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Y EXTRANJEROS EN LÍNEA**

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**“STRATEGIES TO DEVELOP WRITING SKILLS IN STUDENTS OF
5TO AÑO OF EDUCACIÓN GENERAL BÁSICA AT UNIDAD
EDUCATIVA PRESIDENTE VELASCO IBARRA.”**

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DEDICATION

This very special achievement in my life is dedicated with deep gratitude to God, for allowing me to reach this point as a reflection of His mercy and great love. To my parents, for believing in me and encouraging me to pursue my dreams, never abandoning me along the way they have been my refuge and the greatest example to follow in life. To my younger sister, for always being by my side and offering her unconditional support at all times.

I acknowledge that none of this would have been possible without them. That is why, today, I lovingly dedicate this achievement to them.

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In a special way, I want to thank all the teachers who were part of my academic formation and those who guided me in the development of this thesis.

From the bottom of my heart, I thank you all for encouraging me to fulfill this dream, which means so much to me.

RESUMEN

Esta investigación se llevó a cabo en la Unidad Educativa Presidente Velasco Ibarra en la ciudad de Ibarra, provincia de Imbabura, durante el período académico 2024-2025, con la asistencia de una docente de inglés y 34 estudiantes de quinto grado de Educación General Básica, paralelo A. El objetivo principal de la investigación fue analizar el uso de estrategias para desarrollar la habilidad de la escritura y se enfocó únicamente en el scaffolding como estrategia. Por otro lado, la metodología de investigación fue mixta para obtener datos cuantitativos y cualitativos. En consecuencia, se encuestó a los estudiantes para conocer las dificultades que presentan al desarrollar actividades de escritura, mientras que se entrevistó a la docente para conocer su perspectiva sobre la importancia de desarrollar la escritura y el uso del scaffolding como estrategias para mejorarla. Los resultados obtenidos a través de los instrumentos mostraron que los estudiantes suelen realizar trabajos escritos en el aula, pero presentan dificultades para hacerlo correctamente debido al vocabulario limitado, a los errores gramaticales y la falta de motivación. De igual manera, el docente afirmó que no se ha enfocado en desarrollar esta habilidad, por lo que no se ha buscado estrategias para motivar a los estudiantes a participar eficazmente en el proceso. Por lo tanto, el propósito de este estudio es crear una guía didáctica para docentes. La guía incluye una serie de actividades basadas en la estrategia del scaffolding que facilitarán el desarrollo de la escritura en los estudiantes de quinto grado.

Palabras clave: Scaffolding, estrategias, habilidades de escritura, actividades escritas

ABSTRACT

This research was conducted at Unidad Educativa Presidente Velasco Ibarra in the city of Ibarra, Imbabura province, during the 2024–2025 academic year, with the participation of one English teacher and 34 fifth-grade students from Basic General Education, class A. The main objective of the study was to analyze the use of strategies to develop the writing skills, focusing exclusively on scaffolding as the core strategy.

On the other hand, the research methodology was mixed in order to obtain both quantitative and qualitative data. As a result, students were surveyed to identify the difficulties they face when completing writing activities, while the teacher was interviewed to gather her perspective on the importance of developing writing skills and the use of scaffolding to improve them.

The results obtained through these instruments showed that students usually engaged in writing tasks in class, but they struggled to do so effectively due to limited vocabulary, grammatical errors, and a lack of motivation. Similarly, the teacher stated that writing has not been a primary focus, and therefore, strategies to encourage students to actively participate in the writing process have not been implemented.

Therefore, the purpose of this study is to create a teaching guide for teachers. The guide includes a series of activities based on the scaffolding strategy to facilitate the development of writing skills in the fifth-grade students.

Keywords: Scaffolding, strategies, writing skills, writing activities

INDEX OF CONTENTS

IDENTIFICACIÓN DE LA OBRA	ii
CONSTANCIAS	iii
CERTIFICADO DEL DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
RESUMEN	vii
ABSTRACT	viii
INDEX OF CONTENTS	ix
INDEX OF TABLES	xiii
INDEX OF FIGURES	xiii
THE PROBLEM	1
Research Problem	1
Problem Description	1
Problem Delimitation	3
JUSTIFICATION	3
BACKGROUND	5
OBJECTIVES	6
General Objectives	6
Specific Objectives	6
RESEARCH QUESTIONS	7
CHAPTER I	8
1 THEORETICAL FRAMEWORK	8
1.1 English Language Teaching in Ecuador	8
1.1.1 English as a Foreign Language in Ecuador	8
1.1.2 Importance of English in Basic Education	8
1.2 English Language Skills	9
1.2.1 Listening Skills	10
1.2.2 Reading Skills	10
1.2.3 Speaking Skills	11
1.2.4 Writing Skills	11
1.2.5 The Writing Skill in EFL Contexts	12

1.3	Common Difficulties in Writing in EFL Classrooms.....	13
1.3.1	Grammatical and Vocabulary Limitations.....	14
1.3.2	Lack of Motivation or Confidence.....	15
1.3.3	Teacher’s Role in Writing Skills	15
1.4	The Writing Process.....	16
1.4.1	Stages of the Writing Process	16
1.5	Scaffolding as a Strategy to Support Writing Development.....	18
1.5.1	Role of Strategies in the Learning Process	19
1.5.2	Theoretical Foundations of Scaffolding	19
1.6	Techniques of Scaffolding	20
1.6.1	Modeling.....	20
1.6.2	Sentence Starters.....	21
1.6.3	Writing Models	21
1.6.4	Shared Writing.....	21
1.6.5	Feedback	21
1.7	Types of Scaffolding in the Classroom.....	22
1.7.1	Verbal Scaffolding.....	22
1.7.2	Procedural Scaffolding	22
1.7.3	Instructional Scaffolding.....	22
1.7.4	Scaffolding and Writing.....	22
1.8	Benefits of Scaffolding for Young EFL Learners.....	23
1.9	<i>Scaffolding in Didactic Material Design</i>	23
CHAPTER II		24
2	MATERIALS AND METHODS.....	24
2.1	Type of Research	24
2.1.1	Mixed Approach	24
2.2	Research Methods, Techniques, and Instruments.....	24
2.2.1	Method	25
2.2.2	Techniques	25
2.2.3	Instruments.....	26
2.3	Research Questions.....	27
2.4	Population and sample	27
2.5	Procedure and Data Analysis	28
CHAPTER III.....		29

3	RESULTS AND DISCUSSION	29
3.1	Analysis and interpretation of results	29
3.2	Survey applied to fifth year EGB students of the Unidad Educativa Presidente Velasco Ibarra.....	29
3.2.1	Does your English teacher apply methodological strategies when teaching you to write paragraphs, texts, compositions?.....	29
3.2.2	What methodological strategies does your teacher use the most?.....	31
3.2.3	Are you able to write your ideas in English?.....	33
3.2.4	Do you think that learning grammar is important for developing writing skills? 34	
3.2.5	Does your teacher use any teaching materials to develop the teaching of writing? 35	
3.2.6	Do you think learning to write is just as important as other skills (speaking, listening, reading)?.....	37
	CHAPTER IV	39
4	PROPOSAL	39
4.1	Proposal Title	39
4.2	Introduction.....	39
4.3	Justification	40
4.4	Objectives	41
4.4.1	General Objective	41
4.4.2	Specific Objectives	41
4.5	Beneficiaries	41
	CHAPTER V	110
5	IMPACTS, CONCLUSIONS AND RECOMMENDATIONS	110
5.1	Impacts.....	110
5.1.1	Linguistic Impact	111
5.1.2	Academic Impact	112
5.1.3	Affective Impact	113
5.2	CONCLUSIONS	114
5.3	RECOMMENDATIONS.....	115
	ANNEXES	124
	Annex 1. Validation of research tools	124
	Annex 2. Formal request submitted to the rector requesting approval to apply research instruments	135
	Annex 3. Formal request to parents to have their children surveyed	136

Appendix 4. Interview with high authority at Unidad Educativa Presidente Velasco Ibarra.....	137
Appendix 5. Interview with the English Area Coordinator.....	139
Appendix 6. Interview with the 5th Grade English Teacher	141
Appendix 7. Student Survey	143

INDEX OF TABLES

Table 1	<i>List of 5th A, B, C, and D grade students of English class</i>	27
Table 2	<i>Table of results for question one</i>	29
Table 3	<i>Table of results for question two</i>	31
Table 4	<i>Table of results for question three</i>	33
Table 5	<i>Table of results for question four</i>	34
Table 6	<i>Table of results for question five</i>	35
Table 7	<i>Table of results for question six</i>	37
Table 8	<i>Numerical Impact Levels</i>	110
Table 9	<i>Academic Impact indicators</i>	111
Table 10	<i>Academic Impact indicators</i>	112
Table 11	<i>Affective Impact Indicators</i>	113

INDEX OF FIGURES

Figure 1	<i>Application of methodological strategies while teaching writing</i>	30
Figure 2	<i>Methodological strategies most frequently used by the teacher.</i>	31
Figure 3	<i>Student's ability to write their ideas in English.</i>	33
Figure 4	<i>Importance of grammar in developing writing skills.</i>	34
Figure 5	<i>The teacher uses some didactic material to develop writing instruction.</i>	36
Figure 6	<i>Importance of writing skills</i>	37

INTRODUCTION

THE PROBLEM

Research Problem

At Unidad Educativa Presidente Velasco Ibarra, located in the city of Ibarra, Imbabura province, it has been identified that the fifth-grade students in the subject of English have limited proficiency in writing. After closely analyzing this issue, I have identified several factors that influence the development of this skill. According to classroom observations and the results of the interview conducted with the English teacher, the development of writing skills has not been prioritized; for this reason, strategies that promote effective writing outcomes have not been implemented. It is also evident that, as a result, students have a very limited vocabulary, making it difficult for them to write in English, which has become a significant challenge. Their written work often contains spelling mistakes, grammatical errors, poorly structured sentences, and similar issues. Therefore, a deeper and more focused investigation is needed to identify more precisely the reasons why students have not been able to properly develop this skill. Once the causes have been determined, a solution will be proposed to address this issue identified among fifth-grade students.

Problem Description

English is recognized as a universal language, it is the lingua franca of the whole world and many international organizations such as the European Union, the United Nations and UNESCO have established it as an official language. According to Dr. Hernandez E. (2014):

English is the most widely spoken language in the world. It is taught as a foreign language in more than 100 countries, including China, Russia, Germany, Spain, Egypt, Brazil and Ecuador. In the European Union, English is compulsory in 14 countries or regions from elementary school onwards. In 2009, 73% of primary school pupils in the European Union studied English. In secondary school, the figure is over 90%, and in vocational and pre-vocational training it is 74.9%.

This means that learning English cannot be neglected. However, it is important to note that there is a lack of interest among students in learning the language and developing their skills. This is not just a local or provincial problem, but a national one. It is well known that Ecuador's public schools are among the furthest behind in English language proficiency. This information is confirmed by El Comercio, (2021), which states:

Ecuador remains one of the two countries in Latin America with the lowest levels of English proficiency, second only to Mexico. According to the EF EPI (English Proficiency Index) of 2021.

Several variables have been identified in the teaching and learning process that have a negative impact on the development of students' competencies. One of them is the lack of use of strategies by teachers and, in some cases, the inappropriate use of strategies, as Kohler, (2005):

Strategies in the learning process play a role in focusing and sustaining learners' attention during discourse and text. Strategies should be used continuously throughout the lesson to show learners which points, concepts and ideas to focus their attention on, as well as the process of encoding and learning.

For this reason, teachers often reinforce lessons for better comprehension. In English, four basic skills are taught: speaking, listening, reading and writing. The development of writing skills is especially important, according to Valery, (2000):

Writing is not only a means of communication, but also a tool for structuring thinking and facilitating language learning, so learning is most effective when children interact with peers and adults and receive feedback.

The development of this skill is limited and negatively affected by this issue. Currently, there are several important strategies to promote academic achievement. This study will delve into the causes of this

problem in order to identify strategies that promote the development of interest, motivation, and writing skills in fifth graders.

Finally, the project proposes the development of a strategic plan that includes strategies that will significantly improve children's writing development. Through these efforts, students will become more motivated and improve their academic performance in this area.

Problem Delimitation

- **Observation Units**

This project was carried out with the participation of 5th grade students of General Basic Education parallel A of the Unidad Educativa Presidente Velasco Ibarra.

- **Temporal Delimitation**

The development of this project was carried out during the 2024-2025 academic period.

- **Spatial Delimitation**

This research project will be carried out within the facilities of the Presidente Velasco Ibarra Educational Unit, in the fifth-grade classrooms.

JUSTIFICATION

Based on this study, which is based on detailed analysis and observations, the main causes and needs that limit the development of writing skills among the fifth-grade students at the Unidad Educativa Presidente Velasco Ibarra primary school are identified. Taking into account (Díaz, 2011), the researcher uses his senses (sight, hearing, smell, touch, and taste) to make observations and collect data that contribute both to the identification of a problem and its subsequent resolution. Therefore, I consider it essential to begin with observation, which is crucial to understanding the factors that negatively influence performance in this skill.

This study will allow us to understand the factors that influence its performance. According to the Council of Europe (2002), the Common European Framework of Reference for Languages (CEFR) establishes that fifth-grade primary school students, aged between 9 and 11, should reach the basic level A1 in English. This includes skills such as understanding and using everyday expressions and simple phrases to respond to immediate needs, introducing oneself and others, and other skills. However, achieving this level depends on several factors, including the education system of the country in question.

In Ecuador, according to the Ecuadorian Ministry of Education (2016), the foreign language curriculum expects the fifth-grade students to reach basic level A1.2. The aim is to foster a love of language learning from an early age through engaging and positive learning experiences, in order to motivate students to continue learning.

In order to resolve this problem, this research proposal highlights the importance of applying differentiated strategies in the teaching and learning process. To this end, auditory, visual, and kinesthetic learning styles are taken into account in order to determine which strategies are most effective in optimizing student learning, adapting to their needs, and improving their results.

The present study aims not only to identify the causes that hinder the development of students' writing skills, but also to develop a strategic plan to promote improvement. This proposal will include the learning styles mentioned above, which will allow us to determine the most effective way for each student to develop their writing skills, adapting strategies to their specific needs to promote more effective learning.

In summary, this study will highlight the importance of using strategies in the development of writing skills, which will lead to better results. To address the deficiencies identified through observation, we will determine the strategies that best contribute to the development of students' writing skills and promote them.

To achieve effective group performance in this competency, a strategic plan based on the previously identified strategies will ultimately be developed. This plan will serve as a guide for the teaching and learning process, adapting to the specific needs of students and promoting more effective learning.

BACKGROUND

In Ecuador, English is taught in schools as a foreign language, given its global importance. That is why the Ministry of Education has included this language in school curricula at all levels. In addition, training courses have been organized for teachers, during which the importance of writing skills has been emphasized and strategies for promoting the development of effective writing skills have been presented. However, this strategic program has not been fully implemented, and its impact has been particularly evident in public schools, as the government has provided textbooks for all other subjects in addition to textbooks for foreign languages.

The implementation of the strategy in the teaching and learning process is undoubtedly of fundamental importance, as it allows the objectives set to be achieved more effectively. Furthermore, it promotes the development of students' abilities, problem-solving skills, and intellectual potential. Therefore, in this study, the following research is taken into account, as it provides results on the application of strategies for the development of English writing skills:

Based on Lafebre's (2016) dissertation, I can highlight the following:

The study showed that many students have difficulties writing sentences, paragraphs, or essays in English, which represents a major problem in schools. However, the research process led to a proposal that was enthusiastically received by secondary school students. The most effective strategy for improving writing skills was the use of a printed workbook combined with audiovisual presentations, which allowed students to accurately reproduce the main ideas of texts in their own words.

Based on the dissertation by Arias and Arteaga (2012), I can point out the following:

"The development of writing skills in English faces several pedagogical challenges. Teachers do not implement innovative strategies or promote lessons that engage and involve students, which limits their interest and motivation. Furthermore, little attention is given to promoting writing as a fundamental skill, which negatively affects learning effectiveness. However, it is acknowledged that appropriate pedagogical guidance for the implementation of strategies aimed at improving this skill can be crucial."

Based on the dissertation by Burbano and Soraya (2009), I can highlight the following:

"It has been found that teachers must strive to find methods suitable for the students' level of knowledge and understanding. Although students show interest in learning grammar and developing skills such as speaking, listening, reading, and writing, educators do not use adequate teaching materials to effectively promote writing."

After analyzing the importance of using strategies to develop the writing skills in a foreign language, it is important to emphasize the significant impact that the implementation of such strategies can have on learning outcomes. For this reason, the present study proposes the development of a strategic plan that will significantly improve this process.

OBJECTIVES

General Objectives

Analyze the importance of using strategies to develop the writing skills in students of 5to año of Educación General Básica at Unidad Educativa Presidente Velasco Ibarra 2024 - 2025.

Specific Objectives

- Identify the main difficulties that the 5th year students of Basic General Education have in developing writing skills.
- To establish the scaffolding strategy as a pedagogical tool to strengthen writing skills in 5th grade students of Basic General Education.

- Design a teaching guide based on the scaffolding strategy for the development of writing skills in 5th-grade students of Basic General Education.

RESEARCH QUESTIONS

Understanding the research questions is essential to grasp the purpose of the study. As noted by (Enago Academy, n.d.) The research question is the first step in developing a new project. It allows you to clearly establish the problem to be solved, keep it focused and purposeful. It provides the framework within which the solution is to be addressed.

Therefore, the following questions have been formulated to address this research:

What are the main difficulties that 5th-grade students face in developing writing skills in English?

How can the scaffolding strategy be used to support the development of writing skills in students of 5th grade at Unidad Educativa Presidente Velasco Ibarra?

What elements should a teaching guide include to effectively support the development of writing skills in 5th-grade EFL students through scaffolding?

CHAPTER I

1 THEORETICAL FRAMEWORK

1.1 English Language Teaching in Ecuador

1.1.1 *English as a Foreign Language in Ecuador*

English as a foreign language, or its abbreviation EFL, refers to teaching English to people who do not have it as their native language. Learning English is very important, as it is recognized as some countries' global and official language. Björkman (2020) mentions that:

This language is known as ‘lingua franca’ since today it is spoken by many non-native speakers as well as native speakers. This language is used in education, politics, technology, and the media.

The history of Ecuador shows that, before 1912, the English language teaching in schools is almost unknown. However, over time, and under the government of Galo Plaza Lasso in 1950, teaching English as a foreign language became mandatory. Initially, students received one hour of English classes per week, and there were not enough teachers in this field. In 2007, during the presidency of Rafael Correa, education saw positive changes, as English teachers were required to be highly trained, pass a TOEFL exam, and obtain a B2 level certificate or higher, as Cifuentes (2019) emphasized, “the teaching of the English language in Ecuador has gradually developed to the point that it is now taught in all schools, whether public, private, or parish based.”

1.1.2 *Importance of English in Basic Education*

During the early stages of life, a baby babbles, produces sounds, and gradually increases their vocabulary. Later, they are able to communicate in their native language, although they make grammatical mistakes this is completely normal. Children can learn two or even three more languages through imitation;

they are capable of producing sounds and intonations in other languages, even if they do not understand their meaning.

Between the ages of four and eleven, the areas of the brain responsible for language begin to function differently. At this point, the teaching of English should not rely solely on imitation or repetitive word drills, but rather be treated as an additional competence of the individual. To facilitate English language learning, there must be a teaching methodology, and it should be adapted to the student's age, abilities, and prior knowledge.

In an article, Moreno, V. (2020) states:

The teaching-learning process of the English language in basic education is important because, when a person has the right conditions and an appropriate environment, and is constantly exposed to a foreign language from an early age, the neural connections related to the second language become strongly rooted alongside those of the native language, allowing for a better command of the language over time. In contrast, people who try to learn English at an older age find it more difficult, as the neural connections of their mother tongue are already well-formed and structured, making it take longer to learn the foreign language and there is even a possibility that they may never fully master it. (p.44)

1.2 English Language Skills

The Common European Framework of Reference for Languages (CEFR) Council of Europe (2001) establishes six levels of English, ranging from A1, a basic level, to C2, for those who are proficient in English. It also sets four skills: reading, writing, listening, and speaking.

Arias (2016) mentions that:

Speaking, listening, reading, and writing are the four skills that a language user must master in order to communicate effectively in all situations. There is no other way to use the language for communicative purposes, so these four skills must be developed.

It is important to develop the four language skills because in this way we can have an effective and clear communication, so we can express ourselves fluently. Mastering the four skills is necessary because it allows us to have a good oral and written comprehension, and the practice of these skills helps us to have self-confidence and perform in the best way. Besides being beneficial in these areas, it is also necessary to recognize that, in the work field, mastering these language skills provides better opportunities to achieve our growth. In the area of education, it undoubtedly leads to improved learning, better cognitive development, improved vocabulary and improved critical thinking.

