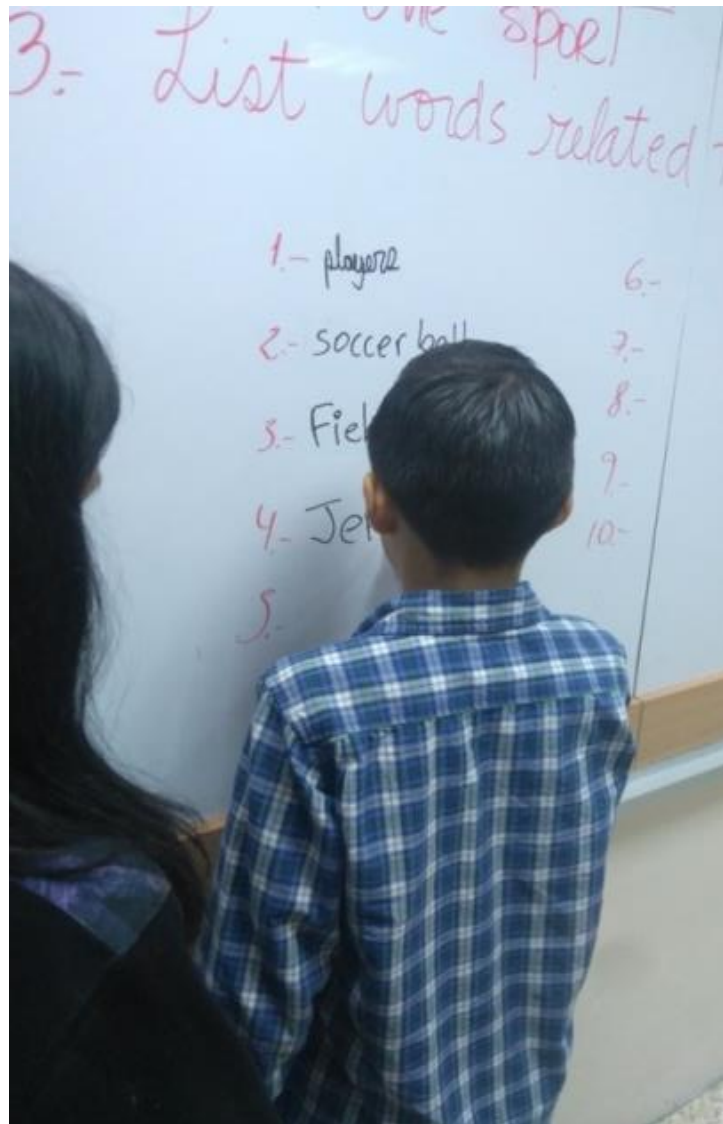
Students will throw the dice and will answer the questions. Give the chance to throw the dice to those students who had trouble in the first step as many times as they need. If all students could participate in the first step, make them throw the dice to enrich the graphic from the brainstorming session. When everyone has written ideas on the board, make them select the best ideas related to the topic and delete or erase the ones that do not fit well with it.



Picture 4. Journalistic questions presented on dices

### Step 3: Selecting and listing ideas

Using the graphic, students will select five ideas from the brainstorming session and will create a list in their notebooks from the words written on the board. The order of the words does not mind. All students have to create a list in their notebooks. This step takes place during the practice stage from the teaching method.



Picture 5. A student from Tweens ten course listing words



#### Step 4: Making sentences

Using the list of words, students make sentences in their notebooks. This step is really important because the students usually make mistakes. Therefore, it is vital that the teacher monitors students in this step and corrects students' mistakes making emphasis on the basic standards. This step also takes place during the practice stage from the teaching method. In addition, it is worth saying that this step is one of the most important ones because students can get an optimum writing due to the practice they have with the construction of their sentences by applying the basic standards of written English.

#### Step 5: Organizing the sentences

Finally, during this step, students are able to write down their own sentences using a template of a hamburger given by the teacher. To organize their sentences, students must know what sentence needs to be written at the beginning of the paragraph like the topic sentence. Then they should write the supporting sentences which go in the middle of the hamburger, and the last sentence, they should identify and write down the concluding sentence. As students write their sentences in their notebooks, a template is shown on the board as a guide for them. Having this step well done, students will easily start writing a well-constructed paragraph with ideas organized according to the topic and following the basic standards of written English that were learnt in the first step.



