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FOREIGN LANGUAGE

TOPIC: EFFECTIVE TEACHING STRATEGIES FOR SKILL IMPROVEMENT OF ENGLISH

LANGUAGE WRITING IN UNIVERSITY STUDENTS

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Approval of the director of the degree work

I, **Ninfa Sofia Guevara Peñaranda,** in my capacity as director of the degree project prepared by **Joselyn Micaela Gaona León** and **Byron Damian Renteria Alcivar** whose topic is **Effective Teaching Strategies for Skill Improvement of English Language Writing in University Students** which contributes to the line of research Education, Culture, Technology, and Innovation for Society before obtaining the Degree **Master in Pedagogy of English as a Foreign Language**, I consider that it meets the requirements and merits, so I APPROVE, so that the work is enabled to continue with the process of qualification of the Research of the State University of Milagro.

Milagro, 1 March 2024.

Mag. Ninfa Sofia Guevara Peñaranda
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Abstract

This study examines the difficulties university students encounter in writing activities in English to apply effective teaching strategies to improve this competence in the second semester of the Pedagogy in National and Foreign Languages degree at the Technical University of Machala (UTMACH). The specific objectives include identifying writing difficulties, exploring new teaching strategies, comparing the results before and after the intervention, and evaluating the teaching strategies' effectiveness.

In this context, a non-experimental, purposive, quantitative approach is employed, using purposive sampling and data collection techniques such as surveys, document analysis, and record review. The age demographic of the individuals involved in the study ranges between 18 and 25 years. They participated in learner-centered, contextualized, and interactive English lessons focusing on 'Food' and demonstrated significant progress in their writing proficiency. Diagnostic assessments and post-tests revealed significant progress in writing skills, including grammar, structure, and coherence. Integrating technology in English classes provided additional opportunities for independent learning and improvement of language skills.

In conclusion, this study highlights the effectiveness of specific teaching strategies in improving writing skills and emphasizes the importance of fostering students' confidence and active engagement. It highlights the need for educators to adapt teaching approaches to learners' needs, using technology to provide meaningful practice and timely feedback, contributing to students' mastery of writing skills.

Keywords: teaching strategies, writing skills, university students.

Table of contents

List of charts

List of pictures

CHAPTER I: INTRODUCTION

For various reasons, English is currently one of the most commonly spoken languages worldwide. "In many multilingual situations, people use a mix of languages naturally and smoothly to communicate, known as translanguaging" (Patel, 2023, p. 439). This is why the teaching of English has increased significantly across the globe in recent years. However, despite the growing popularity of this language, there is still a lack of skills to master it fully. These skills include production, oral and written expression, receptive, listening, and reading comprehension.

For some students, finding and applying effective teaching methods can become a long and complex process they may deem unnecessary. It is essential to understand that different students have unique learning styles. Some students learn better through visual aids, while others prefer hands-on experience. Effective teaching methods should cater to students' diverse learning needs, ensuring they better understand and retain the information. This process involves identifying the optimal teaching strategies, experimenting with different techniques, and adapting to student feedback. By doing so, educators can create a conducive learning environment that fosters academic growth and development for all students. It is decisive to master English at a basic level to communicate effectively with people from any culture or country, which requires proficiency in all four language skills.

Writing is a skill that allows the student to think about the writing while typing the idea on paper or a keyboard. It is the process in which the student develops, comprehends, and understands the language they are learning. This is why they must develop and improve their ability to avoid making mistakes when writing their ideas. Several aspects contribute to the challenges faced by students in improving their writing ability. Firstly, they often lack the most important writing skills for academic success. Many students join the tertiary level with very

limited experience in formal writing, having been exposed to informal writing styles at the beginning of their university careers.

Secondly, the complexity of academic writing poses a significant difficulty for many students. Academic writing requires students to adhere to standards, such as proper citation and formatting, which can be overwhelming for those unfamiliar with these rules. Additionally, these are skills that many students need to develop.

Furthermore, the growth of digital communication has profoundly impacted writing skills. The influence of social media, texting, and other digital platforms has led to the proliferation of informal writing styles characterized by abbreviations and emoticons. This shift has made it challenging for students.

Despite these challenges, a growing research investigation suggests that effective strategies and interventions can significantly improve writing among university students. These strategies include providing targeted feedback, incorporating writing workshops, and integrating writing instruction across the different curriculums. Targeted feedback is necessary in improving students' writing skills by providing feedback on their writing and helping students identify areas for improvement. Writing workshops and review sessions also offer valuable opportunities for students to receive peer feedback and engage in collaborative learning experiences.

Integrating writing instruction across the curriculum is an excellent way to improve writing proficiency among university students. By incorporating writing assignments into different courses, instructors could help students see the relevance of writing across disciplines and reinforce their professional contexts.

While many university students face challenges in improving their writing skills, practical strategies and interventions can significantly enhance writing proficiency.

In this research project, we will review the most essential and practical strategies to improve the learning process in the use of writing at an academic and professional level, with the help of tests, comparisons, and analysis of results to validate that these strategies offer a successful result or a notable improvement in the writing ability of second-semester students of the University of Machala. The authors of this study have identified a series of difficulties met by university students when carrying out writing activities in English.

The difficulties include inaccuracies in countable and uncountable nouns, articles, and adjectives, confusion in verb tenses, the omission of punctuation marks, and a lack of motivation and creativity in writing their texts.

Today, many of these students experience these difficulties when writing in English, affecting their communication ability. These difficulties are reflected in the production of texts, which may contain grammatical errors, confusion in sentence structure, and lack of clarity in written communication.

As a result of the above, the following **research question** arises: What teaching strategies can improve the writing skills in English of the second-semester students of the degree of Pedagogy of National and Foreign Languages at UTMACH?

In this context, **the general objective** of the research is to apply effective teaching strategies to improve students' English writing skills.

The study approach is non-experimental and adopts a quantitative perspective of a purposive nature, using a purposive sampling strategy. Research techniques will include survey, document, and record analysis.

The **specific objectives** of this research are:

- To identify the difficulties in English writing, face in the second semester of the Pedagogy of National and Foreign Languages degree course at UTMACH.

- To explore and provide a theoretical basis for the teaching strategies currently used in teaching English as a foreign language.

- To implement new teaching strategies focused specifically on improving the study approach is non-experimental and adopts a quantitative perspective of a purposive nature, using a purposive sampling strategy. Research techniques will include survey, document, and record analysis.

- To compare the results obtained before and after implementing the new strategies to determine their effectiveness in improving the English writing skills of university students.

- To evaluate the effectiveness of the current teaching strategies in addressing the identified difficulties in the English writing skills of university students.

These specific objectives address the different aspects necessary to investigate and develop effective teaching strategies to improve the English writing skills of university students in the context of English language learning.

This study focuses on university students in the second semester of the Pedagogy of National and Foreign Languages course at the Technical University of Machala (UTMACH), aged between 18 and 25 years.

The importance of this study lies in implementing teaching strategies focused on improving the writing skills of university students. These strategies, in addition to improving language skills through different activities, foster confidence, creativity, and commitment to the learning process on the part of the students.