1.2.1 Listening Skills

The ability to listen is directly related to the capacity to understand spoken language in English. In the journal *Qualitas* Martínez (2020) mentions Palmer's study, which emphasizes that listening comprehension is the most important skill for acquiring a native language or a foreign language and serves as the foundation for developing the other skills. It is also considered a key receptive skill for learning a second language, highlighting the importance of listening to a language before producing it.

Listening to a language allows one to identify the correct pronunciation of words and also acquire new vocabulary. Constantly listening to a new language allows us to relate it to memory, attention, and inferencing skills; that is, it connects with cognitive abilities.

The Can-Do Statements of the Common European Framework of Reference Council of Europe (2020a) recommend some activities to develop listening skills at levels A1-A2. These include listening for sounds and rhythms, understanding basic instructions, identifying specific information, following a simple story, and listening for sequence.

1.2.2 Reading Skills

Reading in English is important because it allows us to understand written texts. In this way, vocabulary is strengthened and the ability to express oneself improves. Reading skills enhance grammar and

spelling. Lalicic and Dubravac (2021) mention in their article that the appropriate use of reading strategies helps students improve their reading abilities, with the potential to improve their overall English proficiency.

Nuñez and Tejada (2020) also establish that, during reading, doubts about grammar, vocabulary, and/or any cultural elements are clarified; the reading is done orally, and then the procedures vary between intensive reading (answering simple questions and summarizing) or extensive reading (silent reading). Additionally, a purpose for reading is established, and time is set; afterward, comprehension is checked through exercises such as actual/false questions, identifying the main idea, among others.

In other words, reading skills in the English language allow us to strengthen and assess our reading comprehension abilities.

1.2.3 Speaking Skills

This skill refers to the ability to communicate orally, which includes expressing ideas, giving opinions, and conveying needs effectively. It is important because it allows students to develop skills such as effective communication, confidence, motivation, preparation for the real world, and overall language development as a foreign language.

The Common European Framework of Reference for Languages (CEFR) outlines the oral expression skills for 5th-grade children with a basic level of English (A1). It describes that they should develop skills such as introducing themselves, describing people, places, and objects, and participating in simple interactions. It also recommends activities like role plays, songs and rhymes, question-and-answer games, storytelling, among other Council of Europe (2020b), which promote the development of this skill.

1.2.4 Writing Skills

Writing skills are mentioned in the Common European Framework and are essential for the overall development of students. Their development can be achieved through the use of guided strategies.

According to specialists such as Harmer (2004) who suggests that:

Writing teaching not only significantly impacts linguistic development but also prepares students to interact in various real-life contexts. It is a key skill that complements and enriches the overall language learning process.

The Common European Framework of Reference for Languages examine that:

Council of European (2020c), the Can-Do Statements for the writing skill at the basic level include the ability to produce simple, straightforward, and coherent written texts that allow effective communication in everyday situations, while continuing to develop more complex writing skills.

1.2.5 The Writing Skill in EFL Contexts

It is important to mention that Nordquist, R. (2020) defines *English as a Foreign Language (EFL)* as the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This should not be confused with *English as a Second Language* also known as *English as an Additional Language* which refers to learning English in a country where it is the primary language.

In schools across Ecuador, both public and private, English is taught as a foreign language (EFL) because the native language of the country is Spanish. Developing writing skills in English is very important to learn more vocabulary and improve grammar. However, it has proven to be challenging for students. Learners tend to use English only inside the classroom, specifically during English lessons, and this has been a limitation when it comes to writing well. For this reason, it is essential that teachers apply appropriate strategies during the teaching process such as scaffolding so that students can gradually learn to write until they become more independent.

1.2.5.1 Characteristics of the Writing Skill in Young Learners

The development of writing in a foreign language progresses gradually over time. During this process, children display several characteristics, such as having a very limited vocabulary, which often leads to grammatical errors. They sometimes write simple sentences in both English and Spanish due to the influence of their native language.

They also rely heavily on the teacher, as they need constant examples and feedback because they are not yet autonomous. The use of teaching materials such as images, and the use of a projector to show explanatory videos, among others, has a positive impact on students' motivation to write in English.

For this reason, the use of a well-defined strategy greatly facilitates students' learning and sparks their interest in acquiring the language.

1.2.5.2 Writing in Early Grades: 5th Year of Basic Education

During childhood, language skills are developed, which is why the fifth-grade students in basic education need guidance as they learn to correctly structure simple sentences and basic vocabulary.

It is very common for students to make grammatical mistakes and find it difficult to write in another language. For this reason, it is important to apply strategies that promote the development of writing skills in accordance with the A1 level established by the Foreign Language Curriculum of the Ministry of Education (2017).

1.3 Common Difficulties in Writing in EFL Classrooms

There are several difficulties that students face when writing in English. One of the most relevant reasons is the lack of vocabulary. This often leads them to make grammatical mistakes, as they tend to translate word by word in an attempt to make the sentence coherent, but this approach is incorrect. They also tend to write words based on how they sound in Spanish, which results in missing consonants or vowels in the correct English spelling. As a result, it becomes difficult for them to express their thoughts clearly.

Another very common problem is the lack of grammatical knowledge needed to structure sentences. Students often confuse word order when forming sentences or questions, misuse the verb *to be*, or forget to conjugate verbs when referring to third-person subjects, among other issues.

The lack of practice is undoubtedly another significant difficulty for students. It leads to insecurity and fear of making mistakes. For this reason, it is essential that they receive guidance and support throughout the learning process, so they become aware that they are capable of developing this skill and improving their academic performance.

1.3.1 Grammatical and Vocabulary Limitations

The grammatical limitations students face when writing are quite evident, as some learners do not have a good command of grammar rules and lack knowledge of English vocabulary. According to the A1 level, students are expected to learn the Simple Present tense, but it is very common to see them confuse pronouns or forget the rules of singular and plural when using verbs. As Tadesse, A. (2022) points out, even though it seems like a basic rule, errors in subject verb agreement (singular, plural) are very common. Another limitation is the incorrect word order in sentences and frequent spelling mistakes.

Since A1 is the basic level in English, students have a very limited vocabulary. For this reason, they often write words that do not exist or mix English and Spanish words in a single sentence to express themselves. They also tend to repeatedly use the same vocabulary in their written classroom exercises.

It is important to highlight that limitations are part of the learning process; however, it is essential to address and work on them in order to overcome these difficulties and prevent them from affecting the development of writing skills. Based on these limitations, teachers should plan activities using strategies that strengthen this skill and provide the necessary support to students.

1.3.2 Lack of Motivation or Confidence

This section is very important because, in addition to teaching grammatical structures and vocabulary, the environment in which a child learns greatly influences their development. That is, students often fear being harshly corrected for making mistakes or believe they are not good at writing. All of these emotional aspects significantly impact their performance.

If students are not aware of the importance of writing as a means of expression, they will not feel motivated to learn. Similarly, if they are in a monotonous class lacking creativity or filled with repetitive activities, they will also become demotivated. All of these factors undoubtedly lead to a lack of interest in learning to write correctly.

Motivation during the learning process is essential, and the teacher can spark this interest in students by using strategies that make the classes more dynamic and engaging. A motivated student will perform more efficiently and feel confident in their ability to succeed. In their book, Dörnyei, Z., & Ushioda, E. (2021) state that motivation is what determines "the amount of effort" a student is willing to invest in learning a foreign language. Similarly, Deci, E. (1999) emphasizes that teachers can motivate their students by creating positive environments, recognizing achievements, and adapting activities to the student's level.

1.3.3 Teacher's Role in Writing Skills

The teacher plays an important role in the learning process, especially because children need guidance that provides clear and easy-to-understand explanations and examples to prevent them from feeling lost. Learning to write in a language different from their mother tongue is challenging, mainly because students are usually not immersed in an English-speaking environment that would make it easier to develop this skill. Even so, children are capable of doing it.

Error correction by the teacher is essential for developing writing skills. If mistakes are not corrected, students may believe their writing is correct and will not make an effort to improve. It is important

that the activities carried out are adapted to the students' level, because if they are too easy or too difficult, students will lose interest in learning. As Ryan & Deci (2000) argue, if the content is too basic, students do not feel challenged or stimulated, which can lead to a lack of interest in the subject. On the other hand, if the content is too difficult, they may feel incapable of achieving it.

The teacher also has an impact through the way they treat their students. If a teacher is too strict or gets angry easily, students may be afraid to submit their work or participate in class. However, if the teacher is patient and consistently encourages students throughout the learning process, they will feel confident and believe in their ability to succeed.

1.4 The Writing Process

Writing requires following a process, even if the text is very short or simple. The writing process is not something that should be done immediately or without structure; rather, there are steps that help organize ideas, allowing for a better final result in the text.

1.4.1 Stages of the Writing Process

Writing skill development is a progressive process encompassing various complexity levels and is influenced by factors such as age, language proficiency, learning goals, and the educational context. For 5th-grade children, this development involves both the acquisition of technical skills and the ability to express ideas coherently and creatively.

1.4.1.1 Planning

It consists of helping students organize their ideas before writing them down. The teacher can generate a brainstorming session based on the topic to be addressed, as an active participation exercise, or the teacher may facilitate a group discussion so that many ideas emerge. In their journal, Figueroa and Perez (2011) cite Montolío's research and emphasize that:

Planning (or prewriting) is an act of reflection that occurs before the individual proceeds to write the text, and it is often omitted by so-called novice or inexperienced writers who consider it unnecessary, due to the widespread tendency that written texts are drafted almost in one sitting and all at once. (p.3.)

1.4.1.2 Drafting

A draft is written where the ideas are more detailed and fluent. Generally, fundamental and simple sentences are created according to the topic. The text starts with a paragraph containing the main idea; from there, secondary ideas emerge.

As mentioned by the Minnesota Libraries Publishing Project (2015):

The draft is the phase of the writing process in which a first complete version of a text is developed. Even professional writers recognize that facing a blank page can be intimidating, but this obstacle is easily overcome with proper prior planning.

1.4.1.3 Revising

It involves improving the content and organization of the text. Specifically, it is verified that the ideas are written logically and sequentially. If more ideas arise, they are added coherently to the text, and details are included to enrich the content.

The National American University (2024) emphasizes that; The review focuses on the work and involves making substantial changes. For example, moving paragraphs, removing unnecessary information, adding transitions, etc. Editing focuses on sentences, correcting spelling, grammatical, and punctuation errors.

1.4.1.4 Editing

Here, grammar, spelling, and punctuation errors are corrected meticulously. Common writing errors, proper capitalization, punctuation marks, and verb tenses are rectified.

Also, Paudel, P (2019) points out an article on ResearchGate that states:

Editing involves correcting mistakes and making the text easy for the audience to read. The author may add, remove, or rearrange words and sentences during editing to ensure the discourse is meaningful and appropriate.

1.4.1.5 Publishing

It is the final step where the final text is shared with the audience, which can be the teacher or classmates.

The Framework for the Development of Emerging Literacy states that publishing helps children understand writing is an effective way to express ideas and emotions. By showing their texts, students recognize the importance of thinking about their audience and gain a clear sense of the purpose of writing, Kidd (n.d.).

In other words, sharing the final result of a text fosters awareness of the audience and the purpose of writing.

1.5 Scaffolding as a Strategy to Support Writing Development

Scaffolding is an educational strategy, as stated by the IRIS Center (n.d.):

Instructional scaffolding is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks... these supports are temporary and adjustable. As students master the assigned tasks, the supports are gradually removed.

This assistance provided by the teacher refers to examples that serve as a guide for the student to prevent them from feeling lost. Generally, the teacher gives clear instructions, models, or guidelines, but this support is gradually withdrawn. This strategy is very beneficial at beginner levels such as A1 because the student receives feedback and models that strengthen their confidence and help develop their writing skills.

1.5.1 *Role of Strategies in the Learning Process*

A strategy refers to the resources or procedures that a teacher uses to facilitate learning. As stated by UNED (n.d.), teaching strategies are defined as the procedures or resources used by teachers to achieve meaningful learning in students, and they must be aligned with the learning objectives. Applying strategies is important for learning English because it makes the process easier for students.

Using appropriate strategies in the classroom helps promote learning and enables students to gain confidence and motivation. The teacher is responsible for adapting the strategies to the class, and it is important that this adaptation is done according to the A1 level, which corresponds to beginner levels according to the CEFR.

To develop the writing skills, it is essential to apply strategies because this allows students to plan, organize, and review their texts. Additionally, they can learn more vocabulary, which will enable them to produce texts with greater clarity and confidence.

1.5.2 *Theoretical Foundations of Scaffolding*

In 1976, based on observations made by David Wood, Jerome Bruner, and Gail Ross about how an adult can support a child during the learning of a complex task, they proposed the term scaffolding. This term refers to temporary assistance that is gradually withdrawn as the student gains independence. This strategy is based on the sociocultural theory of psychologist Lev Vygotsky, who defined the concept of the Zone of Proximal Development (ZPD) and proposed that learning is more effective when the student receives guidance to reach what they cannot yet achieve on their own. As stated by Unir (2020):

The ZPD is the difference between the child's actual developmental level and their potential developmental level. The latter largely depends on the collaboration of a mentor or guide who instructs and supports them during the learning of new skills.

In the context of construction, a scaffold is a temporary structure that allows workers to reach elevated areas; in education, scaffolding is adapted as a useful temporary support tool that a teacher provides to their students while they develop a new skill, until they can perform it independently.

Scaffolding is a key tool in the teaching–learning process of a foreign language because developing writing skills requires the integration of various linguistic and cognitive components such as vocabulary, grammar, coherence, cohesion, and text structure. Finley, T. (2025a) states:

Through this strategy, teachers can provide their students with an explicit writing model, graphic organizers, procedural scaffolding, prompts and guided questions, supervised collaborative practice, gradual withdrawal of supports, and feedback to help them achieve autonomy.

Finley, T. (2025b) explains that:

Fading refers to the intentional withdrawal of assistance as the student’s proficiency increases. . . instructional scaffolds are temporary support structures. . . anchored in contingency, fading, and transfer of responsibility.

This is where the importance of scaffolding as a strategy lies, because it promotes student autonomy and allows progress from guided writing to independent production.

1.6 Techniques of Scaffolding

1.6.1 Modeling

This technique consists of the teacher showing how students should complete the task. That is, the teacher provides a clear model, demonstration, or example to follow, which facilitates understanding of the writing process. According to Wikipedia (2024), instructional modeling is a common pedagogical practice where an instructor ‘acts out’ or conducts an exhibition of proper skill performance, process execution, or cognitive processing.

1.6.2 Sentence Starters

These are written supports that provide sentence beginnings or basic structures to help students write in English, especially when they have not yet mastered constructing complete sentences. As Colorín Colorado (2022) states, sentence frames and sentence starters are ‘fill in the blank’ phrases and sentences that provide the structures or patterns that students need to express themselves.

1.6.3 Writing Models

This refers to the analysis of texts similar to the ones students are going to write. This technique allows students to recognize the structure, vocabulary, and communicative purpose. Examples such as letters, descriptions, or paragraphs can be used. The University of Chicago (2024) explains that analyzing writing models helps students recognize how a text is structured, its vocabulary, and its communicative purpose, promoting their development.

1.6.4 Shared Writing

In this technique, the teacher and students write a text together, taking into account collaborative contributions regarding content and form. This allows guidance of the process before students write independently. According to Pinkham, G. (2013), shared writing involves students generating ideas and the teacher writing them down, promoting participation and collective reflection.

1.6.5 Feedback

These are clear and positive comments that the teacher offers to the student to improve their written production. This type of feedback aims to guide without discouraging, promoting continuous learning. According to ReadWriteThink (2024), feedback is provided during the collaborative process, focusing on collective construction and improvement of writing.

1.7 Types of Scaffolding in the Classroom

1.7.1 Verbal Scaffolding

It consists of using language as a support tool through oral examples, modeling, guided questions, or reformulations to help the student understand and express ideas more clearly. According to Fortune, T. (2004a), this type involves using spoken language as a support tool to facilitate content comprehension. It includes strategies such as paraphrasing, reformulating, guided questioning, and oral examples.

1.7.2 Procedural Scaffolding

It refers to guidance through steps, routines, or organized instructions that lead the student during a task. It helps maintain order and a logical sequence in the learning process. According to Fortune, T. (2004b), it is the support provided through the organization of activities, step-by-step work, and the creation of structured routines. It serves to guide the learning process progressively.

1.7.3 Instructional Scaffolding

It involves the use of concrete resources such as graphic organizers, visual materials, or templates that serve as support to facilitate the understanding and execution of a task. According to Fortune, T. (2004c), this type of scaffolding involves the use of instructional resources such as graphic organizers, model texts, images, or visual tools that help students understand and construct knowledge.

1.7.4 Scaffolding and Writing

Scaffolding and writing are closely related, especially at the most basic levels of English. Through this strategy, students receive step-by-step support and guidance, and the teacher facilitates learning throughout the process using various resources. The teacher's presence is very noticeable at the beginning of the lesson their guidance is more active. At this stage, the teacher presents students with examples of texts, model sentences, or the structure of a sentence they are expected to create.

By the end of the lesson, the teacher's guidance is greatly reduced because, at that point after several examples and practical exercises students are able to complete the activity independently. The combination of this strategy and the development of writing skills leads to a better final outcome in students' written work. Learners will be able to write organized texts, understanding what they are doing; they no longer simply copy from the board, but real learning takes place. By applying this strategy, students will achieve autonomy and also gain a clear understanding of what they are expected to do.

1.8 Benefits of Scaffolding for Young EFL Learners

Scaffolding offers many benefits when working with children who are learning English as a foreign language. One of the main advantages is that it reduces frustration and the fear of making mistakes, since students are not alone in their learning process. They receive clear, step-by-step support, which allows them to understand better and move forward with confidence.

In addition, this type of support enhances participation, encourages children to try without fear of making mistakes, and gradually gives them the confidence to write more independently. In this way, they not only improve their writing but also develop confidence in their own learning process.

1.9 Scaffolding in Didactic Material Design

Scaffolding is not only applied orally when giving instructions in class; it can also be implemented in the didactic resources used during the lesson or in the lesson plans created by the teacher. When instructional materials are well designed, they can guide students step by step by providing visual aids, writing models, clear instructions, and progressive activities that facilitate learning.

This type of scaffolding is essential in the design of the teaching guide proposed in Chapter 4, as it applies scaffolding techniques specifically focused on developing writing skills in English for fifth-grade EGB students. The included materials are intended to support children from the beginning, with examples and structures that help them write with greater confidence and clarity.

CHAPTER II

2 MATERIALS AND METHODS

2.1 Type of Research

This research was descriptive because it explained topics related to strategies that promote the development of writing skills. In this way, the observed characteristics of the selected group for this study were detailed without the need to search for causes or provide an in depth explanation. In their scientific journal *Reci Mundo*, Guevara, Verdesoto, and Castro (2020a) stated that descriptive research focused on identifying the characteristics of the population being studied, and that the information provided by descriptive research had to be truthful, accurate, and systematic. It was important to avoid making inferences about the phenomenon; the focus was on observable and verifiable characteristics.

2.1.1 *Mixed Approach*

The research had a mixed-methods approach, incorporating both quantitative and qualitative data. The quantitative approach was used to collect and analyze numerical data through the percentages obtained from student survey results, while the qualitative approach was applied through student surveys and interviews with English teachers in order to gain a deeper understanding of their perceptions and strategies related to writing instruction.

Enríquez and Argota (2016) pointed out in their article that the mixed-methods approach was a process that collected, analyzed, and linked both quantitative and qualitative data within the same study or a series of studies to address a research question. The focus was on observable and verifiable characteristics.

2.2 Research Methods, Techniques, and Instruments

What were the main difficulties that 5th-grade students faced in developing writing skills in English?

How could the scaffolding strategy be used to support the development of writing skills in students of 5th grade at Unidad Educativa Presidente Velasco Ibarra?

What linguistic contents and scaffolding-based activities should a teaching guide have included to effectively promote the progressive development of writing skills in 5th-grade students at the A1 CEFR level?

2.2.1 Method

The research was based on the inductive-deductive method.

The inductive phase involved collecting specific data from students and teachers regarding the teaching and learning of writing in English. According to Streefkerk, R. (2023), in inductive research, you started by making observations or gathering data. Then, you took a broad view of your data and searched for patterns. Finally, you made general conclusions that you might incorporate into theories.

The deductive phase consisted of analyzing this data in relation to theoretical foundations and drawing conclusions that supported the design of a teaching guide based on scaffolding. According to Universidad Internacional de La Rioja (n.d.), the deductive phase was when the researcher started from a general idea or theory and applied it to specific cases to see if it held true. It was like starting with a general rule and then checking whether it applied in particular situations.