Picture 6. Organization of sentences applying the Paragraph Hamburger technique with a template on the board.

Name: \_\_\_\_\_

**Hamburger Writing**

Main Idea: \_\_\_\_\_  
\_\_\_\_\_

Detail #1: \_\_\_\_\_  
\_\_\_\_\_

Detail #2: \_\_\_\_\_  
\_\_\_\_\_

Detail #3: \_\_\_\_\_  
\_\_\_\_\_

Closing Sentence: \_\_\_\_\_  
\_\_\_\_\_

Super Teacher Worksheets - [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

Picture 7. Template of the Paragraph Hamburger technique taken from:  
[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

#### 4.6 Validation of the Proposed Project Plan

October 11th, 2017

**Ciencias de la Educación Mención Ingles**

**Faculty**

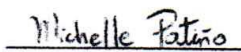
**Masters:**

The undersigned are students of Ciencias de la Educación, major in Lengua Inglesa. We are presently writing the proposed project plan entitled "Five simple steps to develop writing skills through interactive techniques at a basic level" in the year 2016- 2017.

In connection with this, may we request you to validate it.

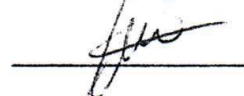
We hope that this request be granted.

Thank you.



Michelle Patiño Bohórquez

Respectfully yours,



Ana María Espinoza

**Noted by:**



Mg. Xavier Torres Freres

October 11th, 2017

**Ciencias de la Educación Mención Ingles**

**Faculty**

**Masters:**

The undersigned are students of Ciencias de la Educación, major in Lengua Inglesa. We are presently writing the proposed project plan entitled "Five simple steps to develop writing skills through interactive techniques at a basic level" in the year 2016- 2017.

In connection with this, may we request you to validate it.

We hope that this request be granted.

Thank you.



Michelle Patifo Bohórquez

Respectfully yours,



Ana María Espinoza

Noted by:



Msc. Rosy Mendoza

October 11th, 2017

**Ciencias de la Educación Mención Inglés**

**Faculty**

**Masters:**

The undersigned are students of Ciencias de la Educación, major in Lengua Inglesa. We are presently writing the proposed project plan entitled **“Five simple steps to develop writing skills through interactive techniques at a basic level”** in the year 2016- 2017.

In connection with this, may we request you to validate it.

We hope that this request be granted.

Thank you.

Michelle Patiño

Michelle Patiño Bohórquez

Respectfully yours,

Ana María Espinoza

Ana María Espinoza

**Noted by:**

MARITZA MEJIA MEJIA

Msc. Maritza Mejia

#### **4.7 Impact/benefits of the proposed project plan**

The impact of this proposed project plan is the huge development that students reach in their writing skills at the end of the course. All of the activities described within the three writing techniques surely show the impact that learners get while they start their writing learning processes.

In regard to the benefits of this project plan, it is worth saying that there are some, but the remarkable ones are the following:

- The previous knowledge students get before working on a paragraph such as the basic standards of written English.
- The enjoyment students get while writing through an appropriate use of the Brainstorming technique.
- The development of creativity used in their paragraph through the generation of ideas and through a free writing.
- The accurate process given by the explanation and application of the three writing techniques seen in the course such as the Brainstorming, the Journalistic Questions and the Paragraph Hamburger Technique.
- The procedural way in which students at the end of the course can develop their writing tasks taking into consideration all of the steps seen throughout the course.
- The optimum way in which students can identify the topic sentence, the supporting sentences and the concluding sentence in the Hamburger template, which clearly shows the ability the students get to write down their sentences and to locate the sentences in this template. This activity truly enhances the writing skills in an easy and sequential way.

## CONCLUSIONS

The purpose of this research was to offer appropriate writing techniques for helping learners from Tween ten course at Centro Ecuatoriano Norteamericano to develop their writing skills through an interactive and non-mechanic way. With this aim, the writing skill process would be easier for kids because they should start writing in a free way and what is better, developing creativity and expressing their own opinions.