The present study is divided as follows: it begins with an introduction explaining the theoretical design of the research, followed by a first chapter setting out the theoretical foundations relevant to the study. The second chapter then describes the methodological framework, including the type of research, methods, and techniques used for data collection. A discussion of the results follows this, and finally, the research work is concluded with the presentation of conclusions and recommendations.

CHAPTER II: THEORETICAL FRAMEWORK

English language learning

At the educational level, English language learning has been incorporated into the national curricular project. It is important to note that when we refer to "English," we specifically address learning a foreign language, distinct from a person's first language acquired during their early years. The first language of a student is the language that they use in daily communication. Learning English is a fascinating journey beyond learning the structures and rules of the new language's grammar. It also immerses students in a transformative experience encompassing communication, culture, and global interconnectedness. English becomes a bridge that connects people from diverse cultures and origins. Mastering a language requires confidently articulating their thoughts, effectively exchanging ideas, and adeptly comprehending communication in various contexts. "English is the most used language worldwide" (Rao, 2019, p. 65).

Embarking on a journey towards achieving a goal requires two fundamental virtues - patience and persistence. Without them, the path toward success may seem arduous and overwhelming. However, when we persevere with patience and determination, we can overcome any obstacle that comes our way and emerge victorious. Learning a new language involves facing challenges, overcoming shyness when speaking, and assimilating new structures and sounds. However, every mistake becomes a learning opportunity, and every achievement, no matter how small, marks an advance in English mastery. Learning English becomes a gateway to educational and professional opportunities. It becomes an invaluable asset in a globalized world, where the ability to communicate in English opens doors to new job possibilities, academic experiences, and international collaborations. Mastery of English is a valuable skill for personal and professional growth.

Learning a new language typically occurs in a classroom setting, where various activities are conducted to encourage the controlled use of the new language. Although the time spent in the classroom is limited, many students are able to achieve a high level of proficiency in using the English language. Students can learn, correct, and improve within their educational training institutions. However, this holds back the advancement and practice of the language because, outside their studies, they return to the everyday use of the native language, leaving aside the continuous learning of the new language. When talking about learning a new language, we always think that learning takes place at an early age, and the moral of this is that the sooner, the better. In this way, each child's learning potential is taken advantage of through interaction activities that encourage learning and practice of the topics of the new language.

English language skills

"The motivation to learn a foreign language is a complex process" (Fandiño, 2020, p. 1); it involves constantly developing four required skills: speaking, listening, reading, and writing. We will review in detail how the learning of each of the skills influences the process of acquiring the new language. Dafei (2007) states that "effective communication depends on complex procedure of skills that develop the use; and that language learning depends on language use, students who appreciate a substantial level of social independence in their educational setting should discover it more straightforward than otherwise to proficiently grasp the complete spectrum of conversational responsibilities crucial for successful impromptu interaction" (p. 55). English has become a powerful tool that transcends borders and connects people from diverse backgrounds. Proficiency in English skills is increasingly recognized as a valuable asset in the contemporary world, offering individuals numerous advantages in communication, education, career opportunities, and cultural exchange.

Proficiently mastering the English language skills yields numerous benefits across diverse fields, as illustrated in Table 1.

Table 1

Settings for employing the English language

Areas	Reasons (Why/how)
Interaction	To enable individuals from different linguistic backgrounds To promote fluid communication To cultivate comprehension and collaboration To enhance interpersonal connections
Learning/Teaching	It is the prevailing language in academia It is the means of teaching and dissemination Students aim to attain further academic qualifications
Job prospects	It is a prerequisite for some professions Multinational corporations use English as their primary language Jobseekers could have a competitive edge. Workers could navigate international markets, collaborate in diverse teams, Communicate effectively with clients and stakeholders. People can apply for industries with technology, finance, and science.
Knowledge access	The majority of information available on the Internet is in English. To enable individuals to access a wealth of knowledge and resources To research, develop programs, and update systems
Cultural interchange	Literature, films, music, and other forms of artistic expression are often shared and appreciated globally in English.

	To foster mutual understanding and appreciation
	To connect on a deeper level across cultural boundaries

Note: This table describes the different environments in which the learned language can be applied.

Development of Speaking Skills

English language acquisition is not limited to memorizing vocabulary and grammatical rules. To truly master this global language, it is essential to recognize the significant need for strong speaking skills. Speech is a direct manifestation of language proficiency essential to effective communication in various contexts. Speaking skill is not simply about pronouncing words correctly; It is a complex process that encompasses the clear expression of ideas, understanding linguistic nuances, and adapting to different communicative situations. In the process of learning English, developing this skill improves the ability to communicate, and enriches the individual's linguistic experience.

Leong (2017) believed that "the main aspect of speaking is its intrinsic connection to confidence and self-expression" (p. 2). Often, shyness and anxiety hinder progress in this skill, creating barriers that limit communicative interactions. However, overcoming these challenges is possible and essential for proper language development. Constant practice, exposure to English-speaking environments, and building self-confidence are key elements in overcoming these barriers.

Technological Integration and multimedia resources have revolutionized the way we approach speaking development. Interactive mobile applications, online platforms, and specialized software offer practical opportunities for continuous improvement. These resources allow autonomous practice and facilitate the simulation of real-life situations, preparing English learners to face varied communicative contexts. Constructive feedback is an essential component on the path to speaking mastery. Educators are significant in providing targeted

feedback on fluency, intonation, and clarity of expression, going beyond mere grammatical accuracy. This response improves language skills and strengthens the student's self-awareness of their strengths and areas for improvement.

Practice in collaborative and authentic contexts is another cornerstone in the development of speaking. Participating in group conversations, debates, and collective endeavors improves the ability to express oneself and fosters linguistic Open-mindedness and Intercultural Comprehension. These experiences are challenging in language learning and contribute to developing valuable social skills. Speaking is not simply an isolated skill in learning English; It is the common thread that integrally weaves linguistic competence. From overcoming anxiety to integrating educational technologies and actively participating in real-world contexts, the successful development of this skill transforms how we communicate in English and enriches our experience as learners of this global language.

"Speaking mastery is not just an academic achievement. Many language learners find it difficult to express themselves in spoken language. They generally face problems using a foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find suitable words and expressions" (Leong, 2017, p. 193).

Development of Listening Skills

One of the fundamental skills often underestimated but essential is listening. This learning component involves the ability to perceive sounds and extends to understanding linguistic nuances, diverse accents, and the cultural context in which communication is framed. The importance of listening lies in its key role as a facilitator of effective communication; when this skill is mastered, a door to authentic understanding is unlocked, allowing one to interpret the words and capture the emotions, tone, and subtleties that shape the message.

Understanding and adapting to different accents and speaking styles is more common than ever.

Improving listening goes beyond being exposed to the language. It involves active practice of listening, discerning, and interpreting. Using Legitimate Materials, such as television shows, podcasts, and real conversations, provides valuable exposure to the linguistic variations of English. This approach goes beyond conventional teaching and immerses the learner in the richness of the language in its natural context.