2.2.2 Techniques

Medina, Rojas, Bustamante, Loaiza, Martel, and Castillo (2023) stated that a research technique was a systematic procedure used to collect and analyze information in order to solve a problem or answer a research question. These tools allowed us to obtain, analyze, and present the most relevant information in an organized manner. In the present research, the following techniques were used.

2.2.2.1 Interview

The interview method was important because it allowed for immediate information gathering by receiving timely responses from the interviewees. In their research, García, M, and Sánchez (n.d.) confirmed that the interview was a technique through which the researcher aimed to obtain information in an oral and

personalized manner. The information focused on lived experiences and subjective aspects of the person, such as beliefs, attitudes, opinions, or values related to the situation being studied.

The principal, the coordinator of the English area, and the English teachers were interviewed based on the difficulties students faced in learning the writing skill, as well as the strategies used to develop this ability.

2.2.2.2 *Survey*

According to García F. (1993), a survey is a study conducted on a sample of subjects representative of a larger group, carried out within the context of everyday life, using standardized questioning procedures in order to obtain quantitative measurements of a wide variety of objective and subjective characteristics of the population.

The survey was developed using a questionnaire consisting of closed-ended questions, which allowed identifying the difficulties students face in the writing skill, as well as the strategies employed to develop writing ability. This survey was applied to the sample in this research, specifically to the fifth-year "A" parallel students of basic education.

2.2.3 *Instruments*

The selected instruments were previously designed, adapted, and validated for their implementation.

- **Questionnaire for English Teachers:** A structured interview was conducted with the authorities and teachers, which consisted of five open-ended questions arranged in a predetermined order.
- **Questionnaire for Students:** The questionnaire administered to the students consisted of 6 closed-ended questions with justification, and others used a Likert scale as responses (Always, Frequently, Rarely, and Never). This questionnaire allowed me to gather relevant

information about the use of methodological strategies in the teaching-learning process of writing in English.

2.3 Research Questions

What were the main difficulties faced by 5th grade students in developing English writing skills?

How could the scaffolding strategy be used to support the development of writing skills in 5th grade students at Unidad Educativa Presidente Velasco Ibarra?

What linguistic content and scaffolding-based activities should a teaching guide have include to effectively promote the progressive development of writing skills in 5th grade students at the A1 level of the CEFR?

2.4 Population and sample

The research was conducted at Unidad Educativa Presidente Velasco Ibarra, located in Ecuador, Imbabura province, Ibarra canton, El Sagrario parish. The school offered early childhood education and basic general education up to tenth grade. The study was carried out with the fifth-grade students from sections A, B, C, and D, with a total population of 132 students. However, the sampling method used was non probabilistic by convenience, since the selection of the sample was not made through a random process, but was based on the accessibility and availability of the participants to apply the data collection instruments.

Table 1

List of 5th A, B, C, and D grade students of English class

Institution	Level	Students	Teachers
Unidad	5 th level EGB “A”	34	1
Educativa	5 th level EGB “A”	33	
Presidente	5 th level EGB “A”	33	
Velasco Ibarra	5 th level EGB “A”	32	
Total		132	1

Note: Data collected from U.E. Presidente Velasco Ibarra

2.5 Procedure and Data Analysis

The data collection methods used were interviews and surveys. Then, with the proper authorization from the school authorities and the students' parents, the survey was administered to the fifth-grade students of section A in basic education. Once the data were collected, they were classified according to the responses through qualitative analysis, and when analyzing the percentage frequency of each response, quantitative analysis was performed. Afterwards, the results were presented using tables, graphs, and an analysis of each question. Finally, a comparison was made between the obtained results and the theoretical framework, which served as the basis for designing a teaching guide based on the scaffolding strategy, presented in Chapter 4.

CHAPTER III

3 RESULTS AND DISCUSSION

3.1 Analysis and interpretation of results

In this chapter I analyzed the data collected through the survey that was applied to 34 students of the fifth parallel grade 'A' of the Unidad Educativa Presidente Velasco Ibarra, who provided me with relevant information about the use of methodological strategies in the teaching-learning process of the writing skill.

The questionnaire used as an instrument was taken from the repository of the Universidad Técnica del Norte, Burbano & Cazares, (2009). This information was detailed through the following tables and graphs with their respective interpretation and analysis.

3.2 Survey applied to fifth year EGB students of the Unidad Educativa Presidente Velasco Ibarra

3.2.1 *Does your English teacher apply methodological strategies when teaching you to write paragraphs, texts, compositions?*

Table 2

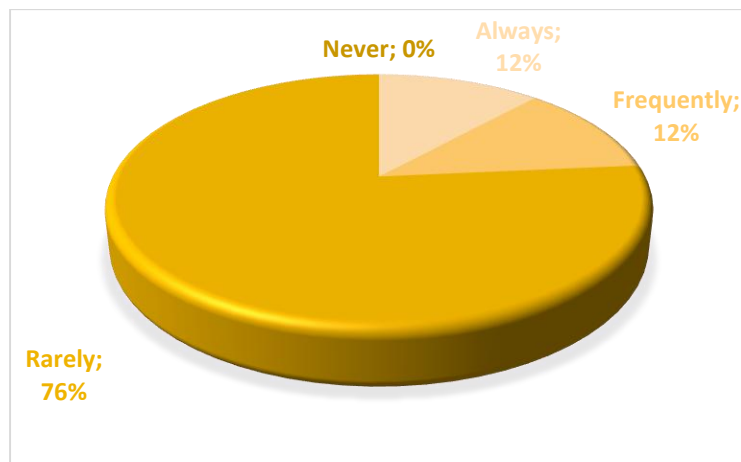
Table of results for question one

ANSWERS	FREQUENCY	PERCENTAGE
Always	4	12%
Frequently	4	12%
Rarely	26	76%
Never	0	0%
Total	34	100%

Note: Own elaboration

Figure 1

Application of methodological strategies while teaching writing



Source: Survey June 2025

Analysis

The authors Flower and Hayes (1981) propose a cognitive model that conceives writing as a recursive process composed of three phases: planning, production and revision. They emphasize the need to teach metacognitive strategies for writers to manage their process effectively.

According to the survey conducted, it was shown that 12% of the students said that their teacher always used methodological strategies when they teach them to write paragraphs, texts, compositions. Twelve percent said that they frequently used strategies, 76% said their teachers rarely used strategies, and 0% stated that they never used any strategy. This meant that the majority of the respondents affirmed that there was little use of methodological strategies in the development of writing skills.

The results showed a limited use of methodological strategies in writing instruction, which might have hindered students' progress. This confirmed the need for scaffolding-based approaches to support writing development, as highlighted in the theoretical framework.

3.2.2 What methodological strategies does your teacher use the most?

Table 3

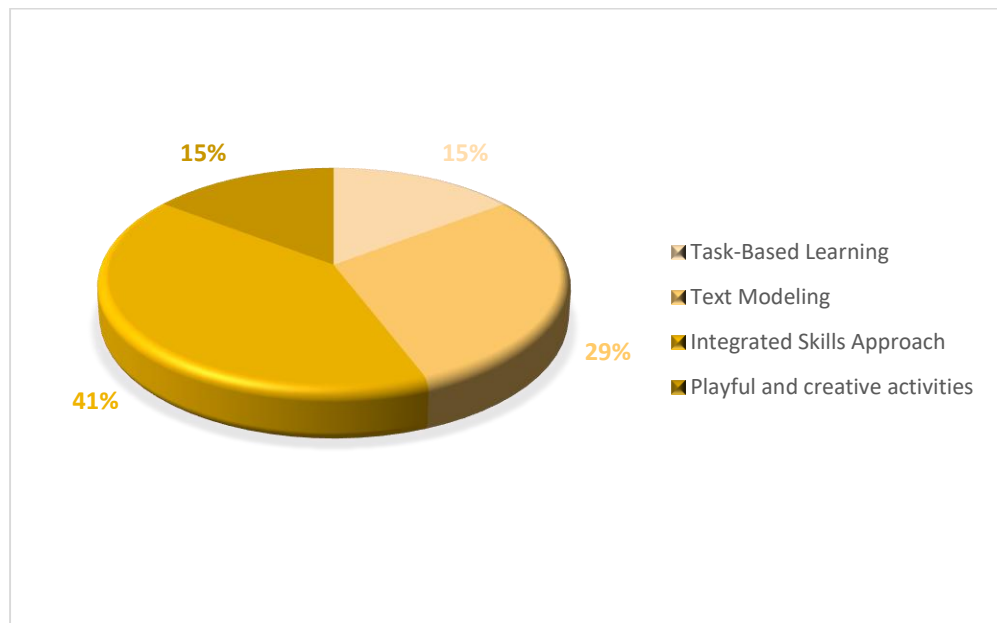
Table of results for question two

ANSWERS	FREQUENCY	PERCENTAGE
Task-Based Learning	5	15%
Text Modeling	10	29%
Integrated Skills Approach	14	41%
Playful and creative activities	5	15%
Total	34	100%

Note: Own elaboration

Figure 2

Methodological strategies most frequently used by the teacher.



Source: Survey June 2025

Analysis

The author Panavelil (2015), highlights that Task Based Learning promotes meaningful learning, focused on authentic and collaborative tasks. This approach stimulates fluency, autonomy and confidence in written production.

Text Modeling is related to approaches such as “interactive writing”, where teachers and students co-construct texts (share-the-pen), modeling structures, vocabulary and conventions, as stated by Swartz (2001).

In their research, Dewi & Muslim (2022) show that integrating writing with other skills (reading, speaking) under a CLT approach significantly improves written production, facilitating comprehension and textual coherence.

According to some sources of information and Handa Ram (2022), creative writing shows that playful activities (role playing, imaginative writing, connections with the natural environment) foster creativity, motivation and enjoyment in writing.

According to the following data, it was evident that 15% of teachers used Task Based Learning as methodological strategies, followed by 29% who said they used Text Modeling as a methodological strategy, 41% stated they used Integrated Skills Approach and 15% reported they used playful and creative activities. It was deduced that in English classes, teachers made use of several methodological strategies to teach their students to write in English.

The fact that students still struggled with writing showed that the strategies used in class might not be applied in the best way. As mentioned in the theory, scaffolding meant giving clear and organized help. If this support was not well planned, the strategies might not have helped students improve their writing as expected.

3.2.3 Are you able to write your ideas in English?

Table 4

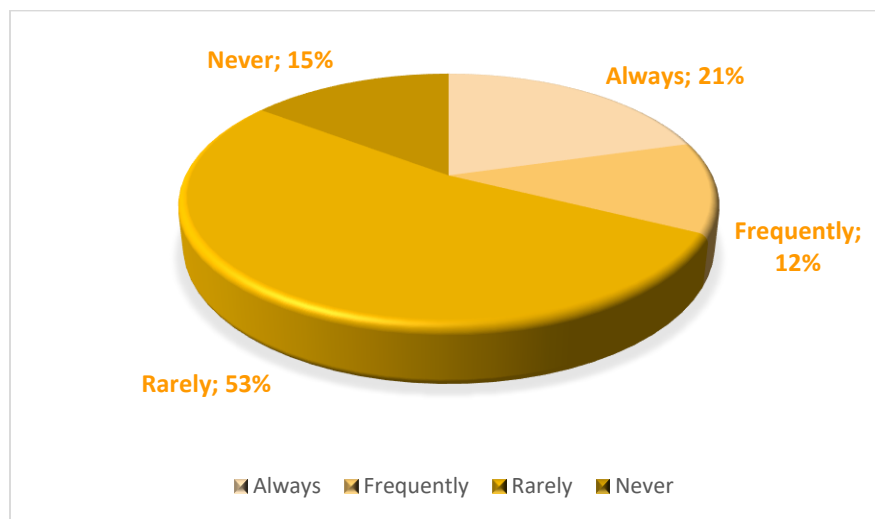
Table of results for question three

ANSWERS	FREQUENCY	PERCENTAGE
Always	7	21%
Frequently	4	12%
Rarely	18	53%
Never	5	15%
Total	34	100%

Note: Own elaboration

Figure 3

Student's ability to write their ideas in English.



Source: Survey June 2025

Analysis

Psychologist Chomsky (1934) points out that teaching writing first stimulates the student's thinking, organization and autonomy, even in early skills.

With regard to the ability to write in English, it could be said that 21% of the students said that they could always write their ideas in English, 12% could do it frequently, 53% could rarely write their ideas in

English, and finally 15% stated that they could never do it, which meant that skills and strategies needed to be developed and acquired that allow students to learn to express their ideas in English in a written way.

These results showed that many students still struggle to write in English, which might have been due to a lack of guided support during the writing process. Scaffolding and writing strategies were key to helping young learners express their ideas step by step. Without this support, students found it hard to organize and develop their thoughts in writing.

3.2.4 Do you think that learning grammar is important for developing writing skills?

Table 5

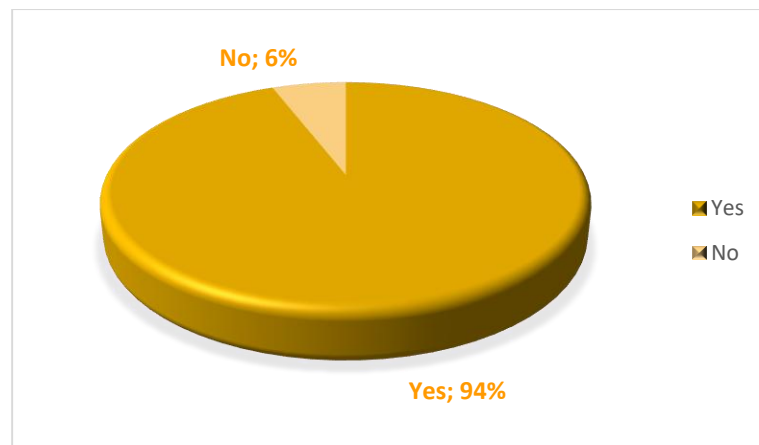
Table of results for question four

ANSWERS	FREQUENCY	PERCENTAGE
Yes	32	94%
No	2	6%
Total	34	100%

Note: Own elaboration

Figure 4

Importance of grammar in developing writing skills.



Source: Survey June 2025

Analysis

Priya & Divya (2017) argue that teaching grammar within the context of actual writing (rather than in isolation) turns students into more proficient writers, increasing their confidence and proficiency in the language.

The graph shows the results of a survey question inquiring whether students consider learning grammar to be important for developing writing skills, to which the majority with 94% of the respondents, with 32 students said yes, and just 6%, 2 students said no. The results of the question indicated that most of the students were aware of the crucial role of grammar when learning to write in English.

The answers showed that most students understood that grammar was important for writing. Grammar problems were one of the main difficulties in EFL writing. This meant that grammar needed to be taught clearly and with support to improve students' writing skills.

3.2.5 Does your teacher use any teaching materials to develop the teaching of writing?

Table 6

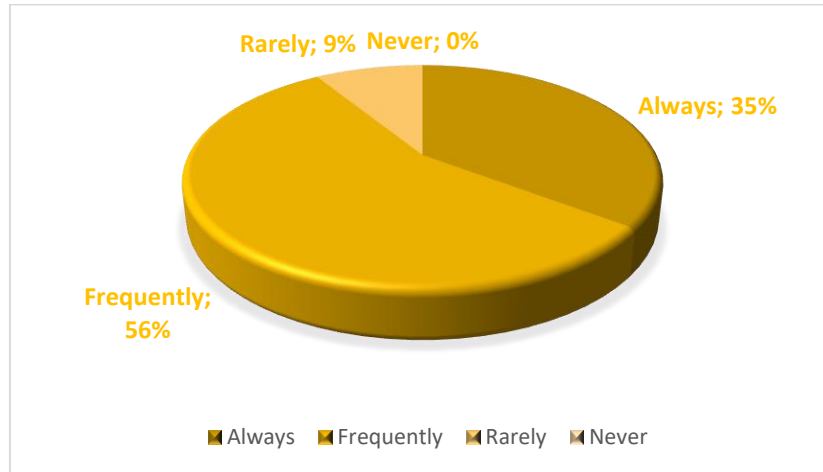
Table of results for question five

ANSWERS	FREQUENCY	PERCENTAGE
Always	12	35%
Frequently	19	56%
Rarely	3	9%
Never	0	0%
Total	34	100%

Note: Own elaboration

Figure 5

The teacher uses some didactic material to develop writing instruction.



Source: Survey June 2025

Analysis

According to García & De la Cruz (2014), didactic materials or resources are essential instruments that stimulate and build knowledge. They favor conscious reflection and promote different levels of support, strengthening motivation and school integration.

The graph shows the results of the question about the use of some didactic material to develop the teaching of writing by the teacher. To which 35% of the students said that they always used it, the majority with 56% affirmed that they did it frequently, 9% responded rarely and, finally, 0% responded that they never did it. This implied that the teacher did use didactic material in his classes, however, she did not always do so.

The results suggested that didactic materials are used often but not consistently in writing classes. According to the theoretical framework (1.5.7), well-designed materials with scaffolding support were essential to guide students step by step. Irregular use of these materials might have limited students' progress in writing skills.

3.2.6 Do you think learning to write is just as important as other skills (speaking, listening, reading)?

Table 7

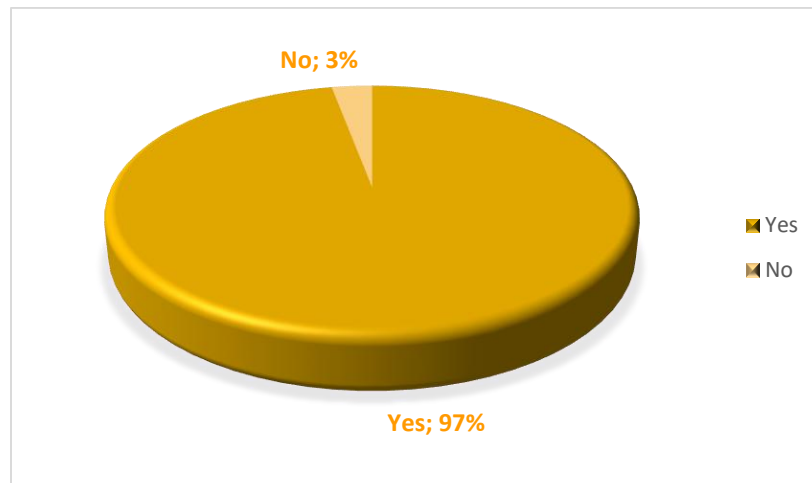
Table of results for question six

ANSWERS	FREQUENCY	PERCENTAGE
Yes	33	97%
No	1	3%
Total	34	100%

Note: Own elaboration

Figure 6

Importance of writing skills



Source: Survey June 2025

Analysis

Wan (2023) emphasizes the critical role of reading and writing in second language acquisition, stressing that these skills foster deep cognitive processes that also support memory, comprehension, and linguistic accuracy:

“Reading and writing should be prioritized when evaluating long term memorization, comprehension depth, practicality, and expression correctness”.

According to the learning of writing in English, 97% of the students said that writing is important as a basis for learning and only 3% said that the learning described above is not indispensable. Therefore, it could be deduced that the most relevant percentage is close to the student's interest in giving them the opportunity to develop this methodological strategy.

The high interest students showed in learning to write highlights the importance of supporting this skill. Using effective strategies like scaffolding helps students develop writing step by step. This interest served as a good basis for applying guided activities to improve their skills.

In addition to the survey applied to 5th grade EGB students, interviews were conducted with the rector of the Unidad Educativa Presidente Velasco Ibarra, the teacher coordinator of the area and two teachers of the English specialty to know their opinion about the importance of the methodological strategies in the development of the aforementioned skill. Consequently, the results of the aforementioned interviews were included in the annexes of this research.

CHAPTER IV

4 PROPOSAL

4.1 Proposal Title

Writing Adventures

4.2 Introduction

This proposal is the result of analyzing the survey responses given by 5th grade students from the Unidad Educativa Presidente Velasco Ibarra. The data revealed that many students struggle to express their ideas in writing or make frequent grammatical mistakes. One of the main reasons identified is the lack of effective strategies focused on developing writing skills.

For this reason, a teaching guide has been designed based on the scaffolding strategy. This pedagogical approach aims to support the gradual development of writing skills by providing structured assistance. Through this strategy, the teacher offers step-by-step guidance, allowing students to progressively gain confidence and independence as they master the skill.

It is worth noting that the activities included in this guide are aligned with the A1 level of the Common European Framework of Reference for Languages (CEFR), which corresponds to the appropriate English proficiency level for 5th grade students. This ensures that the proposed learning objectives are both relevant and achievable.

This guide is practical and accessible for English teachers, helping to make lessons more dynamic and interactive while moving away from traditional methods. As a result, students are more likely to feel motivated and engaged in the learning process, especially in the development of their writing skills.