For the development of this project and the collection of information, it was necessary to apply in the learners and teachers, different surveys. Through these surveys, it was intended to know what learners think about the writing skill process, and also, what teachers consider important to develop such skill.

In addition, a few classes and teachers were observed and asked about their previous experience concerned to the writing classes given. They manifested that students at this level, usually struggle with lack of vocabulary, lack of organization, coherence of ideas, and with the standards of written English such as punctuation, capitalization, word order, spelling and syntax. Teachers added that helping learners develop creativity is vital while they are in the process of learning how to write even if they make mistakes when writing.

It was also observed that teachers should plan carefully each of the writing classes at this level, because the structures, the standards, the techniques and the vocabulary given in each class, truly help students develop their writing skills in a comfortable way. It is worth saying that writing classes should be procedural and applying good and sequenced explanations. Each of the content given should be explained through interactive techniques such as the Paragraph Hamburger Technique, the Journalistic Questions and the Brainstorming technique.

Researchers also evaluate how they students conduct the activities done per class, and they should realize that the more prepared the class, the easier way the students get this writing skill. There are plenty of writing activities that can be done by learners in such a way that students enjoy writing, because they are aware



of writing what they think and not just to write what the teachers propose or suggest.

In addition, classroom management is also a good point to be considered in each writing class, because the way that the teacher performs or explains the content through the techniques, really influences the effectiveness of all the explanation given. The result is absolutely wonderful not only for the teacher but also for the learners who are able to communicate in a sequenced form what they intend to express. And what is more, the kids learn to communicate in a correct form and being not afraid of making mistakes. That is why, the learners start developing this skill with naturality, easiness and lots of creativity which is developed according to the techniques given and with the application of the writing exercises exposed.

## **RECOMMENDATIONS**

In regard to recommendations, this research offers the explanation of interactive techniques such as the Brainstorming, the Paragraph Hamburger and the Journalistic Questions, to be applied in each of the writing classes in order to help learners get this skill in an enjoyable way.

The recommendations given during this research intend that learners develop this writing skill being not afraid of making mistakes while writing. The most important is to make the students write feeling comfortable and also it is vital that each learner feel free to express their ideas without thinking on the mistakes or the final product which is a well- elaborated paragraph.

It is important to mention that the appropriate techniques including innovative writing exercises really enhance the students' motivation in order to write with naturality and acquiring enough vocabulary to express their ideas in a better way. Besides, it is recognized that most of the learners are afraid of writing due to the lack of vocabulary or even lack of ideas in order to be written down. That is the reason why, teachers should carefully select those activities that promote students' enthusiasm and engagement to learn how to write without too much complexity.

Furthermore, the interactive techniques applied in each of the writing classes such as: The brainstorming, the Journalistic Questions and the Paragraph Hamburger techniques, help learners develop ideas and creativity according to the topic given. Through these three techniques, learners get this skill with easiness and also they enjoy while they write because writing classes are not the usual ones but they are very interactive and funny.

This study recommends and explains the usefulness of applying these techniques in a coherent way, emphasizing that students develop their writing skills in a procedural way, step by step, and with the interactive writing exercises which include the use of a dice when applying the Journalistic Questions that respond to what, where, who, when, and how, and through these questions, learners start getting more accurate ideas which are helpful to have fluency at the

time of writing. In addition, through this nice dice, the students get fun while responding to the questions, and as they enjoy doing these questions, the usefulness of this dice truly enhances their writing skill process.

Learning how to write, is not a difficult matter or task for students to develop, but the techniques and correct exercises that teachers should apply in each of the writing classes make the difference in the students' learning process. It is important to mention that students need to enjoy or to feel pleasure when writing. Having this attitude, learners write more and in an accurate way.

The process is also a good recommendation to take on, because learning to write is a matter of order, coherence, structure, vocabulary and punctuation. Students also need to know what they intend to say with their writing, the audience where it is directed to, and also according to this, they should be aware of what kind of vocabulary students need to use.

Following all of these steps, the writing process will be easy and funny not only for learners but also for teachers who really care about their writing classes and the objectives to be achieved in each class by each learner.