Technology has proven to be an invaluable ally in improving listening. Tools like language learning apps, audio platforms, and voice recognition software offer practical opportunities to hone this skill in a personalized way. In addition, artificial intelligence makes it possible to simulate real-life situations, facilitating exposure to various accents and speaking styles.

Deliberate listening practice improves the ability to understand the language and enriches cultural competence. Exposure to different accents is a linguistic lesson and a window into diverse ways of life. However, the path to listening mastery is challenging. Speed of speech, presence of slang, and variation in intonation can pose obstacles to learning. Regular practice, patience, and continued exposure are essential to overcoming these challenges and cultivating robust listening skills.

Listening is more than the ability to hear words; It is the ability to decipher meanings, capture emotions, and immerse in the authentic experience of the English language. From active practice to integrating educational technologies, listening improves language skills, opens doors to new cultural perspectives, and strengthens the connection with the English language in its most authentic and vibrant form. Sharpening this skill, we do not just hear words; We listen to stories, emotions, and the pulse of the language we are learning.

"Listening is a vital skill that provides the basis for successful communication and a prosperous professional career. Effective listening skills enhance learning and adapting new information, knowledge, and skills" (Liubinienė, 2009, p. 5).

Writing Skill Development

Learning English is woven with threads beyond mere oral comprehension and reading; It extends to the ability to express oneself through writing or writing. This skill involves the ability to put ideas on paper and becomes a powerful tool for the English learner's effective communication, self-expression, and cognitive development. Writing goes beyond the mechanical transcription of words; It is a reflective process that requires the structuring of ideas, the precise choice of vocabulary, and attention to grammatical subtleties. By developing the skill of writing, the learner improves their competence in the language and strengthens their ability to organize and communicate thoughts coherently.

One of the fundamental advantages of writing is its ability to become a lasting form of communication. Through writing, learners can articulate their thoughts more precisely and thoughtfully than in oral communication. This form of expression allows for careful review and editing, cultivating skills that transcend the linguistic realm. Writing is a communication tool that can be considered as a vehicle for self-expression and exploration of creativity. The English learner can discover and refine her unique voice in the language by tackling written challenges, such as writing essays, stories, or even formal emails. Writing becomes an art form, a manifestation of individuality and the ability to tell stories.

Some societies of teachers who teach English believe that the support of technological and modern tools has also taken writing to new heights, providing digital tools that facilitate the writing process and offer opportunities for collaboration and instant input. Online platforms, advanced word processors, and interactive resources have transformed writing into a dynamic and participatory experience. However, the development of writing skills is not without challenges. The language barrier, precise word choice, and structural coherence can be obstacles to overcome. Constant practice, constructive reaction, and active reading are essential to perfecting this skill.

Writing is not simply an academic task; It is a tool to forge connections, express thoughts, and leave a lasting mark on the English language world. From structuring essays to creating captivating stories, writing enriches linguistic competence and becomes a means of self-affirmation and creative exploration. Through the pen, the learner acquires linguistic skills; he becomes a skilled narrator of his own story on the vast canvas of the English language. "Writing well is a major cognitive challenge because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory" (Kellog, 2007, p. 237).

Riddell (2015) wrote in his book "Teaching English as a Foreign Language that many students need writing skills much less than they need any of the others, and if they are studying General English in their own country, then their interest in writing lessons may be minimal. Even if they are studying in an English-speaking country, there is often limited value for them in doing the writing" (p. 14).

Reading Skill Development

Reading is an activity, and a gateway to literary worlds that enrich the vocabulary, cultural understanding, and cognitive skills of the English learner. Reading goes beyond the literal interpretation of words; It is an interpretive act that allows the reader to explore new ideas, perspectives, and realities. By confronting diverse texts, from novels to academic articles, English learners expand their knowledge of the language and immerse themselves in the complexities of English-speaking culture. Literature, in all its forms, becomes a window to the richness and diversity of English. Exposure to different genres, styles, and historical periods improves linguistic competence and fosters aesthetic appreciation and understanding of the evolution of language over time. Literature teaches grammar and vocabulary and offers a unique insight into society and human psychology.

As an intellectually challenging activity, reading cultivates critical and analytical skills in the learner. The interpretation of texts is not limited to superficial understanding; it involves

analyzing narrative structures, identifying underlying themes, and evaluating arguments presentation. These skills benefit English proficiency and translate into valuable cognitive aptitude. Technology has taken reading to new dimensions, offering access to an infinite range of online resources, from e-books to academic articles and blogs. The availability of digital content facilitates access to various sources and provides interactive tools, such as online dictionaries and translation features, that enhance the reading experience and vocabulary learning.

However, the challenge lies in choosing relevant and stimulating readings. The variety of difficulty levels, genres, and styles allows the learner to personalize their reading experience according to their interests and level of proficiency. Additionally, constant reading practice improves fluency and increases reading speed and information retention. Reading is revealed as a cornerstone in learning English. Beyond being an academic activity, it is a means to explore, learn and grow. From classic literature to contemporary digital media, reading improves language skills, in addition to enrich the mind and soul of the learner. Navigating literary worlds becomes a journey that transcends the classroom, transforming the English learner into a skilled explorer of the wonders and mysteries of the English language.

"Reading processes depend on the language of the reader and the writing system that encodes that language. The units of the writing system are converted into mental representations" (Perfetti, 1999, p. 167).

English Language Learning in University Students

University students are bound to study the English language as part of their academic requirements; however, it is not simply an academic requirement. It is an essential tool that opens doors to global opportunities and fosters cultural enrichment that transcends the boundaries of the classroom. This process involves the acquisition of language skills, and also the development of key competencies that impact higher education and beyond.

In this contemporary era of technology, countless individuals globally are subscribers to mobile phones. An examination of the literature reveals the utilization of cellular devices in various educational and societal contexts, including eateries, public transit, cinemas, thoroughfares, and lecture halls.

One of the challenges inherent to learning English in the university setting is the diversity of proficiency levels among students. Some may enter the academic environment with advanced skills, while others may be taking their first steps in the language. This variability presents the opportunity to foster an inclusive and collaborative learning environment where students can learn from each other and overcome barriers together. English in the university context is a tool for everyday communication; It is an important skill for accessing and making the most of academic resources. Reading specialized texts, writing academic essays, and participating in debates and presentations in English become fundamental components of the university experience. Developing these skills improves language proficiency and strengthens the student's ability to actively and critically participate in the academic environment.

The globalization of higher education has made English the primary language of academic research and collaboration. English-dominant students have access to various academic resources, publications, and research opportunities that can significantly influence their career paths. The ability to communicate effectively in English becomes a competitive advantage considered as an essential tool for participating in international academic communities.

Learning English in university is a preparation for academic and professional life, it is an immersion in linguistic and cultural diversity. Interaction with peers from different countries and exposure to diverse forms of expression in English contribute to a deeper and richer understanding of the language. This cultural exchange forms global citizens and fosters empathy and openness to diverse perspectives. Learning English in university is a process that goes beyond classrooms and exams. It invests in academic growth, professional mobility, and

global connection. The acquisition of language skills is a requirement for unlimited opportunities that enrich the university experience and prepare students to face an increasingly interconnected world.