In conclusion, this guide is intended to serve as a useful teaching tool that allows educators to support their students in the progressive improvement of their writing abilities. Ultimately, it aims to

enhance academic performance while encouraging students to write simple phrases and sentences confidently and independently, in accordance with their English level.

4.3 Justification

Since English is learned as a foreign language in Ecuador and is mostly practiced only inside the classroom, developing writing skills has become a real challenge for students. The results of the survey conducted among 5th grade students at Unidad Educativa Presidente Velasco Ibarra revealed that teachers do not apply specific methodological strategies focused on writing development. As a result, students struggle to express their ideas in writing or do so with grammatical errors and very limited vocabulary.

Therefore, it is essential to incorporate effective strategies into the teaching-learning process, especially when it comes to writing. As Wischgoll (2017) states, combining cognitive support (such as strategy modeling) with metacognitive support (such as feedback) is key to helping students build strong academic writing skills.

This is the main reason why this teaching guide was created based on the scaffolding strategy. Scaffolding is closely linked to guided or modeled learning, where the teacher supports the student step by step throughout the learning process, gradually helping them become more independent. This approach is particularly useful in English language learning, where students often require constant guidance.

To ensure that learning is not frustrating but instead dynamic and engaging, the activities in this guide are designed according to the A1 level of the Common European Framework of Reference for Languages (CEFR), which is appropriate for 5th grade students in Basic General Education. This means students are capable of completing the tasks successfully. Each activity is tailored to their language level, aiming to help them develop writing skills effectively while keeping them motivated to learn and improve.

In conclusion, this proposal is timely and relevant as it addresses the problems identified in the classroom and offers teachers practical pedagogical tools. It also aims to enhance students' academic

performance in an enjoyable way, supporting the development of their confidence and independence in writing.

4.4 Objectives

4.4.1 General Objective

To design a teaching guide based on the scaffolding strategy as a pedagogical resource to strengthen the writing skill of 5th grade students in Basic General Education.

4.4.2 Specific Objectives

Integrate linguistic content appropriate to the A1 level of the CEFR to promote meaningful learning through guided examples and models.

Propose activities based on the scaffolding strategy that encourage the progressive development of writing skills.

4.5 Beneficiaries

The main beneficiaries of this didactic proposal are the 5th grade students of Basic General Education at Unidad Educativa Presidente Velasco Ibarra. They will receive a guide based on the scaffolding strategy, adapted to their English level and specific needs in developing writing skills. Through the proposed activities, students will be able to learn in a gradual, practical, and guided manner, which will help them improve their ability to write sentences and phrases with greater confidence and ease.

English teachers will also benefit from this proposal, as it provides them with a pedagogical resource that supports more structured and creative lesson planning. It will facilitate the teaching of writing in English by offering guidance throughout the students learning process.

TEACHING GUIDE

WRITING ADVENTURES

BY: KELLY GUERRERO





INDEX

Unit 1: All About me

Lesson 1: This is me!

Lesson 2: My family

Lesson 3: My School

Lesson 4: My best friend

Unit 2: My Daily Life

Lesson 1: My routine

Lesson 2: At school

Lesson 3: What I like

Lesson 4: My weekend

Unit 3: My world

Lesson 1: The weather today

Lesson 2: My clothes

Lesson 3: My city

Lesson 4: Transportation

Unit 4: People and Culture

Lesson 1: People in my family

Lesson 2: Where are you from?

Lesson 3: Celebrations

Lesson 4: Healthy habits



ALL ABOUT ME



Unit Objective:

To develop in students the ability to produce short and simple texts about themselves, their family and their personal environment, using simple and guided sentences, through the Scaffolding strategy that supports them step by step in their writing process.

Contents:

- **Lesson 1:** This is me!
- **Lesson 2:** My family
- **Lesson 3:** My School
- **Lesson 4:** My best friend



LESSON 1

T.T



Topic	This is me!
Objective:	Write a short dialogue using greetings and basic personal information with the help of a model.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	To be (I am / You are)
Vocabulary:	Greetings (Hi, Good morning), Personal information (name, age, country, favorite color)
Materials:	Flashcards, mini whiteboards or notebooks, projector or board, printed dialogue model, worksheets
Procedure (Scaffolding-based)	<p>1. Warm-Up / Lead-In (5 min)</p> <ul style="list-style-type: none">• The teacher greets students: “Hello! How are you today?”• Shows flashcards or drawings with greetings and personal info.• Students respond orally using simple words: “Fine”, “Good”, “My name is Ana”. <p>Teacher: Motivates and models greetings. Students: Listen and repeat simple responses.</p> <p>2. Presentation / Modeling (10 min)</p> <ul style="list-style-type: none">• Teacher presents a model dialogue on the board or projector:



LESSON 1



Procedure
(Scaffolding-
based)

- Reads aloud and has students repeat in pairs.
- Highlights grammar points: I am, You are.

Teacher: Point out question and answer structure.
Students: Listen, repeat and underline in their copies.

3. Guided Practice (15 min)

- Students receive a worksheet with sentence frames and pictures:
- First, fill it out with the help of the teacher.
- Then, practice with a partner using their own data.

Teacher: Help complete the dialogue, circulate around the classroom to assist.

Students: Complete the worksheet with their data and practice in pairs.

4. Independent Writing (10 min)


- Students write a 2-person dialogue using their own information.

Teacher: Supervises correct use of to be and vocabulary.
Students: Write their dialogue individually with visual support.

5. Wrap-Up / Sharing (5 min)

- Pairs volunteer to read their dialogues aloud.
- Teacher gives positive feedback and corrects gently if needed.

Teacher: Reaffirms achievement, corrects with visual support or gestures. Students: Share their texts with confidence.

- 
- Guidelines for the teacher**
- Accompany with visual examples and repeat key structures.
 - Correct errors using the model as a reference, not with direct translation.
 - Motivate the shy student to participate in pairs.

- Student guidelines**
- Use the model to write your dialogue.
 - You don't need to write perfect, just try to communicate your facts!
 - You can look at your help sheet or ask the teacher for help.

THIS IS ME!

S.S



1. Look at the cards and answer what each one is about in simple words.



Source: Pinterest

2. Explain Grammar

Verb To Be

I	am
He She It	is
We You They	are

	I	am
	You	are
	He	is
	She	is
	It	is
	We	are
	You	are
	They	are

What's your name?
My name is _____

How old are you?
I'm _____ years old

What's your favorite color?
My favorite color is _____

3. Watch the dialogue presented on the projector, listen to the teacher's reading and then practice in pairs.



Boy: Hello. What is your name?
Girl: Hi. My name is Sonia. What is your name?
Boy: My name is Raman. How old are you?
Girl: I am five years old. What about you?
Boy: I am six years old. Where do you live, Sonia?
Girl: I live in Tansen, Palpa.



THIS IS ME!



4. Fill in the blanks on the card, follow the teacher's guidance.

GREETINGS AND PARTINGS

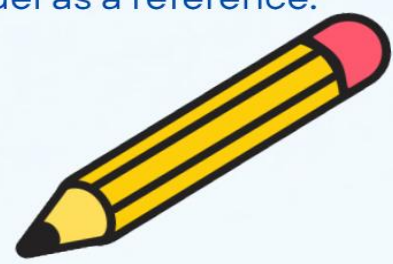
Complete the dialog with the correct phrase!



Anne: Good morning, Peter!
Peter:, Anne!
Anne: How are you today?
Peter:
Anne: Where are you going?
Peter: I'm going to go to the supermarket.
Anne: Oh, I see. Nice to meet you.
Peter:
Anne: Good bye, Peter!
Peter:

- | | |
|------------------------|-------------------------|
| • Nice to meet you too | • I am fine. Thank you! |
| • Good bye | • Good morning |

5. Write your own short dialogue using the model as a reference.



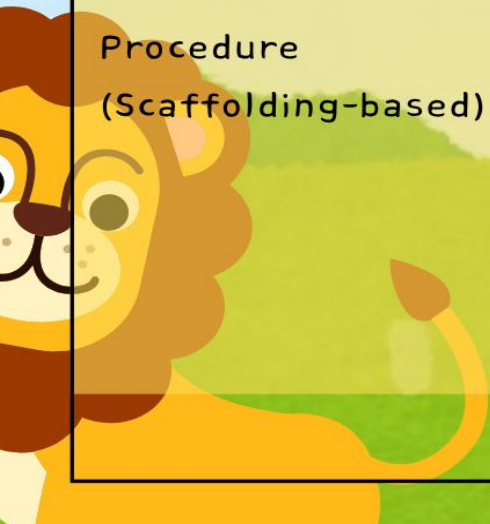
6. Practice your dialogue with a partner.



LESSON 2



Topic	My family
Objective:	Write a short paragraph about your family using possessive adjectives and vocabulary related to family members, with the help of a model.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	Possessive adjectives (my, your, his, her)
Vocabulary:	Family members (mother, father, brother, sister, grandfather, grandmother)
Materials:	Flashcards or pictures of families, dialogue model (printed or projected), student worksheet, markers, notebooks
Procedure (Scaffolding-based)	<p>1. Warm-Up / Lead-In (5 min)</p> <ul style="list-style-type: none"> • The teacher shows pictures of a family (real or cartoon). • Asks: "Who is this?" and students answer: "Mother", "Brother"... • Writes the answers on the board and adds possessive adjectives: my mother, his father, her sister. <p>Teacher role: Activates vocabulary with visual support.</p> <p>Student role: Observes, repeats, and connects images to words.</p>



LESSON 2



Procedure
(Scaffolding-
based)

2. Presentation / Modeling (10 min)

- The teacher presents a model paragraph on the board.
- The teacher reads aloud and highlights possessive adjectives: my, her, his.
- Students repeat the text out loud together.

Teacher role: Points out structure and vocabulary.

Student role: Listens, repeats, and highlights in their copy.

3. Guided Practice (15 min)

- Students receive a fill-in-the-blank worksheet with a frame.
- The teacher guides students to complete the paragraph and offers support.

Teacher role: Helps students complete the task, walks around and supports.

Student role: Fills in the blanks with visual and oral help.

4. Independent Writing (10 min)

- Students write their own short paragraph in their notebooks based on the model.
- They can add a drawing of their family to reinforce motivation and understanding.

Teacher role: Supervises and gently corrects when needed.

Student role: Writes using their real family as content.

5. Wrap-Up / Sharing (5 min)

- Volunteers read their paragraph out loud.
- The teacher gives positive feedback and corrects gently if necessary.
- Create a “Family Gallery” with students’ drawings and texts on the wall.

Teacher role: Encourages and corrects softly.

Student role: Shares their paragraph with confidence.

◆ Guidelines for the teacher

- Use real or cartoon pictures of families for context and interest.
- Model slowly and with enthusiasm.
- Do not correct harshly—ask questions like: “Do you mean...?”
- Keep possessive adjectives and family vocabulary visible on the

★ Student guidelines

- Use the model as your guide to write about your family.
- Don’t worry if you make small mistakes—just try your best!
- You can look at the board or your worksheet to help you write.
- Be confident and proud to share your work!



MY FAMILY

1. Look at the images and respond to the teacher.



Who is this?



2. Grammar explain

ENGLISH GRAMMAR		Possessive Adjectives	
SUBJECT PRONOUN		POSSESSIVE ADJECTIVE	
I	I have a shirt.	MY	My shirt is green.
YOU	You have a book.	YOUR	Your book is new.
HE	He has a pillow.	HIS	His pillow is soft.
SHE	She has a dog.	HER	Her dog is small.
IT	It has a bone.	ITS	Its bone is old.
WE	We have a bird.	OUR	Our bird is noisy.
YOU	You have a house.	YOUR	Your house is big.
THEY	They have a car.	THEIR	Their car is slow.
YOUR = Possessive Adjective - You need to bring your dictionary. YOU'RE = You are (contraction) - You're an excellent student.		ITS = Possessive Adjective - The dog played with its ball. IT'S = It is (contraction) - It's very hot right now.	
www.grammar.cl		www.woodwardenglish.com	


			
I	You	He	She
			
It	We	They	
			
my	your	his	her
			
its	our	their	

worksheetsHERO.com

3. Listen to your teacher and repeat aloud the reading presented on the board.

THIS IS MY FAMILY

• Listen and read about Peter's family.



This is my family. My father John is forty years old. He is a teacher. Sara is my mother. She is thirty five. She is a nurse. Gustavo is my grandpa. He is a doctor. Ursula is my grandma. She is sixty two. She is very nice.

Tommy is my baby brother. He is one year old. He is always happy. Rebeca is my sister. She is six years old. She is very relaxed.

I am Peter. I'm ten and I love my family.

• Choose the correct answer about the text.

- John is Peter's FATHER GRANDPA BROTHER.
- John is 50 40 60 years old.
- John is a TEACHER DOCTOR DENTIST.
- Sara is a DOCTOR TEACHER NURSE.
- Sara is Peter's GRANDMA MOTHER SISTER.
- Ursula is Peter's SISTER GRANDMA MOTHER.
- Ursula is very HAPPY SAD NICE.
- Ursula is 61 62 63 years old.
- Tommy is Peter's BROTHER FATHER COUSIN.
- Tommy is always SAD ANGRY HAPPY.
- Rebeca is Peter's COUSIN MOTHER SISTER.
- Rebeca is very SHY RELAXED NICE.

LIVEWORKSHEETS





MY FAMILY



3. Follow the teacher's instructions and complete the worksheet.

Name: _____ Date: _____

Possessive Adjectives

Fill in each blank with possessive adjective from the box.

my	your	our	their	her	its	his
----	------	-----	-------	-----	-----	-----

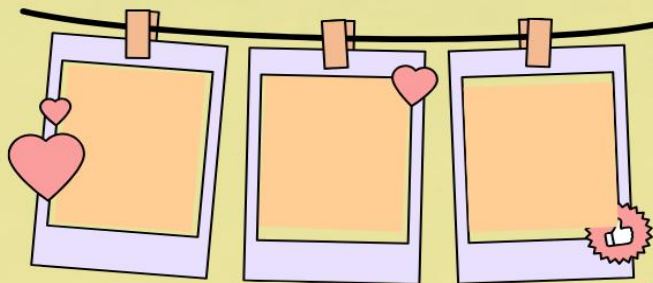
- This is my uncle's dog. It is _____ dog.
- These are my sisters' dolls. These are _____ dolls.
- This is my father's wallet. It is _____ wallet.
- These are Mary's clothes. They are _____ clothes.
- That is the dog's bone. It is _____ bone.
- Those are my horses' hay. Those are _____ hay.
- That is my brothers' room. That is _____ room.
- This is Mary's purse. This is _____ purse.
- The monster's cave is on the hill. _____ is on the hill.
- These are Cinderella's glass slippers. These are _____ glass slippers.



4. Write a paragraph about the members of your family, you can be guided by the example given by the teacher and draw on a poster board the members of your family, locate the relationship with each one.



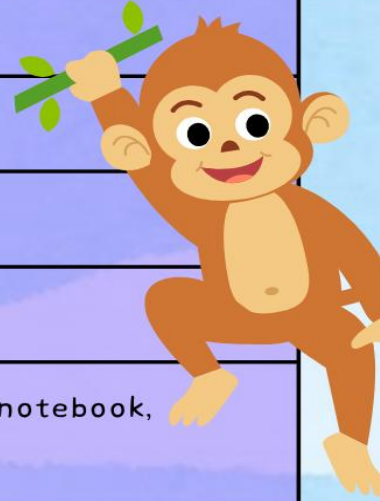
5. Give the drawing to your teacher to create a "Family Gallery".



LESSON 3



Topic	My school
Objective:	Write a short description about the school objects you have, using have / has and vocabulary related to school supplies.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	have / has
Vocabulary:	School supplies: book, pencil, ruler, eraser, backpack, notebook, crayons, scissors, glue
Materials:	Bag, pencil, ruler, eraser, backpack, notebook, crayons, scissors, glue, markers, notebooks.
Procedure (Scaffolding-based)	<p>1. "Mystery Bag" Game - Warm-Up (5 min)</p> <p>The teacher pulls school objects from a bag one by one and asks:</p> <ul style="list-style-type: none"> • "What is this?" → students respond in English. • For each object, the teacher adds a label on the board: "I have a pencil", "She has a ruler". <p>🧐 Students guess, repeat and associate the object with the sentence.</p> <p>👩‍🏫 Teacher uses visuals and gestures to support understanding.</p> <p>2. "Find Someone Who..." - Interactive Practice (10 min)</p> <ul style="list-style-type: none"> • Give each student a mini checklist with prompts like: Find someone who has a red backpack. Find someone who has two pencils. Find someone who has crayons. • Students walk around asking each other: "Do you have a red backpack?" - "Yes, I do" / "No, I don't" • When they find a match, they write the name of the classmate. <p>🧐 Students interact and use target grammar in real conversation.</p> <p>👩‍🏫 Teacher monitors and offers help with pronunciation and grammar.</p>



LESSON 3




Procedure
(Scaffolding-
based)

3. Group Poster: “Our School Bags” (10 min)

- Divide students into small groups.
- Each group gets a paper to draw one school bag and write: We have... a notebook. Juan has..., Sofía has... (use names of group members and identifies the correct use of has and have).
- Use images, real items or stickers to illustrate supplies.


 Teacher walks around helping groups with vocabulary and sentence structure.

 Students collaborate, negotiate, and create together.

4. Individual Writing: “What’s in My Backpack?”


- Now students write their own paragraph, using the group poster as inspiration:
- Example: I have a blue backpack. My friend Laura has crayons and scissors. They can draw their backpack next to the paragraph.


 Teacher offers support and checks understanding during writing.

 Students write confidently with help from the previous activities.

5. Sharing Circle – Wrap-Up (5 min)

- Volunteers share their work with the class.
- The teacher highlights good examples on the board: “Look! Sofia said: She has crayons!”

 Celebrates participation and provides gentle correction.

 Students build pride in their writing and practice speaking.

◆ Guidelines for the teacher

- Encourage movement and student-to-student interaction.
- Use realia or colorful visuals to support vocabulary.
- Use modeling and repetition subtly during all stages.
- Use positive reinforcement like “Good job!” or “That’s a great sentence!”

◆ Student guidelines

- Speak with your classmates using full sentences: “I have...”
- Use drawings and group posters to help you write.
- Don’t be afraid of mistakes—just try your best!
- Be respectful when listening to others’ writing.





MY SCHOOL

S.S

1. Look carefully at the objects shown by the teacher and answer the question. Then read each sentence written by the teacher.



"I have a pencil"

"She has a ruler"



2. Grammar Explanation

HAVE/HAS

We use **have** to talk about something that we own or we are holding. We can also use **have** as a **modal verb** to show an action.

HAVE If the pronoun is **I/you/we/they**, we use **have**.

HAS If the pronoun is **he/she/it**, we use **has**.

Have is usually followed by a **noun** or a **verb**.

I **have** some fish.
He **has** a letter.
We **have** to prepare a gift for Susan.
They **have** to study for the dictation.

has or have

has he she it singular nouns	have I we you they plural nouns
---	---

- He **has** blue shoes.
- She **has** a pretty doll.
- It **has** been raining today.
- The dog **has** a collar.
- I **have** a new bag.
- We **have** school today.
- You **have** pretty hair.
- They **have** a test today.
- The boys **have** to practice rugby.

3. Follow the teacher's guidance and complete the list given to them. Remember to use the lesson learned to ask or answer. "Do you have a red backpack?" → "Yes, I do" / "No, I don't"

School Supplies

- Markers
- Scissors
- Crayons
- Glue
- Pencils
- Backpack

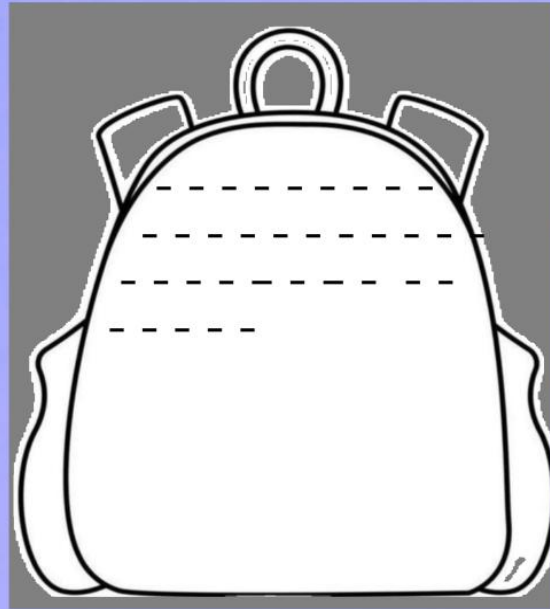


MY SCHOOL



3. Join the group designated by the teacher, draw a large backpack and write sentences together with your classmates.

We have a ...
Juan has...
Sofia has...