## BIBLIOGRAPHY

BBC. (2017). *Skillwise*. Obtenido de <http://www.bbc.co.uk/skillswise/factsheet/en14para-e3-f-writing-paragraphs>

BBC. (s.f.). *Teaching English*. Recuperado el 2017, de <https://www.teachingenglish.org.uk/article/ppp>

Cambridge. (2017). *Cambridge Dictionary*. Obtenido de <http://dictionary.cambridge.org/us/dictionary/english/spelling>

Cook. (2014). *A critical view of the Presentation, Practice, and Production*. Obtenido de [http://www.academia.edu/3171783/A\\_critical\\_review\\_of\\_the\\_Presentation-Practice-Production\\_Model\\_PPP\\_in\\_Foreign\\_Language\\_Teaching](http://www.academia.edu/3171783/A_critical_review_of_the_Presentation-Practice-Production_Model_PPP_in_Foreign_Language_Teaching)

*Dictionary Cambridge*. (s.f.). Recuperado el 2017, de <http://dictionary.cambridge.org/dictionary/english/syntax?fallbackFrom=british-grammar>

Ellis. (2013). *A critical look at the Presentation, Practice, and Production Method*. Obtenido de <https://es.scribd.com/document/316883291/A-Critical-Look-at-the-Presentation-Practice-Production-PPP-Approach>

Ellis. (2015). *The Practice Stage in the Presentation, Practice and Production Method*. Obtenido de [http://babylonia.ch/fileadmin/user\\_upload/documents/2014-2/Ellis.pdf](http://babylonia.ch/fileadmin/user_upload/documents/2014-2/Ellis.pdf)

Foster, J. (2014). *Let's Write*. New York: Routledge.

Harmer. (2014). *The PPP method : Presentation, Practice, and Production Method*. Obtenido de <http://ejournalufmg.blogspot.com/2010/11/ppp-method-presentation-practice-and.html>

Herrera. (2016). [www.educaciondecalidad.ec](http://www.educaciondecalidad.ec).

Higgins. (2014). *What makes great Teaching?* Obtenido de <https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14-1.pdf>

Inc., W. (s.f.). *Business Dictionary*. Recuperado el Friday de March de 2017, de <http://www.businessdictionary.com/definition/technique.html>

Ksenia. (2013). *The use of PPP method to improve writing skills*. Obtenido de [http://www.fkipunisma.ac.id/wp-content/uploads/2013/08/Alfiatul-Izzah-\\_2013.pdf](http://www.fkipunisma.ac.id/wp-content/uploads/2013/08/Alfiatul-Izzah-_2013.pdf)

KU Writing Center. (s.f.). Recuperado el 2017, de <http://writing.ku.edu/prewriting-strategies>

Mahdavi, M. (4 de May de 2014). *International Journal of Multidisciplinary and Current Research*. Obtenido de <http://ijmcr.com>

Nunan. (2013). *The use of PPP method to improve writing skills*. Obtenido de [http://www.fkipunisma.ac.id/wp-content/uploads/2013/08/Alfiatul-Izzah-\\_2013.pdf](http://www.fkipunisma.ac.id/wp-content/uploads/2013/08/Alfiatul-Izzah-_2013.pdf)

Ragin, C. C. (1987, 2014). *The Comparative Method Moving Beyond Qualitative and Quantitative Strategies*. Oakland, California: University of California Press.

Richard Gentry, P. M. (2014). *Getting to the Core of Writing Level 4*. New York: Shell Education.

Rogoff. (2014). *Human Development*. Obtenido de [http://www1.ucsc.edu/currents/02-03/03-24/human\\_development.html](http://www1.ucsc.edu/currents/02-03/03-24/human_development.html)

Rogoff. (s.f.). *Cultures shape human development*. Obtenido de [http://www1.ucsc.edu/currents/02-03/03-24/human\\_development.html](http://www1.ucsc.edu/currents/02-03/03-24/human_development.html)

Roldan. (2014). *The PPP teaching method*. Obtenido de <https://www.slideshare.net/CaamiRoldn/the-ppp-esa-teaching-methods-36826827>

Sanchez. (2014). *The Presentation, Practice, and Production Method*. Obtenido de <https://achilleaskostoulas.files.wordpress.com/2012/01/ppp.pdf>

Sánchez. (2014). *What is the PPP method of teaching English?* Obtenido de <http://shaneschools.com/en/what-is-the-ppp-method-of-teaching-english/>

Suhendra, D. (2014). *The Effect of Using Paragraph Hamburger Strategy*. Pekanbaru.