The current reality of teaching English in higher education in Ecuador

Some students from the South State University of Manabi (2020) mentioned in an article they published that "in Ecuador, the public education system implemented a specific curriculum for the foreign language from second to seventh grade of basic general education, spanning elementary and middle school levels. This was established by the Ministry of Education in the Curricular Reform dated December 17, February 2016" (p. 75). The School of Languages at the University of the Americas (2016) suggests that "the prevailing gaps in access to an education ensuring proficiency in English result from the limited inclusion of it in school curriculum, inadequately prepared teachers, and the lack of continuity and dynamism essential for mastering a new language" (p. 41). As students enter Higher Education Institutions, they encounter significant challenges related to the linguistic competence required for graduation. The teaching of English in Ecuador's universities is an issue of strategic importance, given the crucial role that English proficiency plays in higher education and the global context. Below some aspects related to the teaching of English in Ecuadorian universities are required:

1. **Admission Requirements**

   Many universities in Ecuador require a certain level of English proficiency as an admission requirement for undergraduate and graduate programs. This approach reflects awareness of the importance of English in academic and professional settings.

2. **Foreign Language Departments**

   Many universities have specialized foreign language departments that offer English courses. These departments focus on the interpersonal communication development on understanding English-speaking culture.

3. **Collaboration with Foreign Institutions**

    Some Ecuadorian universities collaborate with foreign educational institutions to strengthen their English programs. These partnerships may include student exchanges, joint research programs, and the participation of foreign faculty.

4. **Technology and Educational Resources**

    Incorporating technology and online educational resources is also a trend in teaching English in Ecuadorian universities. Online platforms, applications, and multimedia resources can provide students additional opportunities to practice and improve their English skills.

5. **Evaluation and Certification**

    Assessing students' English level, often through standardized tests, is common in Ecuadorian universities. Obtaining internationally recognized certifications, such as the TOEFL or IELTS, can be a goal for those seeking to improve their academic and professional prospects.

6. **Challenges and Opportunities**

    Despite efforts to strengthen English teaching, some challenges persist, such as a lack of resources and the need for ongoing teacher training. However, these difficulties also present opportunities for innovation and continuous improvement of English teaching programs.

English level index, trends

According to the annual study carried out by EF EPI (2021), "in recent years, there has been an increase in people who began their study of the English language in Ecuador." What is more, we can see that during the years of pandemic and economic crisis that the country has suffered, there was quite a considerable drop in the average number of people. This is good for Ecuadorians' development and work opportunities (p. 12).

The following table shows that older people with fulfilled professions and lives are the most interested in learning English. There is also a small part of the youth population that decides to study this language to increase the performance level on their resumes.

Figure 1

People interested in learning a new language over the years that have passed
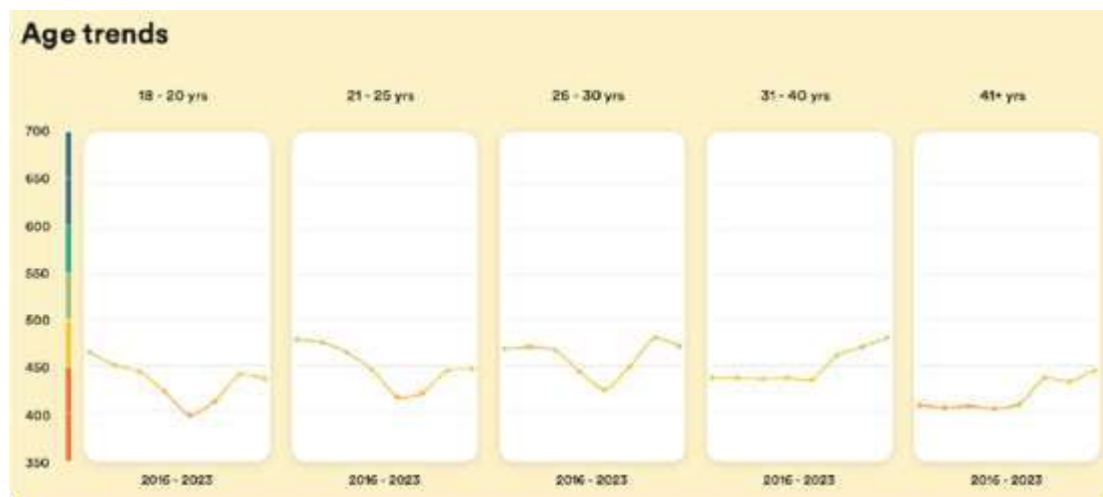
Source: EF Proficiency Index 2023.

Ecuador remains one of the two countries in Latin America with the worst English language proficiency level, only above Mexico. "The score is 440 out of 1000", according to the EF EPI (English, 2023, p. 14) report. That qualification is equivalent to a level A1, which is very low. There is a slight improvement compared to 2020, which obtained 411/100. "But it fell to 90th place among 112 participating countries, when in 2020 it was in 81st place among 100 nations" (Comercio, 2022, p. 4).

In Ecuador, some universities offer courses aimed at learning and using the English language as a foreign language. Below, we find a table of the Universities and study offers in English.

Table 2

Academic offers to specialize in the different third-level educational centers in Ecuador

University	College program
Universidad Técnica de Cotopaxi	Bachelor's degree in English
Universidad Estatal Península de Santa Elena	Bachelor's degree in English
Universidad Técnica de Manabí	Languages and Linguistics
Universidad Técnica de Machala	English
Universidad Nacional del Chimborazo	Languages
Universidad Estatal de Bolivar	English
Universidad Nacional de Loja	English Language
Universidad Católica Santiago de Guayaquil	English language
Pontificia Universidad Católica del Ecuador	Applied Linguistics with a mention in Translation
Universidad Metropolitana	Bachelor's Degree in Languages with an emphasis on the English language
Universidad Europea	Bachelor's Degree in Translation and Interpretation

Cursos y Carreras, https://www.cursosycarreras.com.ec/carreras-universitarias-idiomas-TC-2-12

Common European Framework of Reference for Languages - CEFR

Due to globalization and competitiveness in the job market, there is a need for individuals to be able to communicate fluently in English as it is the lingua franca (Yamat et al., 2014).

"The CEFR, or Common European Framework of Reference for Languages, is a standardized framework used in language education to assess proficiency levels in various languages, including English. The CEFR provides a common basis for describing language proficiency and is widely used for curriculum development, language assessment, and setting language learning goals" (Little, 2022, vol. 104).

In the context of learning English, the CEFR divides language proficiency into six main levels:

Table 3

Levels to measure knowledge of the English language

Levels	Knowledge description
A1	Beginner
A2	Elementary
B1	Intermediate
B2	Upper-Intermediate
C1	Advanced
C2	Proficient

Each level corresponds to language skills, including listening, speaking, reading, and writing. The framework helps learners, educators, and employers understand and accurately

communicate a person's language abilities. Many language assessments and English language learning materials align with the CEFR to provide a standardized and internationally recognized measure of language proficiency.