4. Write a short paragraph about your backpack, based on the group poster.



LESSON 4

Topic	My best friend
Objective:	Write a short paragraph describing your best friend using he is / she is and basic adjectives, with visual and linguistic support.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	To be - He is / She is
Vocabulary:	Adjectives to describe people: tall, short, funny, friendly, smart, kind, thin, strong, happy, quiet.
Materials:	Flashcards, mirror or printed silhouettes, worksheets, a model text on a poster or slide, crayons, colored paper
Procedure (Scaffolding-based)	<p>1. Warm-up Game - "Describe and Guess" (5 min)</p> <ul style="list-style-type: none"> The teacher shows a few flashcards with pictures of children. The teacher describes one: "She is tall and happy" → students guess: "Is it number 3?" Then 2-3 students take turns describing one character. <p>Teacher models structure with images. Students listen, repeat, and start using the vocabulary in context.</p>

LESSON 4



T.T



Procedure
(Scaffolding-
based)

2.. Presentation / Modeling paragraph (10 min)

- Present a model on the board
- Underline She is and the adjectives. Read it aloud together.

Teacher guides attention to form and meaning.
Students listen, repeat and identify useful patterns for writing.

3. Guided Practice / “Friend Profile” (15 min)

- Hand out a worksheet or ask students to draw this in their notebooks.
- Use board examples and walk around helping students fill in.

Teacher scaffolds by giving sentence starters and vocabulary.
Students complete the profile with personal information.

4. Creative Writing Activity - “Mini Poster: My Best Friend” (10 min)

- With the information from the chart, students write a short paragraph similar to the model.
- Then, they draw their friend or use a silhouette and write their paragraph around it.
- Add color and stickers if available.

Teacher provides support and checks form gently.
Students work independently using the scaffolded chart.

5. Gallery Walk & Sharing (5 min)

- Students display their posters on their desks or on the wall.
- They walk around and read others’ posters.
- Volunteers can read their paragraphs aloud.

Teacher encourages sharing and provides positive feedback.
Students learn from each other’s writing and ideas.



◆ Guidelines for the teacher

- Encourage use of visuals and examples at each step.
- Use clear, simple models and repeat key phrases.
- Offer praise even when students make mistakes - focus on progress.
- Allow use of bilingual word lists if needed.

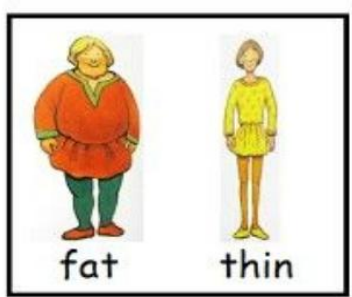
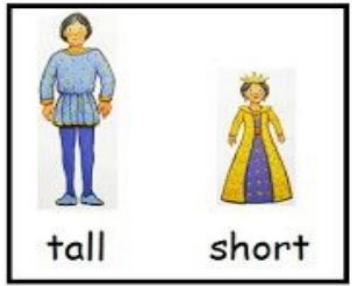
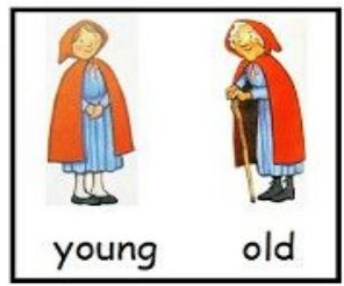
◆ Student guidelines

- Use the chart to organize your ideas.
- Ask for help if you forget a word.
- Try to use “He is / She is” + adjectives in your paragraph.
- Have fun and be creative with your mini-poster!

MY BEST FRIEND



1. Look at the pictures and guess who it is about.



Teacher:
"She is tall and happy"

Students guess:
Is it number 3?"



2. Grammar explanation.

ALTURA
HEIGHT

TALL MEDIUM - HEIGH SHORT

HE / SHE IS
MEDIUM-HEIGHT

HE / SHE IS
THIN

HE / SHE IS
YOUNG

HE / SHE IS
MIDDLE-AGED

THIN **MEDIUM - BUILT** **FAT** **WELL - BUILT**

YOUNG **MIDDLE - AGED** **ELDER**

This is my best friend.
Her name is Emilia.
She is 10 years old.
She is friendly and smart.
She is short and has black hair.
I like her because she helps me.



MY BEST FRIEND



3. Copy the example given by the teacher.

Question	Your Answer
What's your friend's name?	Juan
How old is he/she?	10 years old
Is he/she friendly, funny...?	He is funny and kind
What does he/she look like?	He is short and strong
Why is he/she your best friend?	He shares his toys

4. With the information in the picture, create a paragraph describing your friend and draw a picture of your friend. Color your drawing.



5. Display your poster on your desk and read your paragraph.





MY DAILY LIFE



Unit Objective:

To strengthen students' writing skills through short texts about their daily routines, school activities, and personal preferences, using the present simple and everyday vocabulary, through guided tasks with models and visual aids as part of the Scaffolding strategy.

Contents:

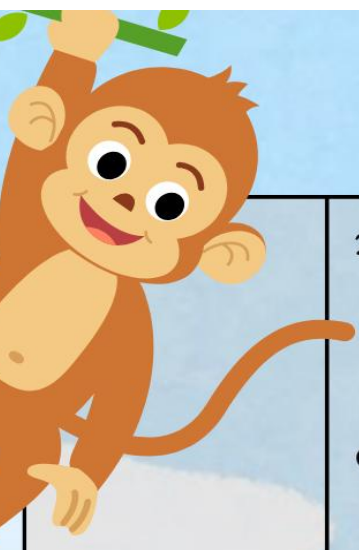
- **Lesson 1:** My routine
- **Lesson 2:** At school
- **Lesson 3:** What I like
- **Lesson 4:** My weekend



LESSON 1

Topic	My routine
Objective:	Help students write a short paragraph about their daily routine using the present simple and guided support.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	Present Simple (I wake up, I eat, I go...)
Vocabulary:	Daily activities (wake up, brush my teeth, eat breakfast, go to school, do homework, play, sleep)
Materials:	Flashcards, drawings or real objects, routine chart, worksheet, colored pencils
Procedure (Scaffolding-based)	<p>1. Introduction (10 min)</p> <ul style="list-style-type: none"> • Activate vocabulary and introduce sentence structure. • The teacher shows flashcards or drawings of daily actions. • Ask students: "What do you do in the morning?", "What do you do after school?" • On the board, write a short example: I wake up at 6:30. I eat breakfast at 7:00. • Read the sentences aloud and have students repeat after you.

LESSON 1



2. Developing (25 min)

- Guide students to plan and write a short routine.
- Explain grammar

• Step 1: Fill in a routine chart

Give students a simple chart:

Time	Activity
6:30	I wake up
7:00	I eat breakfast
7:30	I go to school

- Students complete it with 4-5 actions from their day.
- Use drawings or mime to help them if needed.

• Step 2: Practice orally with a partner (5 min)

- In pairs, students say their chart out loud using full sentences:

“I wake up at 6:30. I brush my teeth at 6:40...”

- Encourage them to correct each other gently with your help.

• Step 3: Individual writing (10 min)

- Students write a short paragraph about their routine, based on their chart.
- They draw pictures of their day next to the text.

3. Closing (10 min)

- Reinforce and share what was learned.
- Students present their paragraph to the class or in pairs.
- Teacher selects a few good examples to read aloud or show on the board.
- Wrap up by reviewing 3-5 daily routine verbs.

Procedure
(Scaffolding
-based)

◆ Guidelines for the teacher

- Model slowly and clearly. Repeat the grammar structure often.
- Use gestures and images to clarify vocabulary.
- Give students time to think and write with support.
- Walk around and help during writing; give gentle corrections.
- Celebrate effort, not just accuracy.

◆ Student guidelines

- Use your chart to help you organize ideas.
- Speak your sentences before you write.
- Keep your writing simple – use short sentences like “I wake up at...”
- Ask for help if you forget a word or need a correction.
- Try your best and be proud of your work.





MY ROUTINE

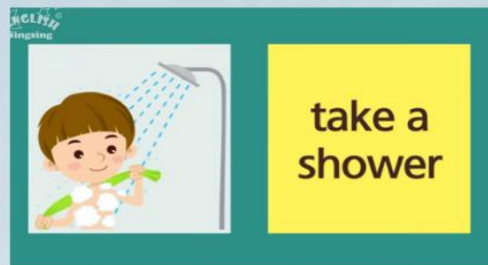


1. Look at the cards and answer the questions.



What do you do in the morning?
What do you do after school?

2. Explain grammar



3. Copy the table on the board and complete with 5 more actions.

Example Paragraph:

I wake up at 6:30. I brush my teeth at 6:40. I eat breakfast at 7:00.
I go to school at 7:30. I do my homework at 4:00. I sleep at 9:00.

4. Write a paragraph with 10 actions from your daily routine, you can be guided by the teacher's example.

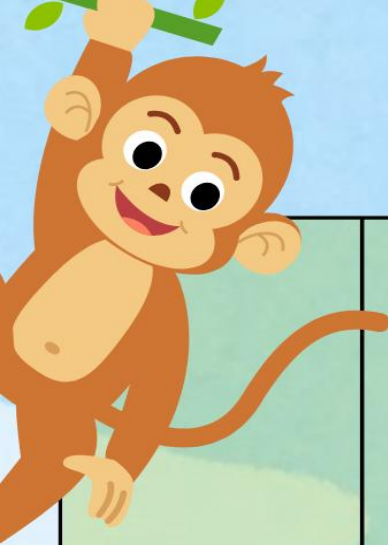
- a. -----
- b. -----
- c. -----
- d. -----



LESSON 2

Topic	At school
Objective:	Write a short text about a classmate's school routine using the present simple in third person and school-related vocabulary with guided support.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	Present simple (third person: he/she studies, plays)
Vocabulary:	School subjects (Math, English, Science, PE) and school activities (reads, writes, plays, draws)
Materials:	Flashcards or drawings of subjects/activities, routine chart, worksheet, name tags, colored markers
Procedure (Scaffolding-based)	<p>1. Introduction (10 min)</p> <ul style="list-style-type: none"> • Present the vocabulary and grammar structure in context. • Show pictures or flashcards of school subjects and activities. <p>Ask: "What subject is this?" → "It's Math"</p> <p>Then ask: "What does she do in Math?" → "She writes"</p> <ul style="list-style-type: none"> • On the board, write a model paragraph: • Underline the verbs in third person (he studies, he writes), and model pronunciation.

LESSON 2



Procedure
(Scaffolding
-based)

2. Developing (25 min)

- Step 1: Interview a classmate.
- Example prompts:

What is your name?

What subjects do you like?

What do you do in Math/Art/English?

- Teacher models how to ask and answer using he/she + verb:

She studies English. She draws in Art.

- Step 2: Write a paragraph

Example:

My friend's name is Mariana.

She studies Science and English.

She reads in Science class and writes in English class.

3. Closing (10 min)

- Invite 2-3 volunteers to read their paragraph aloud.
- The class listens and claps after each one.
- The teacher reinforces correct use of he/she + verb, highlighting successful examples.

♥ Guidelines for the teacher

- Use pictures and gestures to clarify meaning.
- Model full sentences using he/she clearly and repeatedly.
- Support students during pairwork and writing with vocabulary reminders.
- Focus more on communication than perfect grammar.
- Celebrate effort and progress with verbal praise.

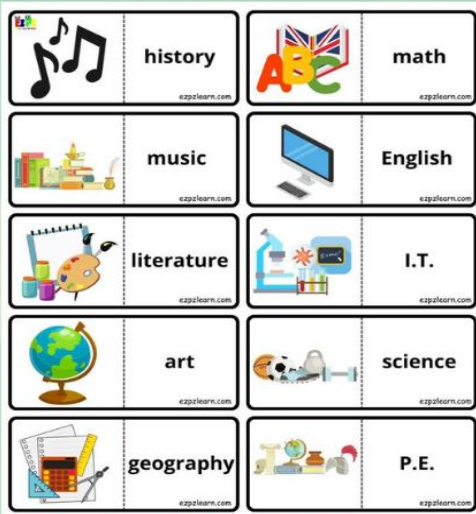
♥ Student guidelines

- Ask your classmate simple questions about their classes.
- Use your chart to help you write the paragraph.
- Remember to use he or she + the correct verb form.
- Don't worry about mistakes—just try your best!
- If you forget a word, check the board or ask the teacher.



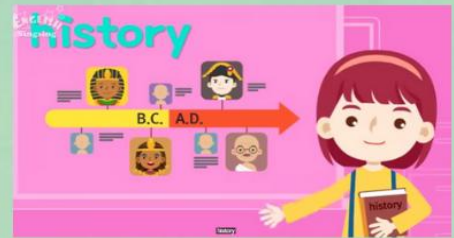
AT SCHOOL

1. Look at the cards and answer the questions.



What subject is this?
What does she do in Math?

2. Explain grammar



3. Ask your partner the following questions:

What is your name?-----

What subjects do you like?-----

What do you do in Math/Arts/English?-----

4. With your notes, write a short paragraph about your partner.

Example:

My friend's name is Mariana.-----

She studies Science and English.-----

She reads in Science class and writes in English class.



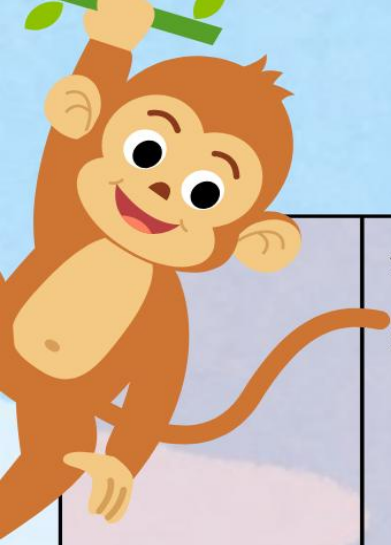
LESSON 3



Topic	What I like
Objective:	Write short sentences expressing personal preferences using "I like / I don't like" and basic nouns or verbs with visual and guided support.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	Like / Don't like + noun / verb (e.g., I like pizza / I don't like to run)
Vocabulary:	Food, hobbies, simple daily actions (e.g., play soccer, dance, read, swim, eat pizza, drink juice)
Materials:	Worksheet with icons, colored stickers, sentence starters, group board or chart paper, colored pencils
Procedure (Scaffolding-based)	<p>1. Introduction "The Preference Line" (10 min)</p> <ul style="list-style-type: none"> • Activate prior knowledge in an interactive and kinesthetic way. • The teacher marks two sides of the classroom: One side for "I like" The other for "I don't like" • The teacher says different activities or foods (e.g., pizza, dancing, reading, swimming). • Students move to the side that matches their opinion and say: → "I like pizza" or "I don't like reading"



LESSON 3



Procedure
(Scaffolding
-based)

2. Developing (25 min)

Step 1: Personal Chart - "My Likes and Don't Likes"

- Each student receives a sheet with icons (food, hobbies, sports).
- They mark ✓ for the ones they like and X for the ones they don't like.

Example:		
Activity	I like	I don't like
Pizza	✓	
Reading		X

Step 2: Writing Sentences (10 min)

- Using sentence starters on the board:
 - I like to play soccer.
 - I don't like to dance.
 - I like pizza.
- Students write 3 to 5 sentences about their likes and dislikes.

Step 3 "My Likes" Mini Poster (5 min)

- Students draw or paste pictures of what they like/don't like and write their sentences.

3. Closing (10 min)

- Students form small groups (3-4) and read their sentences aloud.
- The teacher selects a few good examples and writes them on a poster for the "Wall of Likes."

◆ Guidelines for the teacher

- Use gestures and visuals to support understanding.
- Encourage students to use complete sentences.
- Gently correct mistakes, especially in grammar structure.
- Praise creativity and participation, not just accuracy.

◆ Student guidelines

- Choose real things you like or don't like.
- Use your chart and the model sentences to write.
- Try to write complete sentences.
- Speak clearly when sharing with your classmates.
- Ask for help if you forget a word.





WHAT I LIKE



1. Match and Color

Draw a line from the word to the correct picture. Then color the pictures you like.



play soccer
eat pizza
read
dance
swim
sing



2. Choose and Tick ✓ or ✗

Tick ✓ if you like it, ✗ if you don't. Then say the sentence out loud.

ATIVITY	I LIKE	I DON'T LIKE
RUN		
PLAY BASKETBALL		
CLEAN MY HOUSE		
READ BOOKS		
EAT ICE CREAM		
BRUSH MY TEETH		





WHAT I LIKE





S.S

3. Sentence Starters


Use the pictures and chart and complete the sentences using the chart above.

1. I like _____.
2. I like _____.
3. I don't like _____.
4. I like _____.
5. I like to _____.
6. I don't like to _____.

4. Draw and Write

 Draw 2 things you like and 2 things you don't like.
 Then write a sentence for each one.

Example:

 → I like pizza.

 → I don't like to swim.

5. Interview a Friend

Ask your classmate: What do you like? and What don't you like?

Then write 2 sentences about your friend.

Name of my friend: _____

- He/She likes _____.
- He/She doesn't like _____.



LESSON 4



Topic	My weekend
Objective:	Write a short paragraph about your weekend using present simple questions and answers, with guided support.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	Present simple (Do you...? / Yes, I do. / No, I don't.)
Vocabulary:	Weekend activities (e.g., play soccer, go to the park, visit grandma, watch TV, do homework)
Materials:	Question wheel or dice, interview worksheet, sentence starters, writing guide (with visual support), colored pencils or stickers
Procedure (Scaffolding-based)	<p>1. Introduction "Weekend Questions Dice Game" (10 min)</p> <ul style="list-style-type: none"> • Prepare a large dice or question wheel with weekend-related questions (e.g., Do you play soccer on weekends?, Do you go to the park?, Do you watch TV?) • Students take turns rolling or spinning. The teacher or a peer asks the question aloud. • The student answers: Yes, I do. / No, I don't. • The teacher writes example answers on the board to introduce the structure.



LESSON 4



Procedure
(Scaffolding
-based)

2. Developing (25 min)

Step 1: Interview a Classmate

- Each student receives an interview sheet with 5-6 questions about weekend activities.
- Example questions:
 1. Do you watch TV on the weekend?
 2. Do you play with your friends?
 3. Do you go to the park?
 4. Do you do your homework?
 5. Do you visit your grandma?
- In pairs, students ask and record each other's answers (Yes, I do. / No, I don't.).

Step 2: Writing Sentences (10 min)

- Using a model paragraph on the board and sentence starters (e.g., My friend is Carla. She likes... / On weekends, she...), students write a short paragraph about their partner's weekend.
- Model Example:
 - My friend is Mateo. On weekends, he watches TV and goes to the park. He doesn't do his homework. He doesn't visit his grandma.
- Encourage students to write 4-5 sentences.

3. Closing (10 min)

- Volunteers read their paragraph aloud to the class or in small groups.
- The teacher gives positive feedback, especially when students use correct structure and vocabulary.

◆ Guidelines for the teacher

- Volunteers read their paragraph aloud to the class or in small groups.
- The teacher gives positive feedback, especially when students use correct structure and vocabulary.

◆ Student guidelines

- Speak clearly when interviewing your classmate.
- Use complete sentences when writing.
- Look at the examples if you get stuck.
- Try to use different weekend activities.
- Ask for help if you don't remember a word.





MY WEEKEND



1. Your teacher will read a question. Answer using:

✓ Yes, I do. ✗ No, I don't.

Example:

Teacher: Do you play soccer on weekends?

You: Yes, I do!

QUESTION	YOUR ANSWER
Do you watch TV on weekends?	Yes / No
Do you go to the park?	Yes / No
Do you play soccer?	Yes / No
Do you visit your grandparents?	Yes / No
Do you do your homework on Saturday?	Yes / No
Do you sleep late on Sundays?	Yes / No



2. Work in pairs. Ask your partner the same questions.

My classmate is: _____

QUESTION	YOUR ANSWER
Do you watch TV on weekends?	Yes / No
Do you go to the park?	Yes / No
Do you play soccer?	Yes / No
Do you visit your grandparents?	Yes / No
Do you do your homework on Saturday?	Yes / No
Do you sleep late on Sundays?	Yes / No





MY WEEKEND

3. Use your interview to write a short paragraph about your friend's weekend.

✓ Example:

My friend is Diego. He watches TV on weekends. He goes to the park and plays soccer. He doesn't do his homework on Saturday.

Now You Try!



5. Draw one thing your friend does and one thing your friend doesn't do on weekends.

✓ He/She does this:

✗ He/She doesn't do this:





MY WORLD



Unit Objective:

To guide students in writing simple descriptions of their environment, the weather, their clothes and their city, applying known vocabulary and basic grammatical structures, through graded activities with teacher support under the Scaffolding strategy.