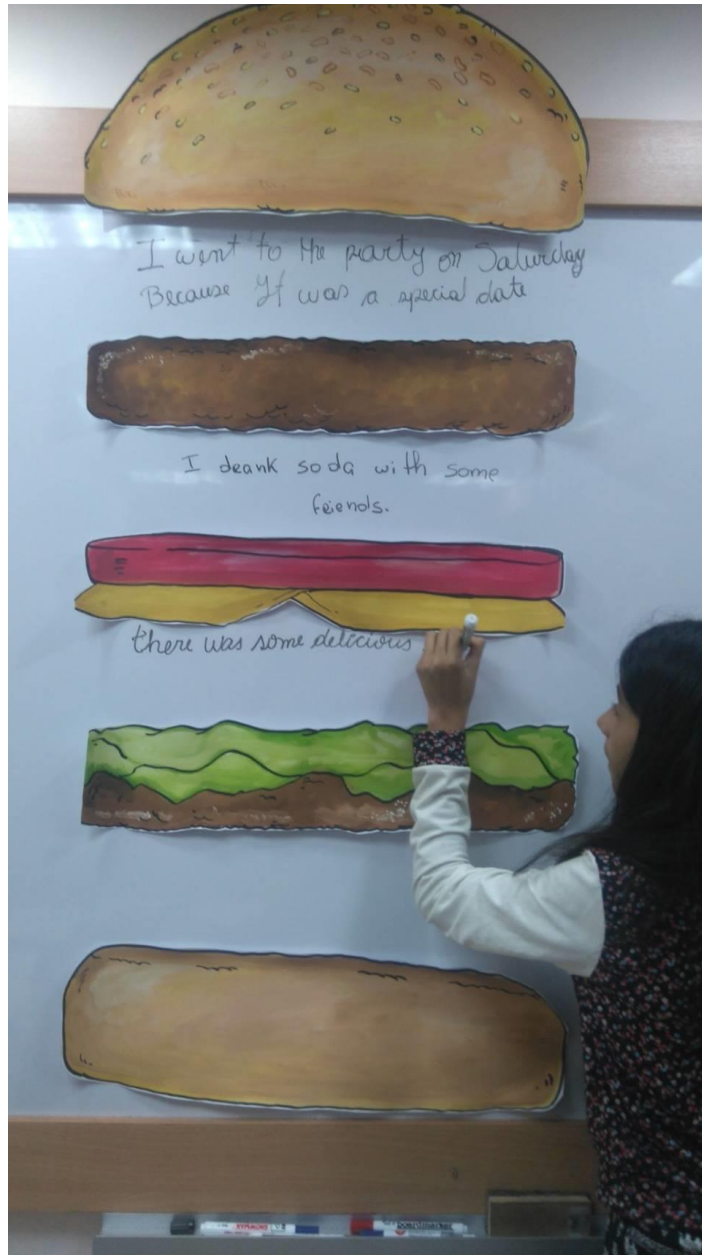
The Pfeiffer Library Volume 26, 2. E. (s.f.). *Southern Nazarene University*. Recuperado el 2017, de <http://home.snu.edu/~jsmith/library/body/v26.pdf>

*Vocabulary.com*. (s.f.). Obtenido de <https://www.vocabulary.com/dictionary/capitalization>

Vystavelova. (2014). *The PPP method in detail : Practice*. Obtenido de <http://shaneschools.com/en/ppp-method-detail-practice/>

Whittlestone, J. (2015). Obtenido de <http://jesswhittlestone.com/blog/2016/5/29/why-is-writing-hard>

## ANNEXES



Student at Tweens Ten Course writing a detailed sentence by using the Paragraph Hamburger Template on the board.