In order to enhance the writing skills of students who are at a B1 level according to the CEFR scale, teachers utilize activities from the written production section of creative writing. This approach helps students gain better control over the language and develop more advanced writing abilities.

Case study - Improve the Writing skills of students at the University of Machala

"The University of Machala has approximately 11,036 students," according to its latest record published in (UTMACH, 2022, p. 2). Most of its courses require a minimum level of knowledge of the English language in their students, and it is important that everyone can master the level that the University requires. To achieve this, they must develop, practice, and improve new language skills. In this project, we review in detail what are the fundamental parts so that these students can improve their writing skills.

Writing provides a means for students to express themselves creatively and personally. It allows individuals to explore and communicate their unique perspectives, experiences, and ideas. Strong writing skills are highly valued in the professional world. Employers often seek individuals who communicate effectively through written documents, such as reports, emails, and proposals. Improving writing skills at the university level prepares students for success in their future careers. Proper citation and referencing are integral parts of academic writing. By developing strong writing skills, students also learn about academic integrity, avoiding plagiarism, and giving credit to the sources of information.

Effective strategies for learning a new language

Effective teaching strategies are pedagogical approaches and methods teachers use to facilitate effective student learning. These strategies go beyond simply transmitting information; They focus on engaging students, encouraging active participation, and promoting deep understanding of concepts.

Table 4

Strategies for Learning English

Strategy	Description
Student-Centered	Project-Oriented Learning (POL), is a contemporary notion integrating an innovative curriculum employing technology and the student's inherent capabilities to attain elevated benchmarks compared to conventional learning methodologies.
Contextualized	Collaborative instruction is not common in higher education and poses challenges to execute effectively. This strategy involves learning a new language in authentic, real-world contexts.
Diversified	There have been numerous efforts over several decades to establish the inclusion of such languages in the school curriculum, whether as the primary or secondary foreign language.
Adaptive	Adaptive learning is an effective strategy for learning a new language as it tailors the learning experience to the learner's individual needs, preferences, and progress.

Interactive	Using interactivity as a strategy for learning a new language can significantly enhance the effectiveness and engagement of the learning process.
Focused on Goals	Focusing on goals is a powerful strategy for learning a new language, as it provides direction, purpose, and motivation.
Collaborative	Collaborative learning is a valuable strategy for language acquisition, as it provides opportunities for interaction, communication, and shared learning experiences.
Reflective	Reflective learning is a powerful strategy for language acquisition as it involves self-awareness, Logical Evaluation, and continuous improvement.

Note: It contains a list of various methods that students can use to improve their English skills.

Every student has unique learning styles, preferences, and paces. Some strategies approach personalized learning plans, catering to individual needs and interests. For example, student-centered strategies often involve activities that promote communication, such as group discussions, debates, and Team Projects. These activities enhance practical language skills. In contrast to contextualizing strategies which emphasize communication over rote memorization. Learners practice the language in meaningful ways, honing their speaking, listening, reading, and writing skills within authentic communication.

CHAPTER III: METHODOLOGY

Research paradigm:

This chapter describes the methodological elements used in the execution of the research process, addressing aspects such as the paradigm and type of research, the design, as well as the methods applied, and the selection of the population. In addition, the data analysis strategies are detailed, highlighting the application of information collection instruments.

This research is based on the quantitative research paradigm since it is oriented toward measurable and quantifiable data. It focuses on results by working with representative samples, using statistical analysis, and numerical data, and exploring relationships between variables.

Hernández, Fernández, and Baptista (2010) define quantitative research by stating, "It uses data collection to test hypotheses based on numerical measurement and statistical analysis, to establish patterns of behavior and test theories" (p. 4), suggesting that, among the main characteristics of this type of research, we can highlight the rigor in the process since the information is collected in a structured and systematic way.

Research design:

The research design answers the problems raised through a strategic plan that the researcher will use to review and corroborate the desired information.

According to Agudelo and Aigneren (2008), "Non-experimental research is that which is carried out without deliberately manipulating the independent variables. It is based on variables that have already occurred or have occurred in reality without the direct intervention of the researcher. It is a retrospective approach" (p. 42).

For this work, the researchers have chosen a non-experimental research approach. In this case, a particular situation is not generated, but rather, an existing situation is observed and studied to gather information and propose solutions. This approach makes it possible to address

the deficiencies identified by analyzing the problems more deeply throughout the research, intending to improve the reality of a specific context.

Population and sample:

The population chosen for this research work comprises university students in the second semester of the Pedagogy of National and Foreign Languages course at the Technical University of Machala.

The sample selected to participate in this study comprises 18 university students in the second semester of the Pedagogy of National and Foreign Languages course at UTMACH. This sample was selected using the stratified sampling method, representing eight men and ten women, all between 18 and 23.

Data collection instruments:

Survey

Paul Lazarsfeld (1997) mentions the survey as a method that implies the researcher does not base their work on personal assumptions or observations but chooses to be guided by the opinions, attitudes, or preferences of the public to obtain specific knowledge (p. 193).

The survey stands out as one of the primary data collection methods in quantitative research, demonstrating flexibility by incorporating various techniques and data collection instruments such as observation, testing, and questionnaires, among others.

Documents and records:

This method is based on analyzing existing data in documents such as databases or attendance records. The key to using this technique lies in the ability to select and analyze information accurately, considering that the data collected may be inaccurate or incomplete.

Therefore, evaluating the information in relation to other data is essential, thus ensuring its usefulness and reliability for research.

Variables:

The variables identified in this research project are the following:

Independent variable:

- Effective teaching strategies

Dependent variable:

- Quality of writing in English of university students

These variables establish a solid basis for the execution of the research, facilitating the analysis of the direct impact of teaching strategies on the written expression competence of university students, as well as the negative consequences related to the difficulties identified in writing in English.

Analysis of data:

Descriptive statistics:

They are used for synthesizing, structuring, and explaining data in a meaningful way. These statistical measures offer a clear and understandable synthesis of the data set, facilitating interpretation, they are essential to summarize fundamental aspects of a data set.

Content analysis:

It is a research approach encompassing both qualitative and quantitative methodology, and its objective is to understand the content in different types of materials. This technique involves reviewing and evaluating various types of materials, such as texts, images, videos, or documents, to identify underlying patterns, themes, and meanings.

CHAPTER IV: RESULTS AND DISCUSSION

The findings of this study regarding the enhancement of English writing skills among university students will be expounded upon in this section. Specifically, we will delve into the efficacy of implementing various strategies to bolster these skills among students enrolled in the second semester of the Pedagogy of National and Foreign Languages course at the Technical University of Machala. Furthermore, these findings will be augmented by prior research conducted by other scholars who have explored active methodologies aimed at improving English writing skills among university students.