Contents:

- **Lesson 1:** The weather today
- **Lesson 2:** My clothes
- **Lesson 3:** My city
- **Lesson 4:** Transportation



LESSON 1

Topic	The weather today
Objective:	Write short descriptive sentences about today's weather using the structure It is / It isn't and weather vocabulary, with visual and guided support.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	It is / It isn't
Vocabulary:	Weather (sunny, rainy, cloudy, windy, cold, hot) and seasons (spring, summer, autumn, winter)
Materials:	Weather wheel, classroom window view, word bank, sentence starters, weather chart worksheet, crayons, writing template
Procedure (Scaffolding-based)	<p>1. Introduction "Weather Reporter!" (10 min)</p> <ul style="list-style-type: none"> • Ask: "What's the weather like today? Let's be weather reporters!" • Walk with the class to a window or outside and observe the real weather. • Ask students guiding questions: <ul style="list-style-type: none"> ➤ Is it sunny? ➤ Is it cold? ➤ Is it raining? • Record the answers as a class on the board: <ul style="list-style-type: none"> It is sunny. It isn't cold.

LESSON 1



Procedure
(Scaffolding
-based)

2. Developing (25 min)

Step 1: Weather Wheel

- Each student gets a simple weather wheel (circle with rotating arrow and weather types).
- Spin and say aloud: It is rainy. It isn't hot.

Step 2: Write Sentences About Today (10 min)

- Distribute a worksheet or template with sentence starters and images.
- Students write 3-4 sentences about today's weather using It is / It isn't.

Example Sentence Starters:

- Today, it is _____.
- It isn't _____ today.
- The season is _____.
- I like / don't like this weather because _____.

3. Closing - Pair & Share (10 min)

- Students read their sentences to a partner.
- Volunteers can share with the whole class.

♥ Guidelines for the teacher

- Guide pronunciation of weather words.
- Model It is / It isn't multiple times.
- Use the classroom environment to support real-life connection.
- Encourage creativity in the closing part (e.g., weather + feelings or favorite clothes).

♥ Student guidelines

- Observe the weather carefully.
- Use the words on the board or your worksheet to help write.
- Say your sentences before you write them.
- Ask for help if you don't remember a word.
- Listen to your partner and take turns reading.





THE WEATHER TODAY

1. Go to the window or outside. Observe the sky and weather. Then complete:

Today is: _____

Season: Spring Summer Autumn Winter

Temperature: Hot Cold Warm

Sky: Sunny Cloudy Rainy Windy Snowy

2. Draw a line from the word to the correct weather picture.



Sunny

Rainy

Snowy

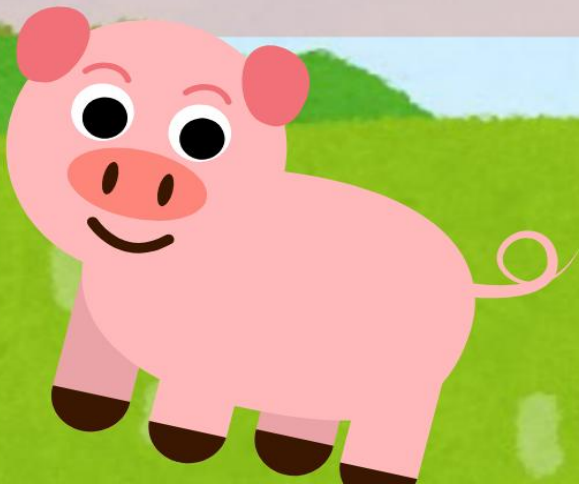
Cloudy

Windy



3. Choose the correct option and finish the sentence.

- Today, it (is / isn't) sunny.
- It (is / isn't) raining.
- It (is / isn't) cloudy.
- I (like / don't like) this weather because _____.





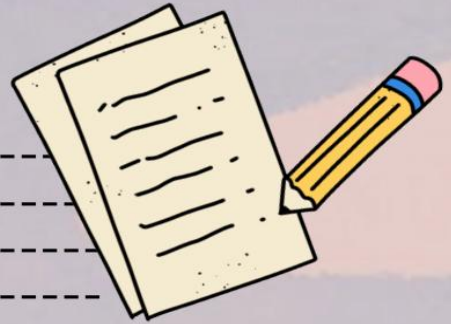
THE WEATHER TODAY

4. Pretend you are a weather reporter. Write 3-4 sentences about today's weather. Use the model:

✓ Model:

Today, it is sunny.
It isn't cold.
The season is summer.
I like this weather.

✍ Now You Write:



5. In the box below, draw a picture that shows today's weather. Add the clothes you would wear and something fun you can do in this weather!

📦 Draw here:

(Example: A sunny day with sunglasses and kids playing in the park.)



LESSON 2

Topic	My clothes
Objective:	Write simple sentences to describe clothes using demonstratives (this, that, these, those) with support from models and visual context.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	This / That / These / Those
Vocabulary:	Clothes (shirt, pants, dress, hat, shoes, jacket, socks), colors (red, blue, green, etc.)
Materials:	Real clothing items or props (optional), word cards, color pencils, worksheet, sentence frame strips, writing guide
Procedure (Scaffolding-based)	<p>1. Introduction “Mini Fashion Walk” (10 min)</p> <ul style="list-style-type: none"> • Introduce vocabulary and grammar <p>Dynamic idea:</p> <ul style="list-style-type: none"> • Ask for 2-3 volunteers to do a “mini fashion walk” in front of the class. They wear or hold different clothes (real, paper, or imagined). • Class describes them using the grammar: <ul style="list-style-type: none"> ➤ This is a red shirt. ➤ Those are black shoes. ➤ That is a yellow hat. <p>Alternative if no props: Students can mime the clothing or point to their own clothes or those of their classmates.</p> <p>Scaffolding: Teacher models → student mimics → short guided interaction. Builds vocabulary and introduces this/that/these/those in context.</p>

LESSON 2



T.T



Procedure
(Scaffolding
-based)

2. Developing (25 min)

Step 1: Sorting & Matching

- Students receive cards or images and classify them under:
 - This / That / These / Those
 - Write example phrases: This is a red dress. / Those are blue pants.

Scaffolding: Visual + categorization helps internalize structure.

Step 2: Guided Writing (10 min)

- Use sentence strips or a writing frame to support production:
 - This is a _____ (color + item).
 - Those are _____.
 - I like _____ because _____.

Model on the board:

This is a green t-shirt. I like it because it is comfortable.
These are black shoes. I wear them on weekends.

- Students complete 3-4 sentences, then choose one to illustrate.

Scaffolding: Sentence starters + example + visual planning.

3. Closing - Pair & Share (10 min)

- In pairs or small groups, students read their sentences without saying the name of the clothing, and classmates guess:

Student A: This is blue and I wear it on my head.

Student B: Is it a hat?

- Review and correct as needed.



◆ Guidelines for the teacher

- Emphasize clarity between this/that/these/those by pointing to real objects (near/far, singular/plural).
- Model pronunciation and reinforce through choral repetition.
- Use humor and movement in the fashion walk or guessing game to lower affective filter and support language output.
- Encourage students to refer to the word bank and example board when writing.

◆ Student guidelines

- Use your notes and models to help you write.
- Think about color + item when writing.
- Point clearly and speak slowly when presenting.
- Be respectful and listen to your classmates during sharing.



MY CLOTHES



S.S

1. Read the words and write them under the correct column:

Use: This / That / These / Those

Vocabulary: shoes - dress - jacket - pants - t-shirt - hat - socks - scarf

THIS	THAT	THESE	THOSE

2. Draw a line to match the sentence with the correct picture. Then color it as described.

- This is a blue t-shirt.
- Those are black shoes.
- That is a red hat.
- These are green pants.





MY CLOTHES



3. Use the words from the box to complete the sentences.

(jacket - yellow - those - socks - this)

- _____ is a yellow shirt.
- I like _____ black shoes.
- These are my blue _____.
- That is a _____ jacket.
- _____ are my favorite socks.



4. Write 3 sentences about your clothes today. Use this / that / these / those.

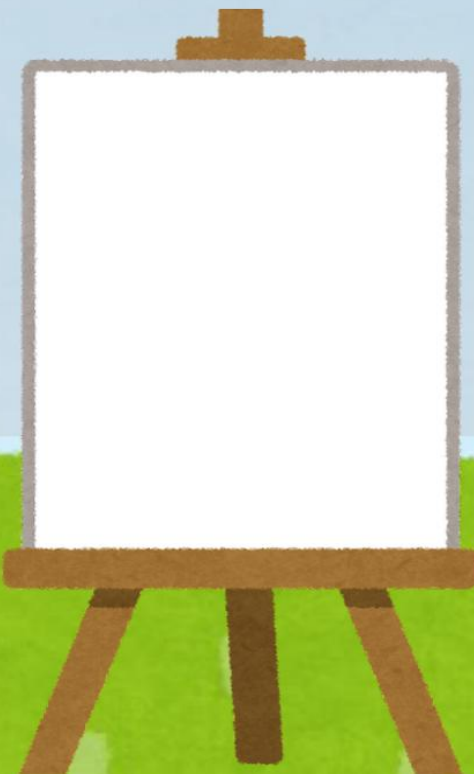
Example: This is my red jacket. I like it.
Now You Try:

- a.-----
- b.-----
- c.-----



5. Draw yourself wearing your favorite clothes. Write 2 sentences to describe what you're wearing using this / these.

 Draw here:



LESSON 3

Topic	My city
Objective:	Write short descriptive sentences about places in your city using It is... with guided support and vocabulary models.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	To be - It is (It is nice, big, quiet, etc.)
Vocabulary:	Places in town (park, school, hospital, market, library, museum, supermarket, playground, etc.)
Materials:	Printed city map (real or invented), worksheet, word bank, sentence starters, color pencils
Procedure (Scaffolding-based)	<p>1. Introduction "City Detective" (10 min)</p> <ul style="list-style-type: none"> • Activate prior knowledge with a guessing game. • Tell students they are going to play City Detective. • Say clues about a place without naming it. Example: "It is a place with many books. It is quiet." "It is a place where we play. It has swings and slides." • Students guess: Library / Playground. <p>Then ask:</p> <ul style="list-style-type: none"> • "Is there a hospital in your city?" • "Is it big?" <p>Write some example sentences on the board:</p> <ul style="list-style-type: none"> • It is a big hospital. • It is a small library.

LESSON 3



2. Developing (25 min)

Step 1: Map Talk

- Give each pair a simple town map (real or invented).
- Ask them to identify and color 4-5 places.

Then guide them to speak using:
 This is the park. It is nice.
 This is the supermarket. It is big.

Step 2: Writing Sentences

- Provide a sentence frame worksheet:
 Sentence Starters:

- This is the _____.
- It is _____ (big/small/nice/loud/quiet/clean).
- I like it because _____.

Students write 3-4 sentences describing their favorite places using the model.

• Example:

This is the park. It is big. I like it because I play with my friends.

3. Closing - Pair & Share (10 min)

- Students place their writing and drawings around the classroom.
- Walk in pairs to read classmates' work (or rotate and present in groups).
- Optional: Each pair chooses their favorite place and reads it aloud.

Procedure
(Scaffolding
-based)



Guidelines for the teacher

- Emphasize pronunciation of places and adjectives.
- Scaffold the writing by building a class example on the board.
- Encourage creativity in describing the places (not just "It is big").
- Monitor groups to ensure correct use of It is + adjective.

Student guidelines

- Use your map and vocabulary list to help you.
- Look at the model sentences before writing.
- Work together and help your partner.
- Read your sentences aloud clearly and confidently.

MY CITY

1. Draw a line to match each place with its correct description.

Descriptions

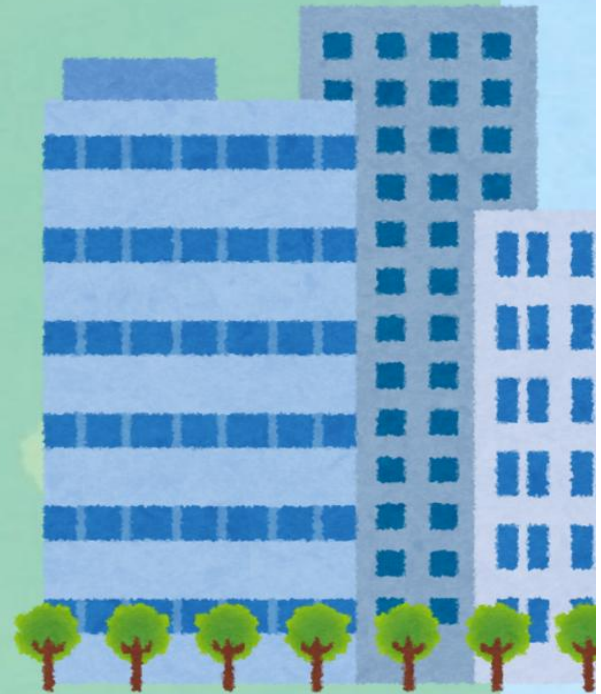
A place where people go when they are sick.

A place where you study and learn.

A place to buy food.

A place with many books.

A place to play and walk.



2. Read the clues and guess the place. Write the name.

- It is a quiet place with books. _____
- It is big and green. People play and run.

- It is clean. People buy fruits and rice here. →



3. Use the word bank to complete each sentence.

Word bank: *hospital – park – library – nice – big*

- This is the _____.
- It is _____ and quiet.
- That is the _____.
- It is _____ and beautiful.
- I like the _____ because I read books.





MY CITY

4. Write 3 sentences about your favorite place in your city. Use It is... and say why you like it.

✓ Example:

This is the park.

It is big and clean.

I like it because I play with my friends.

Now You Try:

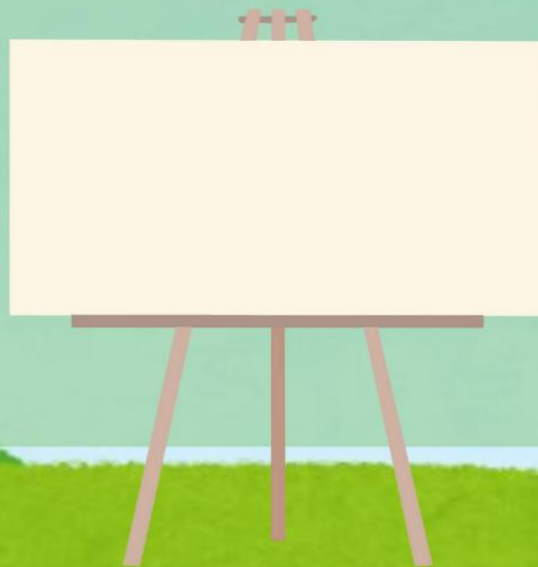
a. _____

b. _____

c. _____

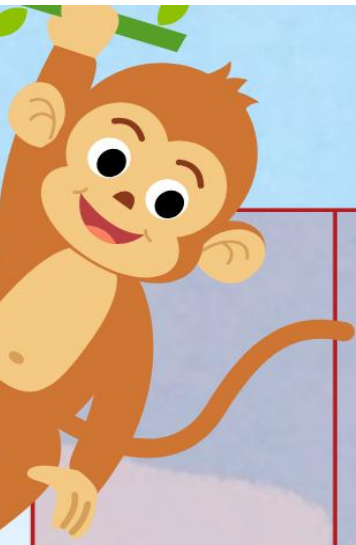
5. Draw your favorite place in the box. Then, write 2 short sentences about it.

 Draw here:



LESSON 4

Topic	Transportation
Objective:	Write simple descriptive sentences about transportation using basic vocabulary and “There is…” structure with the help of models and guides.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	To be – There is / There are (optional usage)
Vocabulary:	Vehicles and travel: bus, train, bike, car, airplane, boat, taxi, walk, travel, go by, etc.
Materials:	Map of a city or community (printed or drawn), word cards, sentence starters, writing guide, colored pencils
Procedure (Scaffolding-based)	<p>1. Introduction “Transportation Charades” (10 min)</p> <ul style="list-style-type: none"> • Activate vocabulary in a fun and kinesthetic way. • Divide the class into small groups. • One student acts out a form of transportation without speaking. The others guess: <ul style="list-style-type: none"> “Bike?” — “Yes, it’s a bike!” “Airplane?” — “Correct!” • After each correct guess, write the word on the board.



LESSON 4



Procedure
(Scaffolding
-based)

2. Developing (25 min)

Step 1: Exploring the City Map

- Give each pair a simple city or town map (real or fictional).
- The map includes places like: park, school, station, supermarket.
- Ask students to identify and locate means of transportation, and say:
“There is a bus near the school.”
“There are bikes in the park.”

Step 2: Writing Sentences

Write a sample paragraph on the board:

In my city, there are many ways to travel. There is a bus. There are bikes and cars. I go to school by bus. I like the bus because it is fast.

- Give each student a worksheet with sentence starters to complete:

There is a _____.

There are _____ and _____.

I go to school by _____.

I like the _____ because _____.

3. Closing - Pair & Share (10 min)

- Students draw their favorite means of transport.
- They write 2 short sentences about it, for example:
This is my bike. I like it because I ride it with my dad.
- A few students present their work to the class.

◆ Guidelines for the teacher

- Emphasize the correct use of There is / There are with simple, clear examples.
- Guide students with helpful questions:
 - ➤ How do you go to school?
 - ➤ What vehicles are in your neighborhood?
- Model each step before asking for individual work.
- Encourage participation with praise and positive reinforcement.

◆ Student guidelines

- Look at the model before writing.
- Use new vocabulary and sentence frames.
- Ask for help if you don't know a word.
- Respect and listen to your classmates during presentations.





TRANSPORTATION

1. Look at the pictures and write a sentence with each one.



Example:

→ There is a bus.

a. _____

b. _____

c. _____

d. _____

e. _____



2. Answer the question using a full sentence.

Question: How do you go to school?

3. Use the word bank to complete.

Word Bank: bus – car – bikes – train – boat

- There is a _____ near my house.
- There are many _____ in the park.
- I go to school by _____.
- There is a _____ at the station.
- I like the _____ because it is fast.





TRANSPORTATION

4. Look at the sentence. Cross out the wrong word and write the correct one.

Example: There are a airplane. → ~~X~~ are ✓ is

- 1. There is cars. → _____
- 2. There are a taxi. → _____
- 3. There is a train. → _____
- 4. There are bike. → _____
- 5. There is an airplane. → _____



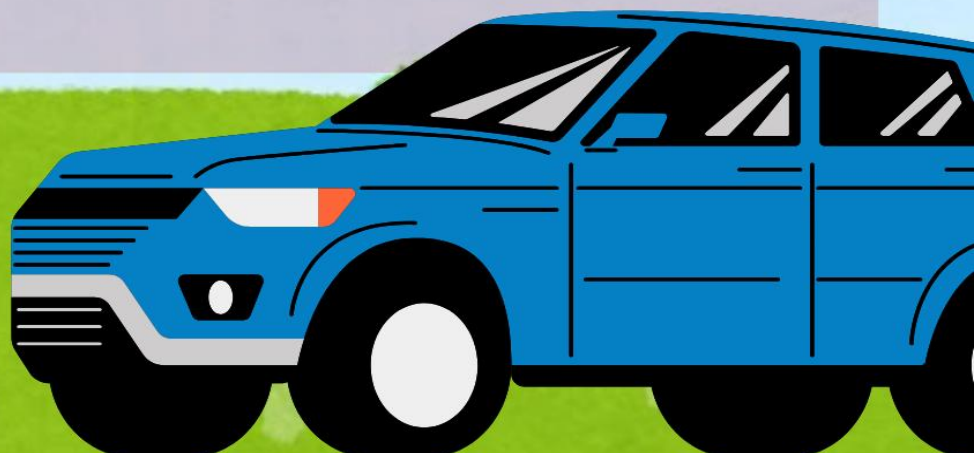
5. Draw your favorite transportation and write 2 sentences about it.



Example:

This is my bike. I ride it every day.
My Sentences:

- 1. _____
- 2. _____
- 3. _____





UNIT 4


PEOPLE AND CULTURE



Unit Objective:

Develop writing short texts about people, cultures and healthy habits, integrating simple present tense structures and common expressions, with modeled and supported activities that build student confidence through the use of Scaffolding.