Student at Tweens Ten Course writing a detailed sentence by using the Paragraph Hamburger Template on the board.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
CIENCIAS DE LA EDUCACION MENCION INGLES  
“THE INFLUENCE OF INTERACTIVE TECHNIQUES IN THE  
DEVELOPMENT OF THE WRITING SKILLS OF TWEENS AT  
CENTRO ECUATORIANO NORTEAMERICANO”



SURVEY DIRECTED TO TEACHERS

- 1.- Learning to write is important to communicate successfully.  
Strongly agree  Agree  Neutral  Disagree  Strongly Disagree
- 2.- Learning different writing techniques will help to get an appropriate development of the writing skills.  
Strongly agree  Agree  Neutral  Disagree  Strongly disagree
- 3.- To become a good writer is an easy skill to be developed.  
Strongly agree  Agree  Neutral  Disagree  Strongly disagree
- 4.- The process of writing a paragraph needs to be done with pleasure.  
Strongly agree  Agree  Neutral  Disagree  Strongly disagree
- 5.- Writing techniques should be taught in a funny and interactive way.  
Strongly agree  Agree  Neutral  Disagree  Strongly disagree
- 6.- To know the Basic Standards of written English is important while learning how to write.  
Strongly agree  Agree  Neutral  Disagree  Strongly disagree
- 7.- At the beginning of the writing learning process, it would be appropriate to write about any topic.  
Strongly agree  Agree  Neutral  Disagree  Strongly disagree
- 8.- Making lots of mistakes while learning to write is a common process.  
Strongly agree  Agree  Neutral  Disagree  Strongly disagree
- 9.- The generation of ideas in a Brainstorming is vital to start writing.  
Strongly agree  Agree  Neutral  Disagree  Strongly disagree
- 10.- To get an effective writing skill is important to learn writing techniques such as the Brainstorming, the Journalistic Questions, and the Paragraph Hamburger Technique.  
Strongly agree  Agree  Neutral  Disagree  Strongly disagree

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
CIENCIAS DE LA EDUCACION MENCION INGLES  
“THE INFLUENCE OF INTERACTIVE TECHNIQUES IN THE  
DEVELOPMENT OF THE WRITING SKILLS OF TWEENS AT  
CENTRO ECUATORIANO NORTEAMERICANO”



SURVEY DIRECTED TO STUDENTS

1.- Writing is funny.

Strongly agree  Agree  Neutral  Disagree  Strongly disagree

2.- It is challenging to start writing a paragraph.

Strongly agree  Agree  Neutral  Disagree  Strongly disagree

3.- It is difficult to organize ideas in a paragraph.

Strongly agree  Agree  Neutral  Disagree  Strongly disagree

4.- It is common to get bored easily when writing a paragraph in class.

Strongly agree  Agree  Neutral  Disagree  Strongly disagree

5.- It is common to make a lot of mistakes in pieces of writing.

Strongly agree  Agree  Neutral  Disagree  Strongly disagree

6.- It is necessary to know the Basic Standards of written English such as spelling, capitalization, punctuation, word order, and syntax.

Strongly agree  Agree  Neutral  Disagree  Strongly disagree

7.- Learning to write a paragraph is easier in group work than individual work.

Strongly agree  Agree  Neutral  Disagree  Strongly disagree

8.- The teacher's guidance plays an important role in a writing process.

Strongly agree  Agree  Neutral  Disagree  Strongly disagree

9.- Colorful material is needed to develop creativity in the pieces of writing.

Strongly agree  Agree  Neutral  Disagree  Strongly disagree

10.- Applying interactive writing techniques in class will improve the writing skills in a funny way.

Strongly agree  Agree  Neutral  Disagree  Strongly disagree

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
CIENCIAS DE LA EDUCACION MENCION INGLES

**“THE INFLUENCE OF INTERACTIVE TECHNIQUES IN THE  
DEVELOPMENT OF THE WRITING SKILLS OF TWEENS AT  
CENTRO ECUATORIANO NORTEAMERICANO”**



**PRE – TEST**

**Section I. This section will test your understanding on the Basic Standards of written English, particularly: spelling, punctuation, capitalization, word order and syntax.**

**A. Correct the mistakes: (3 points)**

1. what s your name
2. I lives in John Street in norwich, england.
3. I didn't sing because pamela was there.
4. Hellen have a house beautifull.
5. i went swiming with my friends today
6. When I gave my sister a present she said, "Thank you "

**B. Circle the correctly punctuated sentence: (2 points)**

- 1 a) Friday, is my favourite day of the week.  
b) Friday is my favourite day of the: week.  
c) Friday is my favourite day of the week.  
d) Friday, is my favourite day, of the week.