Methodologically, this study employed a quantitative approach, relying on non-experimental research methods with a purposive sampling strategy. Techniques such as surveys and document and record analysis were utilized. Additionally, a diagnostic written assessment at the beginning of the research was also applied to identify initial challenges faced by students in their writing endeavors, and then a post-test was administered to gauge the efficacy of the selected teaching strategies for enhancing students' writing skills, thereby assessing any observable improvement in their productive abilities, as elaborated upon below. After the survey was administered to university students during the initial intervention session, they were asked to rate their confidence in writing English texts on a scale of 1 to 5 across five distinct categories relevant to their writing proficiency. Here, a score of 1 indicated low confidence, while a score of 5 signified high confidence.

Table 5

Student self-assessment survey

	1 Very sure	2 Moderately sure	3 Sure	4 Not very sure	5 Insecure
Ability to describe an experience	4	4	9	1	0
Vocabulary and description	1	7	5	5	0
Grammatical correctness	2	7	5	3	1
Use of verb tenses	2	5	7	4	0
Creativity writing	3	6	6	1	2
Total selected	12	29	32	14	3

Note: The student rated how confident they feel in the different skills.

It is clear from the graphs that the categories into which the survey was divided included the ability to describe an experience, vocabulary and description, grammatical correctness, use of verb tenses, and creative writing. In turn, the data collected revealed that most students rated their confidence level in writing English texts as "intermediate" or "low," reflected by ratings 2 and 3, respectively. These results are documented and available for review in APPENDIX 5. Similarly, in the pre-test (diagnostic written assessment), where students were tasked with composing a paragraph describing their experience in their favorite restaurant, adhering to specified guidelines on grammar and vocabulary usage, with a minimum of 80 and a maximum of 100 words, challenges were observed. These included inaccuracies in countable and

uncountable nouns, articles, and adjectives, confusion in verb tense usage, and missing or omitted punctuation marks. These errors were emphasized in the works of two students, and they can be reviewed in APPENDIX 6.

Regarding the post-test results, where students revisited their experiences in their favorite restaurants following the same guidelines as the diagnostic test, a notable improvement was observed in their writing compared to the initial evaluation. This enhancement coincided with implementing the teaching strategies known as *Student-Centered*, *Contextualized*, and *Interactive* ("Teaching Grammar Structures and Vocabulary Development"). Students demonstrated a proficient application of grammar and vocabulary related to the "Food" topic, which had been covered in the intervention sessions given on January 31st, February 1st, and February 2nd of this year with the second-semester students enrolled in the Pedagogy of National and Foreign Languages course at UTMACH. This encompassed the accurate usage of countable and uncountable nouns alongside pertinent adjectives and verbs. Furthermore, the texts showcased an uptick in students' motivation and creativity throughout their writing endeavors. All this can be evidenced in APPENDIX 7.

Additionally, by analyzing records and documents of previous research on the same English language proficiency in university students and evaluating that information, specifically from the research "System of Activities by Using Active Methods for improving the English Language Writing Skills", it is concluded that the literature review and the analysis of external authors are fundamental to the study and contribute to strengthening its results. Several scholars concur that motivation, particularly when paired with active learning methodologies and effective teaching strategies, significantly influences learning.

At the same time, encouraging students to articulate personal experiences, preferences, and interests through writing fosters greater engagement and commitment to the writing process.

As Karim (2012) noted, "Students have problems in fulfilling the requirements of writing due to low proficiency of the language. At the same time, students' lack knowledge of English vocabulary, grammar, spelling, and punctuation further contribute to the students' lack of interest in writing."

Consequently, English educators must employ effective teaching strategies to elevate their students' written output. This task is particularly challenging in countries like Ecuador, which, in 2023, ranked 81st out of 100 countries assessed in terms of English proficiency. As per the Common European Framework, this ranking corresponds to an A1 or "Very Low" proficiency level classification with a total score of 46.57 points.

The scarcity of suitable educational resources stands out as a primary hurdle encountered by English language educators in Ecuador, compounded by entrenched resistance to departing from traditional teaching methodologies, which further compounds the challenge. Integrating technological tools, such as online learning platforms, offers a means to address the resource gap. However, beyond this, English teachers must undergo continuous training and avail themselves of professional development opportunities. Such initiatives enable educators to tailor their pedagogical strategies to the unique needs and contexts of their students, thereby exerting a substantial influence on enhancing written English proficiency.

CHAPTER V: CONCLUSIONS AND RECOMENDATIONS

The implementation of student-centered, contextualized, and interactive teaching strategies in English as a Foreign Language (EFL) classes has been shown to improve writing skills and language proficiency in second-semester undergraduate students of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala (UTMACH) fostering confidence, creativity, and engagement in the learning process. In this case, by focusing specifically on grammatical structures and vocabulary corresponding to the set topic "Food", the participants in this research showed remarkable progress in terms of their competence to produce written texts.

The comparison between the diagnostic assessment (pre-test) and the post-test showed improvement in the students' writing skills. Through the intervention sessions, the strategies applied, the resources used, and the practice activities, the students were able to remedy common difficulties in their writing, such as inaccuracies in countable and uncountable nouns, articles, and adjectives, confusion in verb tense usage, and the presence of missing or omitted punctuation marks which resulted in better structured and much more coherent writing. Despite initially rating their confidence in writing as "intermediate" or "low", the results subsequently showed an evolution in their confidence levels throughout the intervention. It suggests that the specific teaching strategies employed and the practice and optimistic feedback given to the students contributed to enhancing their confidence and stimulating their creativity in presenting their works.

The application of interactive teaching methods promotes greater engagement among students by allowing them to actively participate, be heard, share their experiences, and validate their opinions. In this way, educators foster an environment conducive to meaningful learning and stimulate students' creative expression, which involves more effort in their writing and leads to better results.

Concerning how to integrate technological and educational resources online, which represents a current challenge in the educational world, during English classes, we can take advantage of them in order to offer alternative ways of practice to our students so that through autonomous work, they can improve their language skills. Some of the resources available are digital platforms and applications for language learning, as well as multimedia resources that provide significant tools to complement the traditional trend of teaching in the classroom and, at the same time, allow us to address different learning styles.

In conclusion, the results obtained throughout this research have proven the effectiveness of using specific teaching strategies and the importance of generating a supportive learning environment, fostering confidence, and promoting active engagement among students. Educators must consider their students' needs and preferences and continue harnessing the favorable advantage of integrating technology to improve students' writing skills, highlighting the need to provide meaningful practice activities and timely feedback to promote proficiency in writing skills.

After analyzing the results and conclusions of this study about the effective teaching strategies that allow the improvement of writing skills in English in second-semester students of the Pedagogy in National and Foreign Languages degree at UTMACH, some recommendations can be suggested:

- ***Ongoing Professional Development for Educators:*** Educators need to be constantly preparing themselves to update their knowledge and discover new teaching strategies to make the learning process during language classes effective and allow students to develop all their skills. Taking workshops, participating in seminars, working collaboratively with colleagues, and other alternatives contribute to improving teaching practices, specifically in English as a foreign language, daily.