Contents:

- **Lesson 1:** People in my family
 - **Lesson 2:** Where are you from?
 - **Lesson 3:** Celebrations
 - **Lesson 4:** Healthy habits
- 

LESSON 1

Topic	People in my family
Objective:	Write short sentences describing family members and their jobs using the verb to be and profession vocabulary with the help of models.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	To be (He is / She is) + jobs
Vocabulary:	Professions: doctor, teacher, nurse, police officer, driver, farmer, chef, etc.
Materials:	Paper, pencils, mini-profile cards (written), sentence starters, writing worksheet
Procedure (Scaffolding-based)	<p>1. Introduction "Guess Who I Am" (10 min)</p> <ul style="list-style-type: none"> • Activate prior knowledge through speaking and reasoning. • The teacher reads short written clues aloud: "I work in a hospital. I help sick people. Who am I?" • Students guess the profession. • After each guess, write the profession on the board. <p>Variation: Use real-life examples: "My father helps children learn. Who is he?"</p>



LESSON 1



Procedure
(Scaffolding
-based)

2. Developing (25 min)

Step 1: Model Sentences and Group Practice

- On the board, write 2 model sentences:
- My mother is a teacher.
- My uncle is a police officer.
- Practice with choral repetition and substitution:
My sister is a ____.
- My father is a ____.

Step 2: Guided Writing

- Distribute a worksheet or template with the following:
 - My _____ is a _____.
 - He / She works in a _____.
 - He / She helps _____.
- Students complete 3-4 sentences using their own family as reference.
- Provide a mini word bank with professions and places (school, hospital, etc.)

3. Closing - "Mini Presentation: My Family Member" (10 min)

- Students choose one sentence and read it aloud.
- Optional: Draw their family member and write a label.



✦ Guidelines for the teacher

- Model first. Always give an example before asking students to write or speak.
- Encourage students to personalize their writing (use real family members).
- Offer sentence frames and visual support.
- Walk around to monitor writing and provide support or vocabulary when needed.
- Provide corrective feedback kindly and encourage peer help.

✦ Student guidelines

- Use the example on the board to help you write.
- Ask your teacher or classmate if you don't know a word.
- Think about your real family when you write.
- Speak clearly and listen to others with respect.
- Use your creativity to draw or color your family member!



PEOPLE IN MY FAMILY

- 1. Draw a line to match the profession with the place of work.



Now write one sentence about each:

Example: A doctor works in a hospital.

- a.-----
 b.-----
 c.-----
 d.-----
 e.-----

2. Use the words from the box to complete the sentences.

Word Box:

mother – teacher – sister – hospital – police officer

1. My _____ is a _____.

2. My _____ works in a _____.

3. My father is a _____.





PEOPLE IN MY FAMILY

3. Read the clue and write the answer.

Example: I help children learn. Who am I? → A teacher

- I help sick people. Who am I? → _____
- I cook in a kitchen. Who am I? → _____
- I drive a bus. Who am I? → _____

4. Draw a picture of one person in your family and write two short sentences about them.

Example:

This is my mom. She is a nurse.

My Sentences:

- a. _____
- b. _____

5. Practice reading your sentences to a classmate or your teacher.

- ✓ Say your sentences with confidence.
- ✓ Listen carefully to your classmates.





LESSON 2



T.T

Topic	Where are you from?
Objective:	Write short sentences about the origin of people using the verb to be and vocabulary related to countries and nationalities, with the help of sentence models.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	To be (He/She is from... / He/She is [nationality])
Vocabulary:	Countries: Ecuador, Brazil, USA, China, etc.
Materials:	World map (printed or projected), name cards, sentence starters, writing worksheet.
Procedure (Scaffolding-based)	<p>1. Introduction “Name and Flag Mix” (10 min)</p> <ul style="list-style-type: none">• Activate vocabulary through movement and matching.• Give students country name cards and others a flag image card.• Students walk around the class to find their pair. Ex: Student with “Japan” finds the one with the Japanese flag.• When matched, they say: “This is Japan. I am Japanese.”



LESSON 2



2. Developing (25 min)

Step 1: Modeling Sentences

- Write 2 example sentences on the board:

“She is from Brazil. She is Brazilian.”

“He is from Ecuador. He is Ecuadorian.”

- Ask students to repeat chorally and individually.
- Point out the structure: He/She + is from + country
- He/She + is + nationality

Step 2: Guided Writing

- Provide students with sentence starters:

My friend is from _____.

He / She is _____.

I am from _____. I am _____.

- Support with a mini word bank of countries and nationalities.
- Encourage writing 3-4 short sentences using real or imaginary people.

3. Closing - “Mini Presentation: My Family Member” (10 min)

- Students create a small paper “passport” and draw their flag.
- They write 2 sentences inside: “My name is Ana. I am from Ecuador. I am Ecuadorian.”
- Optionally, they exchange passports with a partner and read them aloud.

Procedure
(Scaffolding-
based)

✦ Guidelines for the teacher

- e clear examples and visuals to reinforce grammar.
- Monitor closely during writing time to assist with vocabulary or structure.
- Always model the task before students begin.
- Encourage creativity and allow use of classmates’ countries if multicultural.

✦ Student guidelines

- Repeat the examples before writing your own sentences.
- Use the word bank and sentence starters to help you.
- Draw your flag and color it with care.
- Share your work with confidence and listen to others with respect.



WHERE ARE YOU FROM?

1. Match the country with its correct flag.



United States

Spain

Japan

Switzerland

Brazil



2. Complete the sentence, takes into account the countries of activity 1.

Example: She is from Ecuador.

1. -----
2. -----
3. -----
4. -----
5. -----



3. Fill in your information to create a mini passport.

Write two sentences:

PHOTO

ID CARD

Name:

Country:

Nationality:



WHERE ARE YOU FROM?

4. Read the sentence and guess the country or nationality.

1. I am from a country with a big red flag and stars.

1. He is from a country in South America. He is Brazilian.

1. She is American. She is from _____.

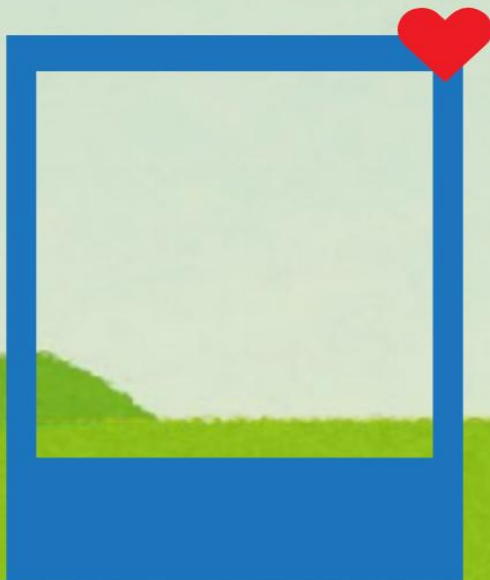
5. Draw the flag of your country and write two short sentences.

Example:

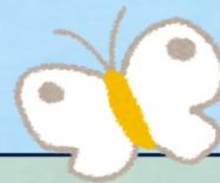
I am from Ecuador. I am Ecuadorian.

My Sentences:

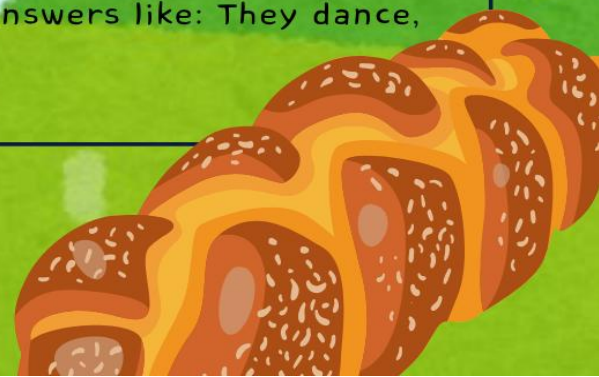
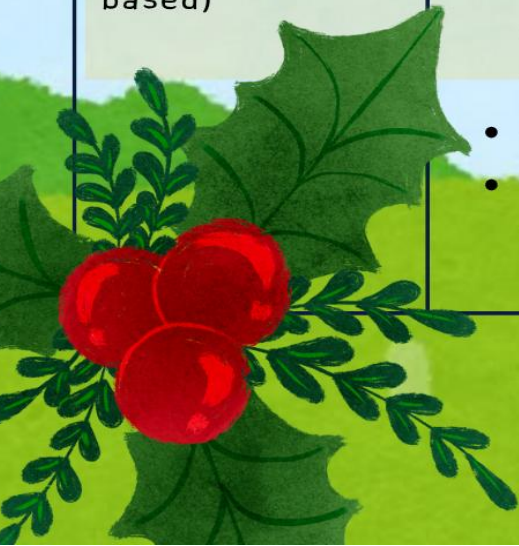
• Draw your flag here:



LESSON 3



Topic	Where are you from?
Objective:	Write a short paragraph about a local or international celebration using the present simple and guided sentence structures.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	Present simple (e.g. People wear costumes, We eat special food)
Vocabulary:	Local and international holidays: Carnival, Christmas, New Year, Día de los Difuntos, Independence Day
Materials:	Calendar images, sentence frames, mini word bank, worksheet.
Procedure (Scaffolding-based)	<p>1. Introduction “Calendar Race” (10 min)</p> <ul style="list-style-type: none"> • Introduce the vocabulary through movement and competition. <p>Steps:</p> <ul style="list-style-type: none"> • Divide the board into two columns: Local Celebrations and International Celebrations. • Say a celebration aloud (e.g. Christmas or Carnival), and one student from each team races to the board to write it in the correct column. • Ask: “What do people do in _____?” • Students give short oral answers like: They dance, They wear costumes, etc.



LESSON 3



Procedure
(Scaffolding-based)

2. Developing (25 min)

Step 1: Model Writing Together

- Write a model paragraph with the class about Carnival. Use a sentence frame:

“In Carnival, people wear costumes. They dance in the street. We have fun with our families.”

- Highlight present simple verbs (wear, dance, have).
- Ask students to repeat the paragraph orally and identify actions.

Step 2: Guided Writing

- Students choose a celebration (e.g., Día de los Difuntos, Christmas, Independence Day).

Provide a scaffolded writing frame:

Name of celebration: _____
 When is it? _____
 What do people do? _____
 What do they eat? _____
 Who do they celebrate with? _____

Students complete the answers and turn them into a short paragraph with your support.

3. Closing - “Mini Presentation: My Family Member” (10 min)

- Students create a mini poster of their favorite celebration:
- Draw a symbol (e.g., a candle, a costume, fireworks).
- Write 2-3 sentences about the celebration.
- Share it with a partner or in front of the class.



Guidelines for the teacher

- Use familiar celebrations for context and connection.
- Guide students with sentence starters (e.g. People eat..., We visit...).
- Offer support through the writing process: brainstorming, drafting, correcting.
- Encourage oral rehearsal before writing to help sentence structure.

Student guidelines

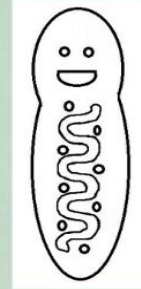
- Think about a celebration you enjoy or know.
- Use the word bank and sentence starters to help you write.
- Don't worry if it's not perfect - your teacher will help you.
- Share your poster and listen to your classmates respectfully.



CELEBRATIONS

1. Read the sentence and color the correct image.

- In Carnival, people wear colorful costumes.
- In Christmas, families decorate a tree.
- In Día de los Difuntos, people prepare colada morada.



2. Cut and paste the words to make the correct sentence.

Cut-out Words:

- people / in / fireworks / July / watch / they / on
- wear / costumes / they / fun / and / have

Write the correct sentence:

a. -----
 b. -----



Celebration	Month	Activity	Food / Tradition
Christmas	December	_____	_____
Día de los Difuntos	_____	_____	_____
Carnival	_____	_____	_____

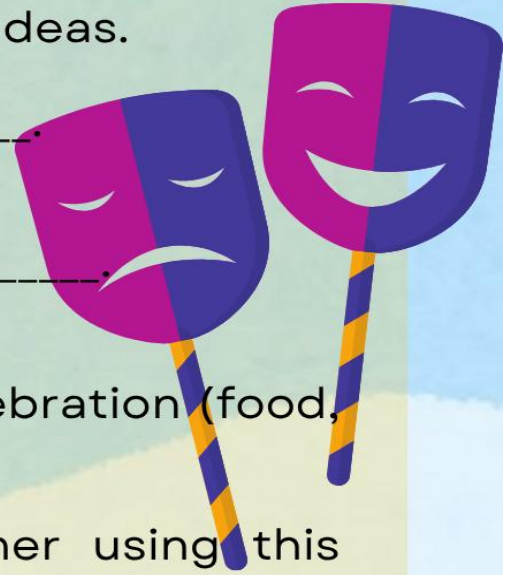




CELEBRATIONS

4. Complete the paragraph using your own ideas.


My favorite celebration is _____.
It is in _____.
People _____.
We _____ with _____.
I like it because _____.

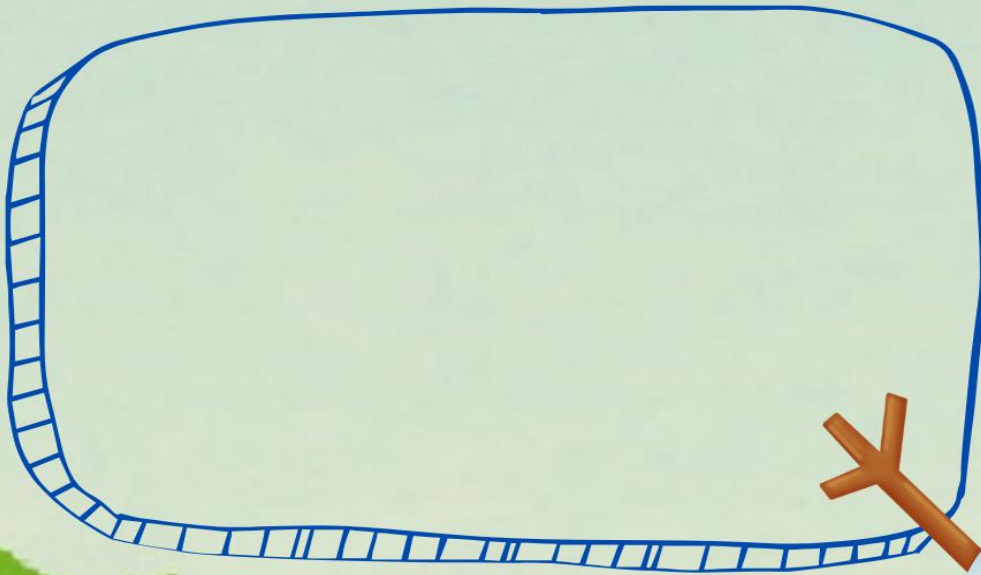


5. Draw something about your favorite celebration (food, activity, or people).

Then, present your drawing to a partner using this sentence:

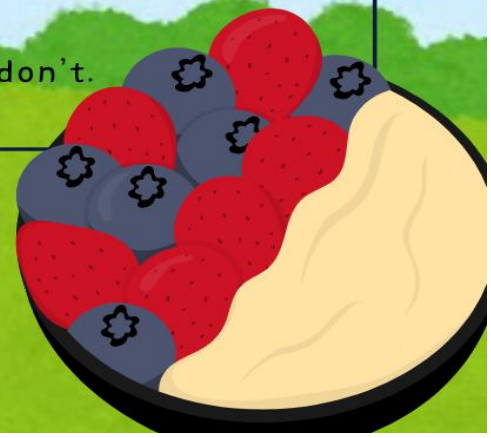
“This is my drawing. It is about _____. We _____.”

 Draw here:



LESSON 4

Topic	Healthy habits
Objective:	Write a short paragraph about healthy and unhealthy habits using “like / don’t like” and basic vocabulary about food and routines.
School Level:	5th grade of General Basic Education
Activity Time:	45 minutes
Grammar:	Like / Don’t like + nouns / verbs
Vocabulary:	Food, drinks, daily habits (e.g., eat fruit, drink water, watch TV)
Materials:	Worksheet, flashcards, short video (optional), sentence frames, word bank
Procedure (Scaffolding-based)	<p>1. Introduction “Healthy or Not?” Movement Game (10 min)</p> <ul style="list-style-type: none"> • Activate prior knowledge through movement and fun —no pictures needed. <p>Instructions:</p> <ul style="list-style-type: none"> • The teacher says habits aloud: “Eat fruit”, “Drink soda”, “Do exercise”, “Eat candy”, etc. • If it’s a healthy habit, students jump. If it’s unhealthy, they squat. • Then ask: “Do you like to eat fruit?” “Do you like to drink soda?” • Model answers: Yes, I do. / No, I don’t.




LESSON 4








2. Developing (25 min)

Step 1: Model Writing Together

- Write a simple paragraph on the board with the students:
- I like to eat vegetables. I like to drink water. I don't like to eat candy. I like to play soccer.
-  Underline verbs and key words. Read it aloud as a class. Use drawings if possible.

Step 2: Guided Writing

Give students a structured writing frame:

-  I like to _____.
-  I like to eat _____.
-  I don't like to _____.
-  I drink _____ every day.
-  My healthy habit is _____.

Then, ask students to combine these into a short paragraph. Support them as needed.

3. Closing - "Mini Presentation: My Family Member" (10 min)

- Students draw their favorite healthy habit.
- Write 2 short sentences below.
- Present to a classmate:
- "This is me. I like to eat bananas. I drink milk every day."

Procedure
(Scaffolding-
based)

Guidelines for the teacher

- Guide step by step with key questions: What do you like? What is good for your health?
- Reinforce correct use of "like" and "don't like" through gestures or examples.
- Read student writing and give positive feedback.

Student guidelines

- Think about what you eat, drink or do every day.
- Use the sample phrases to write about yourself.
- Don't copy—write something real with your teacher's help.
- Share your poster with confidence.

HEALTHY HABITS

1. Match the picture with the correct sentence. Then color each one.

- I like to eat fruit.
- I don't like to drink soda.
- I like to ride my bike.
- I don't like to eat candy.



2. Use the word bank to complete the sentences.

Word Bank: milk – exercise – junk food – vegetables – TV

1. I like to eat _____.
2. I don't like to eat _____.
3. I like to drink _____.
4. I like to _____ every day.
5. I don't like to watch too much _____.





HEALTHY HABITS

3. Check ✓ what you like and ✗ what you don't like.

Check ✓ what you like and ✗ what you don't like.

Activity	✓ / ✗
Eat vegetables	
Drink soda	
Go to bed early	
Eat candy every day	
Drink water	



4. Use the model to write about yourself.

My name is _____.

I like to eat _____ and drink _____.

I don't like to eat _____.

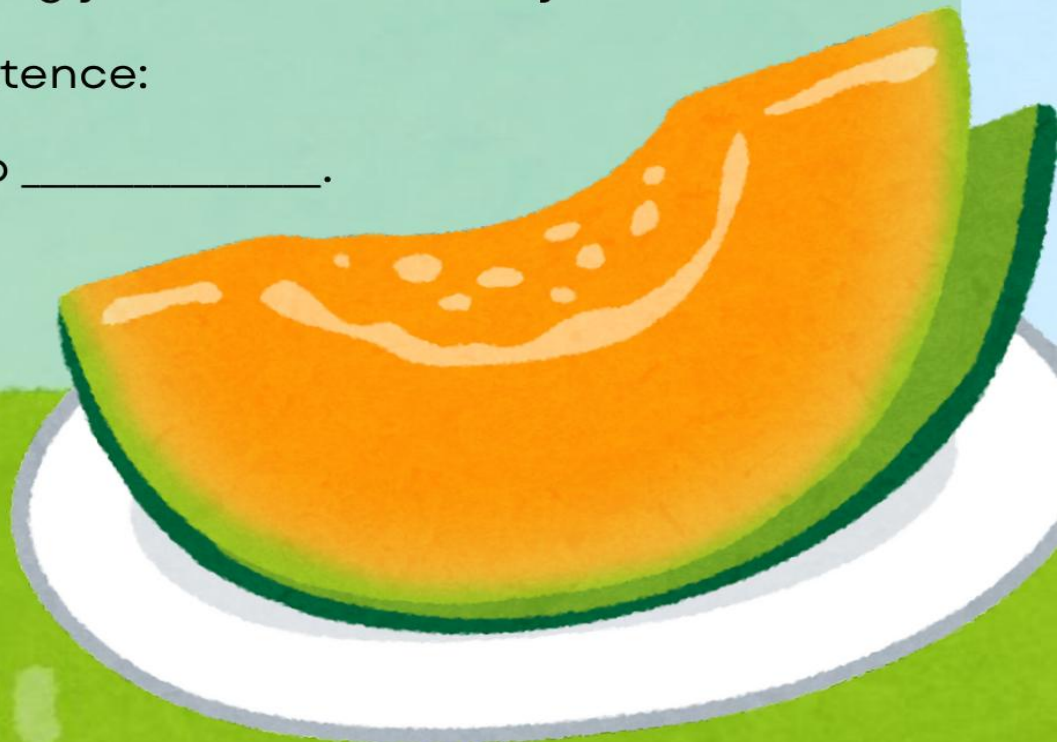
I like to _____ every day.

My healthy habit is _____.

5. Draw yourself doing your favorite healthy habit.

Then write this sentence:

 This is me. I like to _____.