- 2
- a) My best friend; Tyler loves wolves.
  - b) My best friend, Tyler, love wolves.
  - c) My best friend Tyler, loves wolves.
  - d) My best friend, Tyler, loves wolves.
- 3
- a) In London: I saw Jack, John and Fred.
  - b) In London I saw Jack, John, and Fred.
  - c) In London I saw Jack, John and Fred.
  - d) In London I saw Jack; John and Fred.
- 4
- a) When I grow up I want to be a journalist.
  - b) When I grow up, I want to be a journalist.
  - c) When I grow up i want to be a journalist.
  - d) When I grow up I wants to be a journalist.

**Section II. This section will test your ability to write a well – constructed paragraph**

**C. Write a five - line paragraph about you daily routine: (5 points)**

---

---

---

---

---

Spelling

Punctuation

Capitalization

Word order

Syntax

Organization

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
CIENCIAS DE LA EDUCACION MENCION INGLES



**“THE INFLUENCE OF INTERACTIVE TECHNIQUES IN THE  
DEVELOPMENT OF THE WRITING SKILLS OF TWEENS AT  
CENTRO ECUATORIANO NORTEAMERICANO”**

**POST – TEST**

**Section I. This section will test your understanding on the Basic Standards of written English, particularly: spelling, punctuation, capitalization, word order and syntax.**

**A. Correct the mistakes: (3 points)**

1. susan is an old friend of mine
2. i have a jaket black.
3. Mis sophia have a car red.
4. who was the first woman to win the Nobel Prize for literature
5. Watch out
6. I can't wait until Christmas

**B. Circle the correctly punctuated sentence: (2 points)**

1

- a) Ecuador is a beautiful country; the beache's is warm, sandy and clean.
- b) Ecuador is a beautiful country: the beaches is warm, sandy and clean.
- c) Ecuador is a beautiful country, the beaches are warm, sandy and clean.
- d) Ecuador is a beautiful country; the beaches are warm, sandy and clean.

2

- a) Today, I saw an adorable, brown dog.
- b) Today, I saw an adorable brown dog.
- c) Today I saw an adorable brown, dog.
- d) Today, I saw: an adorable, brown dog.

3

- a) My sister is called Susan she was born in may.
- b) My sister is called Susan, she was born in may.
- c) My sister is called Susan, she was born in May.
- d) My sister is called Susan. She was born in May.

4

- a) We decided to visit: Spain, Greece, Portugal and Italy's mountains.
- b) We decided to visit Spain, Greece, Portugal and Italys mountains.
- c) We decided to visit Spain, Greece, Portugal and Italy's mountains.
- d) We decided to visit Spain Greece Portugal and Italy's mountains.

**Section II. This section will test your ability to write a well – constructed paragraph**

**C. Write a five - line paragraph about your plans for next weekend: (5 points)**

---

---

---

---

---

Spelling	<input type="text" value="/0,5"/>	Punctuation	<input type="text" value="/0,5"/>	Capitalization	<input type="text" value="/2,5"/>
Word order	<input type="text" value="/0,5"/>	Syntax	<input type="text" value="/0,5"/>	Organization	<input type="text" value="/0,5"/>

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL



Validation of the Proposed Project plan

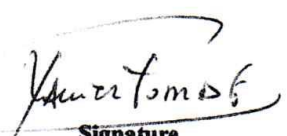
“Five simple steps to develop writing skills through interactive techniques at a basic level”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	✓				
Scientific aspect			✓		
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality			✓		
Language	✓				
Comprehension	✓				
Creativity			✓		

Comments

The techniques proposed are very effective and work properly in the development of writing skills. However, they are already present; for that reason, the aspects of scientific aspect, originality and creativity are affected. All in all, it's a great tool that can be applied in our educational settings.