- ***Incorporating formative assessment:*** Implementing formative assessment for students during their writing activities to monitor their progress and provide them with optimistic and timely feedback that highlights positive aspects of their writing while pointing out and focusing on areas for improvement is fundamental to developing writing skills. This involves consistent monitoring, review, and self-assessment activities to identify specific areas requiring development.

- ***Promoting Cultural Awareness:*** Promoting cultural sensitivity and awareness through teaching English as a foreign language ensures an inclusive and respectful practice with respect to the origins of the materials and the different activities that take place during language lessons. Encouraging students to inquire into the cultural characteristics implicit in using English fosters a better understanding of the language.

- ***Flexibility in Instructional Delivery:*** Addressing the need to recognize and identify diverse learning styles within the classroom allows educators to make teaching methods more flexible, taking into account the needs and preferences of students, thus facilitating the learning process by providing a variety of resources and strategies such as hands-on activities, active participation, use of multimedia resources and online platforms to meet identified needs and strengthen students' engagement in developing their skills.

- ***Lifelong Learning:*** Highlighting the importance of lifelong learning and the ongoing development of language skills beyond passing or failing subjects at university provides us with opportunities for students to enrich their mastery of a second language through self-directed study and ongoing participation in online courses or activities. In this way, they broaden their knowledge and ensure through the development of their skills that they succeed academically and professionally.

These recommendations find that educators could refine their teaching methods and provide a friendly and comfortable learning environment within the classroom, which will build students'

confidence and facilitate the development of their English writing skills. As a result, positive academic achievements are expected.

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APPENDICES

APPENDIX 1

ENGLISH WRITING ASSESSMENT SURVEY - LEVEL A2

Name:

Semester:

Career / University:

Instructions: Please answer the following questions honestly and using your current knowledge of English. All answers are correct.

Please rate *your confidence* in each description on a scale of 1 to 5, where 1 is low confidence, and 5 is high confidence. (Circle your choice)

- ABILITY TO DESCRIBE AN EXPERIENCE:

1   2   3   4   5

- VOCABULARY AND DESCRIPTION:

1   2   3   4   5

- GRAMMATICAL CORRECTNESS:

1   2   3   4   5

- USE OF VERB TENSES:

1   2   3   4   5

- CREATIVE WRITING:

1   2   3   4   5

Thank you for your participation! These results will help us better to understand your level of writing ability in English.

APPENDIX 2

WRITING DIAGNOSTIC ACTIVITY - POST-TEST ACTIVITY

Statement:

Imagine you are at your favorite restaurant, write a short paragraph about your experience there, following the next guidelines:

- Use the vocabulary and grammatical structures you know.

- Pay attention to using countable and uncountable nouns, articles, adjectives, verbs, and useful food-related phrases.

- Write at least 80 - 100 words.

RUBRIC

ASPECTS TO BE EVALUATED	EVALUATION CRITERIA			SCORING
	2,5	**1,5**	**0,5**	
Use of countable and uncountable nouns	Accurate and correct use of countable and uncountable.	Basic and limited use of countable and uncountable with errors.	Some errors in the use of countable and uncountable.	
Application of articles, adjectives and verbs	Uses articles, adjectives and verbs appropriately in their writing	Basic and limited use of articles, adjectives and verbs with errors.	Some errors in the use of articles, adjectives and verbs	
Variety and precision of vocabulary	Uses a wide range of relevant vocabulary, and does not make significant errors.	Some attempts at variety, but with errors.	Limited and repetitive vocabulary.	
Paragraph length and clarity	About 80 - 100 words with clarity and fluency.	About 80 – 100 words with a lack of clarity.	Under 80 words with a lack of clarity.	
TOTAL				

APPENDIX 3

LESSON PLANS

UNIVERSIDAD ESTATAL DE MILAGRO
"La universidad en línea del Ecuador"
MASTER'S PROGRAM IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
Lesson Plan No. 01

UNIT No: 1 – Try some interesting food.	TOPIC: Food vocabulary - Countable and uncountable nouns		LESSON TIME: 80 minutes	
TEACHERS: Micaela Gaona – Byron Renteria.	PROBLEM: Students might misunderstand some words or confuse the words some, or any.			
LEVEL: A2 beginners				
OBJECTIVE: SWBAT Talk about different types of food and the food they want.			DATE: 31-01-2024	DAY: 1

SYSTEM OF CONTENTS	ACTIVITIES	METHODS AND TECHNIQUES	ONLINE TEACHING RESOURCES
KNOWLEDGE: • Vocabulary: Food - Cooking verbs • Grammar: countable and uncountable nouns.	• Teachers' presentation • Encourage students to participate • Introduce topic.	• Topic introduction	• Slides
SKILLS: • Reading: Invitation and replying email. • Speaking: Talk about preferences	• Talk about food • Grammar explanation • Read and analyze emails	• Explanation • Matching activity • Skimming - Scanning • Answer questions	• Slides • Youtube
VALUES: • Perseverance	• Grammar correct use of countable and uncountable nouns • Talk about restaurants....	• Use of a, an, some, any • Speaking practice (linked skill act)	• Slides • Liveworksheet
AUTONOMOUS WORK:	Mrs. Micaela Gaona – Mr. Byron Renteria		
OBSERVATIONS:			
LINK:	https://www.liveworksheets.com/es/w/en/english-second-language-esl/181827		

UNIVERSIDAD ESTATAL DE MILAGRO
"La universidad en línea del Ecuador"
MASTER'S PROGRAM IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
Lesson Plan No. 02

UNIT No: 1 – Try some interesting food.	TOPIC: Quantifiers: much - many / Ordering a meal at restaurant		LESSON TIME: 40 minutes	
TEACHERS: Micaela Gaona – Byron Renteria.	PROBLEM: Students might not use the words much and many correctly or misunderstand what they hear.			
LEVEL: A2 beginners				
OBJECTIVE: SWBAT Learn useful expressions at restaurants and listen for specific information.			DATE: 01-02-2024	DAY: 2

SYSTEM OF CONTENTS	ACTIVITIES	METHODS AND TECHNIQUES	ONLINE TEACHING RESOURCES
KNOWLEDGE: • Vocabulary: Useful verbs for cooking	• Last class review • Introduce new topic	• Class work	• Slides
SKILL: • Listening: Listen and check the correct pictures. • Speaking: Talk about cooking and dishes	• Watch a video related to the topic • Quantifiers explanation • Listening activity	• Explanation • Class activity • Check the answers	• Slides • Online audios
VALUES: • Perseverance	• Talk about different dishes	• Follow up - act	• Vocaroo (30 min)
AUTONOMOUS WORK:	Mrs. Micaela Gaona – Mr. Byron Renteria		
OBSERVATIONS:			
LINK:	https://7esl.com/restaurant-english/ https://wordwall.net/es/resource/61657066/english/ordering-food-at-a-restaurant-useful-phrases https://vocaroo.com/ https://english-practice.net/listening-exercises-a2-restaurants/#google_vignette		