CHAPTER V

5 IMPACTS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Impacts

There are three impacts to analyze

- Linguistic impact
- Academic impact
- Affective impact

Table 8

Numerical Impact Levels

Numerical impact levels
-3 High negative impacts
-2 Medium negative impacts
-1 Low negative impacts
0 No impacts
1 No impacts
2 Medium positive impacts
1 High positive Impact

Taken from: (Posso, 2001, as cited in Córdova y Gualoto, 2022)

Formula to collect results.

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of item}} = \frac{15}{5} = 3$$

Σ = The results of each indicator are added.

5 = Number of indicators included in the table.

5.1.1 Linguistic Impact

Table 9

Academic Impact indicators

	Indicator	Impacts Levels						
		3	2	1	0	1	2	3
1	Increased fluency in writing in English.						X	
2	Significant learning of grammatical structures.							X
3	Expansion of thematic vocabulary in English.						X	
4	Application of basic connectors in texts.						X	
5	Use of scaffolding strategies to facilitate comprehension and written production.							X
	Total						5	8
	Σ							13

Source: Own elaboration

Calculation of the Linguistic Impact Level

$$\frac{\Sigma}{\text{number of item}} = \frac{13}{5} = 2.6$$

Analysis:

The average positive impact (2.6) demonstrates that the activities promote the acquisition of vocabulary, grammar and basic connectors, essential for producing clear and coherent texts. The methodology ensures that students apply these skills in a variety of contexts.

5.1.2 Academic Impact

Table 10

Academic Impact indicators

	Indicator	Impacts Levels					3
		3	2	1	0	1	
1	Improving structured writing in English.						X
2	Development of the ability to organize ideas.						X
3	Application of grammatical knowledge in tasks.						X
4	Increased understanding and use of vocabulary..						X
5	Achievement of writing standards according to CEFR.						X
	Total						10
	Σ						13

Source: Own elaboration

Calculation of the Academic Impact Level

$$\frac{\Sigma}{\text{number of item}} = \frac{13}{5} = 2.6$$

Analysis:

The average positive impact (2.6) reflects that the proposal fosters significant progress in skills essential for writing development. CEFR-aligned objectives and practical tasks ensure a solid academic foundation.

5.1.3 Affective Impact

Table 11

Affective Impact Indicators

Indicator	Impacts Levels						
	3	2	1	0	1	2	3
1 Increased motivation in writing.						X	
2 Building confidence in writing.						X	
3 Enjoyment in performing creative writing tasks.						X	
4 Reduced anxiety when writing in English.						X	
5 Promotion of collaboration in group tasks.							X
Total						8	3
Σ							11

Source: Own elaboration

Calculation of the Affective Impact Level

$$\frac{\Sigma}{\text{number of item}} = \frac{11}{5} = 2.2$$

Analysis

The average positive impact (2.2) highlights that the proposal's personalized and creative activities increase motivation, confidence, and enjoyment in writing. In addition, the inclusion of collaborative tasks fosters a positive learning environment.

5.2 CONCLUSIONS

I can conclude that the fifth-year Basic Education students have not developed writing skills because strategies focused on this skill have not been implemented, and the few that were applied were used incorrectly, which led to negative results.

It is concluded that fifth-year Basic Education students are at an early educational level and therefore require guidance and support from the teacher, who must provide examples and orientation throughout the teaching and learning process.

The teacher plays a fundamental role in student learning, as they are the ones who implement strategies or lesson plans adapted to the students' needs and help create a classroom environment that can either be favorable or unfavorable.

Based on this research, it is concluded that the implementation of strategies in teaching facilitates and promotes student learning, and the scaffolding strategy is closely related to the development of writing skills; therefore, it can be used as a pedagogical tool.

5.3 RECOMMENDATIONS

It is recommended that fifth-grade teachers apply the scaffolding strategy in a gradual, structured, and level-appropriate manner, as an incorrect application may cause frustration or demotivation, whereas proper guidance can significantly enhance the learning of writing skills in English.

It is important that the development of writing receives the same attention as other language skills such as speaking, listening, and reading. From the early years of basic education, written production should be encouraged as an essential part of English language learning.

Teachers are encouraged to maintain a positive and empathetic classroom environment that motivates students to participate without fear. An overly strict or authoritarian attitude may limit children's written expression and negatively affect their confidence in learning.

Finally, it is recommended that educational institutions provide training for their teachers in the use of strategies such as scaffolding. This will enable educators to implement effective methodologies to improve the teaching of writing in the English classroom.

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ANNEXES

Annex 1. Validation of research tools



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

Ibarra, 15 de abril del 2025

Magister
Marcia Mantilla
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "Strategies to develop writing skills in students of 5to año of Educación General Básica at Unidad Educativa Presidente Velasco Ibarra". Previo a del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Kelly Jacqueline Guerrero Ramirez

C.I: 0106131733

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros –
En línea



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR HIGH AUTHORITY AT UNIDAD EDUCATIVA
PRESIDENTE VELASCO IBARRA

Objective. Analyze the importance of strategies to develop writing skills in 5th año of Educación General Básica students at Unidad Educativa Presidente Velasco Ibarra.

1. What is your perspective on learning a second language, such as English, and developing its skills, specifically with students in General Basic Education?

2. Are English teachers trained to implement strategies that promote the development of writing skills in English?

3. Does the educational institution have resources, workshops, books, technologies, or useful tools for teachers to teach English writing skills?

4. Does the institution face any challenges, of any magnitude, when implementing innovative strategies while teaching English writing? If so, what are they?

5. Is the educational institution willing to implement pedagogical strategies to develop English writing skills, thereby achieving efficient results with 5th-grade students?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -
INGLÉS

**INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD
EDUCATIVA PRESIDENTE VELASCO IBARRA**

Objective. Analyze the importance of strategies to develop writing skills in 5th-grade Educación General Básica students at Unidad Educativa Presidente Velasco Ibarra.

1. Please specify if teachers are currently implementing strategies to promote the development of writing skills in English.
2. Do teachers consider the importance of developing writing skills in English when planning their lessons?
3. Do teachers make curricular adaptations aimed at students with specific needs when developing writing skills?
4. How does the use of technology or digital tools influence teaching English writing skills?
5. How does the teacher assess students' performance and progress in developing their writing skills in English?
6. As the English area coordinator, what actions should you adopt or eliminate to ensure students develop writing skills according to their educational level?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Cóherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

**INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA
PRESIDENTE VELASCO IBARRA**

Objective. Analyze the importance of strategies to develop writing skills in 5th-grade Educación General Básica students at Unidad Educativa Presidente Velasco Ibarra.

1. Do you consider it necessary to implement strategies that promote the development of writing skills in English with your students?
2. Do you currently use methodological strategies that stimulate the development of this skill? Which ones?
3. As a teacher, have you identified any difficulties your students face in developing their writing skills? What are they?
4. Do you consider yourself a teacher who incorporates technology as a tool to develop writing skills in your students?
5. Have you received any training that guides you on the importance of implementing strategies in the teaching-learning process of a second language?
6. What suggestions or recommendations could you offer to implement more effective strategies to develop writing skills in English for the 5th EGB?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE
EDUCACIÓN BÁSICA SUPERIOR LA UNIDAD EDUCATIVA
PRESIDENTE VELASCO IBARRA

Objective: Analyze the importance of strategies to develop writing skills in 5th-grade Educación General Básica students at Unidad Educativa Presidente Velasco Ibarra.

Instructions: Please, dear student of the Presidente Velasco Ibarra Educational Unit, answer with an X and with total sincerity the following questions related to the methodological strategies applied to develop writing skills, which will help us to elaborate an alternative proposal about this topic.

The following survey was taken from the UTN repository, (Burbano & Soraya, 2009)

QUESTIONNAIRE

1.- Aplica su profesor de Inglés estrategias metodológicas cuando le enseña a escribir párrafos, textos, composiciones?

___ Siempre

___ Frecuentemente

___ Rara vez

___ Nunca

2.- Cuáles son las estrategias metodológicas que más utiliza su profesor?

a.-

b.-

c.-

d.-

e.-

f.-

3.- Está en capacidad de escribir sus ideas en Inglés?

___ Siempre

___ Frecuentemente

___ Rara vez

___ Nunca

4.- Piensa que el aprendizaje de la gramática es importante para desarrollar la destreza de escribir?

Si___ No___

¿Por que?.....

.....

5.- Utiliza su profesor algún material didáctico para desarrollar la enseñanza de la escritura?

___ Siempre

___ Frecuentemente

___ Rara vez

___ Nunca

6.- Considera usted que el aprendizaje de la escritura es de igual importancia que las demás destrezas? (hablar, escuchar, leer)

Si___ No___

¿Por qué?.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			

Firma del Evaluador
C.C.: 1711539690

Marcia Mantilla
Firmado digitalmente por Marcia Mantilla
Fecha: 2025.04.16
08:41:34 -05'00'

Apellidos y nombres completos	Mantilla Guerra Marcia Lucía
Título académico	Mgs. en Lingüística Aplicada Mgs. En Docencia Universitaria
Institución de Educación Superior	Universidad Técnica del Norte

Correo electrónico	mimantilla@utn.edu.ec
Teléfono	0983014909
Fecha de envío para la evaluación del experto:	15.04.25
Fecha de revisión del experto:	16.04.25

Annex 2. Formal request submitted to the rector requesting approval to apply research instruments.

Ibarra, 05 de junio del 2025

Doctora
Alexandra Terán Portelles
RECTORA DE LA UNIDAD EDUCATIVA "PRESIDENTE VELASCO IBARRA"
Presente.

De mi consideración:

Reciba un atento y cordial saludo, y a la vez deseándole éxitos en su gestión administrativa.

Yo Kelly Jacqueline Guerrero Ramirez, con CI. 0106131733 y estudiante de noveno semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica del Norte. Actualmente, me encuentro desarrollando mi tesis titulada "Strategies to Develop Writing Skills in Students of 5to Año of Educación General Básica at Unidad Educativa Presidente Velasco Ibarra".

En este contexto, solicito respetuosamente su autorización para realizar una encuesta a los estudiantes del paralelo 5to "A" de Educación General Básica. Esta actividad tiene como objetivo recopilar información valiosa que contribuirá al desarrollo de mi investigación y, en última instancia, beneficiará tanto a los estudiantes como a la comunidad educativa.

Agradezco de antemano su apoyo en este proceso formativo. Estoy a disposición para coordinar detalles o solventar cualquier inquietud que pueda surgir respecto a la actividad planteada.

Quedo atenta a su pronta respuesta y reitero mi compromiso con los valores y normativas de la institución.

Atentamente,


Srta.-Kelly Guerrero
Estudiante de la Universidad Técnica del Norte


Se autoriza
1003363478.

Annex 3. Formal request to parents to have their children surveyed

Ibarra, 05 de junio del 2025

Estimados Padres de Familia del 5to Año paralelo "A"
Unidad Educativa "Presidente Velasco Ibarra"

De mi consideración:

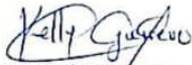
Reciban un cordial saludo. Mi nombre es Kelly Guerrero, estudiante del noveno semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica del Norte. Actualmente, me encuentro desarrollando mi tesis, con el tema "Strategies to Develop Writing Skills in Students of 5to Año of Educación General Básica at Unidad Educativa Presidente Velasco Ibarra". (*Estrategias para desarrollar habilidades de escritura en alumnos de 5to Año de Educación General Básica de la Unidad Educativa Presidente Velasco Ibarra*).

Para lo cual me gustaría contar con la valiosa participación de los estudiantes de 5to Año "A" mediante la realización de una encuesta breve y sencilla. Esta actividad permitirá recopilar información relevante que contribuirá al desarrollo de estrategias innovadoras para fortalecer las habilidades de escritura en el idioma inglés. La información recopilada será tratada de manera confidencial y utilizada exclusivamente con fines académicos. Asimismo, se garantizará el respeto y bienestar de los niños durante todo el proceso.

Agradecería enormemente su autorización para que su representado/a pueda participar en esta actividad. En caso de estar de acuerdo, por favor firme la parte inferior de este documento y envíelo con su hijo/a el día **lunes 09 de junio**.

Agradezco de antemano su apoyo y colaboración en esta etapa tan importante de mi formación académica. Para cualquier consulta o aclaración, estoy a su disposición para solventar cualquier inquietud.

Atentamente,



Srta. Kelly Guerrero

Estudiante de la Universidad Técnica del Norte

Autorización

Yo, Rehy Boco, autorizo a mi hijo/a Ornella Samantha para participar en la encuesta que forma parte de la investigación titulada "Strategies to Develop Writing Skills in Students of 5to Año of Educación General Básica at Unidad Educativa Presidente Velasco Ibarra".

Firma: 

Cédula: 100000313-9

Appendix 4. Interview with high authority at Unidad Educativa Presidente Velasco Ibarra

INTERVIEW FORMAT FOR HIGH AUTHORITY AT UNIDAD EDUCATIVA PRESIDENTE VELASCO IBARRA

Objective. Analyze the importance of strategies to develop the writing skills in 5th año of Educación General Básica students at Unidad Educativa Presidente Velasco Ibarra.

Kelly Guerrero: Buenos días, Dra. Terán. Mi nombre es Kelly Guerrero y actualmente me encuentro desarrollando mi tesis sobre el uso de estrategias para desarrollar la escritura en inglés. Agradezco mucho su tiempo y colaboración. ¿Le puedo hacer unas preguntas relacionadas con este tema?

Dra. Alexandra Terán: Muy buenos días, Kelly. Claro que sí, será un gusto poder ayudar en lo que necesites.

Kelly Guerrero: ¿Cuál es su perspectiva sobre el aprendizaje de un segundo idioma, como el inglés, y el desarrollo de sus habilidades, específicamente con estudiantes de Educación General Básica?

Dra. Alexandra Terán: Creo que es muy importante que los niños aprendan un segundo idioma desde temprana edad, especialmente el inglés, porque es un idioma que se utiliza ampliamente en todo el mundo. Aprender inglés les abre más oportunidades en el futuro y les ayuda a comunicarse con personas de otros países. En esta etapa básica, se puede aprovechar mejor su capacidad de aprendizaje.

Kelly Guerrero: ¿Están los docentes de inglés capacitados para implementar estrategias que promuevan el desarrollo de habilidades de escritura en inglés?

Dra. Alexandra Terán: Sí, nuestros docentes han recibido capacitación, y muchos de ellos están en constante formación. Siempre están buscando nuevas estrategias para enseñar de forma más efectiva, ya que a veces es más difícil para los niños escribir en inglés. Por eso seguimos aprendiendo y manteniéndonos actualizados.

Kelly Guerrero: ¿Cuenta la institución educativa con recursos, talleres, libros, tecnologías u otras herramientas útiles para que los docentes enseñen habilidades de escritura en inglés?

Dra. Alexandra Terán: Contamos con algunos recursos como guías y acceso al laboratorio, donde tenemos un proyector. Sin embargo, sabemos que aún hay cosas por mejorar. Nos gustaría tener más talleres y herramientas digitales que ayuden a los docentes a trabajar mejor con los estudiantes, especialmente en la escritura.

Kelly Guerrero: ¿Enfrenta la institución educativa algún tipo de desafío al implementar estrategias innovadoras para la enseñanza de la escritura en inglés? Si es así, ¿cuáles son?

Dra. Alexandra Terán: Sí, como toda institución educativa, enfrentamos algunos desafíos. A veces no contamos con todos los materiales necesarios, o el tiempo es limitado para aplicar nuevas metodologías. Además, algunos estudiantes necesitan más apoyo porque tienen diferentes niveles de aprendizaje. Sin embargo, hacemos nuestro mejor esfuerzo para adaptarnos.

Kelly Guerrero: ¿Está la institución educativa dispuesta a implementar estrategias pedagógicas para desarrollar habilidades de escritura en inglés, logrando así resultados eficientes con los estudiantes de quinto grado?

Dra. Alexandra Terán: Sí, por supuesto. Siempre estamos abiertos a nuevas propuestas que beneficien a nuestros estudiantes. Si hay estrategias que pueden mejorar la enseñanza y los resultados en la escritura en inglés, estamos dispuestos a implementarlas con el compromiso total de toda la comunidad educativa.

Kelly Guerrero: Estimada rectora muchas gracias por su tiempo y colaboración.

Appendix 5. Interview with the English Area Coordinator

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA PRESIDENTE VELASCO IBARRA

Objective. Analyze the importance of strategies to develop the writing skills in 5th grade Educación General Básica students at Unidad Educativa Presidente Velasco Ibarra.

- 1. Please specify if teachers are currently implementing strategies to promote the development of writing skills in English.**

Msc. Anita Obando: For now, the teachers have been fully focused on the development of reading. They have been using strategies to help children better understand what they read. We know that writing is also very important, so we are starting to think about ways to gradually include it later on.

- 2. Do teachers consider the importance of developing writing skills in English when planning their lessons?**

Msc. Anita Obando: At this moment, most of the activities that have been carried out have focused on strengthening other skills. But we have already discussed that we also need to work on writing, because it is a key part of language learning. We are encouraging teachers to start including writing exercises, even if they are small.

- 3. Do teachers make curricular adaptations aimed at students with specific needs when developing writing skills?**

Msc. Anita Obando: Since writing hasn't been worked on much yet, we haven't made many adaptations in that area. However, adaptations are generally made when a student needs them. Teachers are attentive and always try to help, so once we start working more on writing, those necessary adjustments will also be made.

4. How does the use of technology or digital tools influence teaching English writing skills?

Msc. Anita Obando: Technology is a great help. Although up to now it has been used mostly to project readings and show videos that support topic comprehension, it can also be very useful for teaching writing. There are programs and games where children can write words or sentences and learn through play. We want to make more use of those tools in the future.

5. How does the teacher assess students' performance and progress in developing their writing skills in English?

Msc. Anita Obando: At the moment, there hasn't been an in-depth evaluation of writing because it hasn't been a priority. But when children write something in class, such as copying sentences or answering questions, teachers check their work and correct them patiently. Little by little, we want to improve in this area.

6. As the English area coordinator, what actions should you adopt or eliminate to ensure students develop writing skills according to their educational level?

Msc. Anita Obando: I believe the first step is to support teachers with new ideas and materials so they can teach writing in a simple way. We don't want to change everything all at once, but rather take it step by step. We also need to encourage children to write without being afraid of making mistakes. And something important: to maintain a positive attitude and not demand too much at the beginning. The idea is for children to enjoy learning.

THANK YOU FOR YOUR COOPERATION

Appendix 6. Interview with the 5th Grade English Teacher

INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA PRESIDENTE VELASCO IBARRA

Objective. Analyze the importance of strategies to develop the writing skills in 5th grade Educación General Básica students at Unidad Educativa Presidente Velasco Ibarra.

1. Do you consider it necessary to implement strategies that promote the development of writing skills in English with your students?

Msc. Fernanda Cando: Yes, absolutely. I believe it's very necessary to work more on writing in English. Children need to practice not only reading and speaking, but also writing. That way, they learn to express their ideas better and feel more confident with the language.

2. Do you currently use methodological strategies that stimulate the development of this skill? Which ones?

Msc. Fernanda Cando: I consider that other skills are more essential in the early grades, which is why I've focused on those. For example, I take the students to the lab to read texts on the computer and answer questions, or we also watch educational videos in English. Sometimes I also give them worksheets with vocabulary and questions because they don't have a textbook. But I recognize that we haven't practiced writing itself very much yet.

3. As a teacher, have you identified any difficulties your students face in developing their writing skills? What are they?

Msc. Fernanda Cando: Yes, I've noticed that many students have a limited English vocabulary. It's also hard for them to write complete sentences because they sometimes think in Spanish and translate it incorrectly. Some of them are afraid of making mistakes and don't want to write. They lack practice and confidence.

4. Do you consider yourself a teacher who incorporates technology as a tool to develop the writing skills in your students?

Msc. Fernanda Cando: I use technology more for reading or listening to English. We go to the lab and there they use the computer to read texts or watch videos. But I would like to start using technology more for writing too, for example, with games or activities where they can write words or sentences.

5. Have you received any training that guides you on the importance of implementing strategies in the teaching-learning process of a second language?

Msc. Fernanda Cando: Yes, I've had some general training on teaching English. They've been useful, but they haven't focused much on writing. I'd like to have more workshops or specific ideas to work on this skill with children.

6. What suggestions or recommendations could you offer to implement more effective strategies to develop the writing skills in English for the 5th EGB?

Msc. Fernanda Cando: I think we could start with very simple activities, like writing short sentences or small paragraphs with support. It would also be good to have more visual materials, games, or digital activities where children feel encouraged to write without pressure. And little by little, they can improve. The idea is for them to learn by writing about things they like or are interested in.

THANK YOU FOR YOUR COOPERATION

Appendix 7. Student Survey