Name:	Mg. Xavier Torres	 Signature
Occupation:	Professor at Universidad Laica Vicente Rocafuerte	
Phone number:	0784387319	

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL



Validation of the Proposed Project plan

“Five simple steps to develop writing skills through interactive techniques at a basic level”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	✓				
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

---



---



---



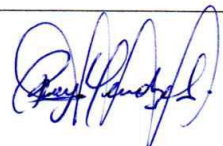
---



---



---

Name:	MSc. Rosy Mendoza	 Signature
Occupation:	Professor at Universidad Laica Vicente Rocafuerte	
Phone number:		



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project plan

“Five simple steps to develop writing skills through interactive techniques at a basic level”




Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	✓				
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

It is a very useful project. Congratulations!  
 For sure students will get involved in writing.

Name:	MSc. Maritza Mejia	 Signature
Occupation:	Professor at Universidad Laica Vicente Rocafuerte	
Phone number:	099315 4002	

## Urkund Analysis Result

Analysed Document: Ana y Michelle tesis.docx (D32276717)  
Submitted: 11/10/2017 1:55:00 AM  
Submitted By: lleonv@ulvr.edu.ec  
Significance: 3 %

### Sources included in the report:

Thesis Diana Revision.docx (D29685742)  
TESIS GABRIEL Y GRACE.docx (D29387682)  
1494271130\_Thesis MTEFL 7th Cohort - Gabriela Galeas.docx (D28004701)  
<http://oopen.org/search?identifier=500288>  
<https://dokumen.tips/documents/subarea-de-formacion-de-personal-docente-enes-marzo-2014.html>  
<http://dictionary.cambridge.org/us/dictionary/english/spelling>  
<http://www.businessdictionary.com/definition/technique.html>  
<http://writing.ku.edu/prewriting-strategies>  
<http://home.snu.edu/~jsmith/library/body/v26.pdf>  
<https://www.vocabulary.com/dictionary/capitalization>  
<http://jesswhittlestone.com/blog/2016/5/29/why-is-writing-hard>  
<https://oupeltglobalblog.com/2015/02/16/why-is-writing-so-hard/>  
<https://www.mindtools.com/brainstm.html>  
<http://www.businessballs.com/brainstorming.htm>

### Instances where selected sources appear:

21

## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS

**TÍTULO Y SUBTÍTULO:**

THE INFLUENCE OF INTERACTIVE TECHNIQUES IN THE DEVELOPMENT OF THE WRITING SKILLS OF TWEENS AT CENTRO ECUATORIANO NORTEAMERICANO

**AUTOR/ES:**

Espinoza Valle Ana Maria  
Patiño Bohórquez Michelle Alexandra

**TUTOR:**

Msc. León Véliz Luis Vicente

**REVISORES:**

**INSTITUCIÓN:**

Universidad Laica Vicente Rocafuerte de  
Guayaquil

**FACULTAD:**

Facultad de Ciencias de la Educación  
Mención Inglés

**CARRERA:**

Licenciatura en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en Tefl.

ÁREAS TEMÁTICAS: Interactive Writing Techniques - Education

**PALABRAS CLAVE:**

Development , writing skills, basic standards of written English, improvement, interaction, techniques

**RESUMEN:**

Este estudio se trata sobre la influencia de tres técnicas interactivas de escritura para mejorar las destrezas de escritura en los estudiantes de Tweens en el Centro Ecuatoriano Norteamericano en Guayaquil, Ecuador. El motivo es porque los estudiantes se enfrentan con el problema de generar ideas al momento de escribir un párrafo y organizarlo. Además, es para ayudarlos en su aprendizaje de las reglas del Inglés formal escrito y los errores que presentan en deletreo, puntuación, capitalización, orden de palabras y sintaxis, los cuales constituyen los estándares básicos del Inglés escrito. Al final, los estudiantes podrán escribir párrafos bien estructurados.

No. DE REGISTRO (en base de datos):

No. DE CLASIFICACIÓN:

DIRECCIÓN URL (tesis en la web):

ADJUNTO PDF:

SI

NO

CONTACTO CON AUTOR/ES

Teléfono: 0990727531

E-mail: ana23esvalle@gmail.com

Teléfono: 0969-150-953

michellepb81@hotmail.com

CONTACTO EN LA INSTITUCIÓN:

Nombre: Mg. Lcda. Mora Zapater Janeth Leticia

Teléfono: (04)2596500 Ext. 141 – 142- 143 -144

E-mail: jmoraz@ulvr.edu.ec