UNIVERSIDAD ESTATAL DE MILAGRO
"La universidad en línea del Ecuador"
MASTER'S PROGRAM IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
Lesson Plan No. 03

UNIT No: 1 – Try some interesting food.		TOPIC: Making the order clear			LESSON TIME 40 minutes	
TEACHERS: Micaela Gaona – Byron Renteria.		PROBLEM: Students might not comprehend a text very well.				
LEVEL: A2 beginners						
OBJECTIVE: SWBAT Understand how to write a blog about something you know how to do.				DATE: 02-02-2024		DAY: 3

SYSTEM OF CONTENTS	ACTIVITIES	METHODS AND TECHNIQUES	ONLINE TEACHING RESOURCES
SKILL: • Reading: Read Jane's blog and answer questions. • Writing: Write about an experience. **VALUES:** • Perseverance	• Last class review • Introduce new activity	• Class work	• Slides
	• Share slides • Read out Jane's blog • Reading activity • Read the blog again and analyze the underline words • Complete activities	• Reading out • Check the answers	• Slides • Online audios
	• Plan and write a paragraph	• Writing practice	• Google Drive

AUTONOMOUS WORK:	Mrs. Micaela Gaona – Mr. Byron Renteria
OBSERVATIONS:	
LINK:	

APPENDIX 4

RESOURCES FOR CLASSES

VOCABULARY

Match the food words with pictures:

beans   lemons   chicken   mushrooms   onions
lamb   pears   steak   carrot   grapes

GRAMMAR

Countable Food — **Uncountable nouns**

We use a / an with singular nouns (means one).
a before a consonant noun (a lemon) and an before a vowel sound (an onion).
We use some / any with plural and uncountable nouns, we use them when it is not necessary to say the exact amount.
We use some in positive sentences: We need to buy some grapes.
We use any in negative sentences and questions: Have you got any potatoes?

Classify the following words where appropriate.

water   tomatoes   bread
         banana   cheese   flour
burger   fish   butter   oil   cake
soup   eggs   jam   oranges
milk   rice
         sugar   biscuits   apples
ice cream   carrots   spaghetti
         cherries   hot dog
salad   meat   potatoe

countable — **uncountable**

- Complete the sentences with a/an. some, any.

1) We've got _____ potatoes.
2) Have we got _____ mushrooms?
3) They need _____ onion.
4) I haven't got _____ money.

- Complete the table with a/an. some and any.

	countable	uncountable
+	____ potato ____ potatoes	____ fruit
- / ?	____ onion ____ onions	____ cheese

Hi Dad,
When you come to London next week, I want to take you for dinner. Would you like to Bengal Village restaurant? It looks fun and I can pay! My best friend goes to Bengal Village every time. He always has the fish dish and he says it's amazing! I really want to take you there.
Josh.

Hi Josh,
Thanks for the invitation to Bengal Village. I know about it from Tv. But I'm happy to go to a normal restaurant and have some roast chicken like your mom makes at home or I'm also fine with a can of soup at your place. You don't need to do some special for me.
Dad

- Read Josh's email to his father. Answer the questions.

1) Who lives in London – Josh or his dad?

2) Which restaurant does Josh want to go to?

3) Does Josh's dad want to go to Bengal Village?

Cooking verbs

Mix Knead Roast
Blend Fry Whisk Bake Stir
Cut Pour
Boil Grill Peel
Grate Add Spread

15 Basic Cooking Verbs for Beginners (Part 1)
Share
Squeeze
Watch on ▶ YouTube

Talk about....

- Do you like going to restaurants with your family? Or do you prefer to eat at home? Why / Why not?

- Do you like trying unusual or strange food? Why / Why not?

GRAMMAR

Quantifiers: much – many.

We use How much? / How many? to ask about quantities.
- How many? with countable nouns.
- How much? with uncountable nouns and to ask about price.

Example:
How many eggs have we got?
How much milk do we need?
How much does it cost?

- Complete the questions with much or many.

1) How _____ carrots do you want?
2) How _____ money has she got ?
3) How _____ does that car cost?
4) How _____ pears do we need?
5) How _____ salt do you eat?

- Underline the correct answers.

1) I don't eat many / much chocolate.
2) How many / much butter do they need?
3) Do you drink many / much coffee?
4) She hasn't got many/much money.
5) I'd like many / much grapse.

Everyday English | Useful language at a restaurant.

Can we have at table by the window? Good evening. Do you have a reservation?

No problem

Yes, of course. This way, please. No, we don't. We'd like a table for four.

- Complete the conversation with the words: have, then, with, I'll, like.

WAITER: What would you like for your starter?
MARTINA: I'd _____ the mushroom soup, please.
WAITER: And for your main course?
MARTINA: _____ have the lamb with roast potatoes.

WAITER: And for your starter, sir?
DAN: I'll _____ chicken salad, _____ lamb with roast potatoes.
WAITER: Would you like rice _____ that?
LEO: Yes

Restaurant English · MAKING A RESERVATION

| Will | Am | Do | Could |

_____ I see the menu, please?

| well | ready | here |

Are you _____ to order?

LISTENING

● People are ordering food in a restaurant. What does each person order? Listen and check the correct picture.

Answer the questions:

● Which of the dishes in thepictures would you like to eat?

● Can you make any dishes like these?

● Who does most of the cooking in your house: you or another person? Why?

Record your answers on https://vocaroo.com/ and then share the link with your teacher.

| HOME | POSTS | LINKS | CONTACT |

My food - shared!

Do you like the idea of cooking dinner for friends? Here are my ideas for planning a dinner for friends – I hope you find them useful...

First, think about how many people you want to invite. Don't invite too many – I think four people is a good number.

Next, ring or email to invite your friends and all agree on a night that's good for everyone.

After that, decide on your menu. Only choose food that you know how to prepare. Don't choose new and difficult dishes – it's just too hard. Your friends know that you are not a chef and your house is not a restaurant!

Finally, on the day of the dinner, you need a lot of time to prepare anything the food and the table. If everything is ready before your guests arrive, you can enjoy the dinner much more.

Cooking for friends can be easy and fun. I hope it is for you!

- **Read My food-shared and answer:**

1) What does Jane talk about?

a. the food she eats   b. planning a dinner

2) Are the sentences true or false? Correct the false ones.

a. Jane hopes the blog can help other people plan dinner for friends. (   )

b. It's not a good idea to invite a lot of people for dinner. (   )

c. It's always fun to try a new dish because friends can tell you if it's good or not. (   )

In Jane's blog the words first, next, after that and finally help make the order clear...

● Which two phrases can we change with then?

_____

● What punctuation do we use after these phrases?

_____

Thank You!

KEEP UP

THE GOOD WORK

APPENDIX 5

ENGLISH WRITING ASSESSMENT SURVEY - LEVEL A2

Name: Karina Chocho

Semester: 2

Career / University: FICA / UTMACH

Instructions: Please answer the following question honestly and using your current knowledge of English. All answers are correct.

Please rate *your confidence* in each description on a scale of 1 to 5, where 1 is low confidence, and 5 is high confidence. (Circle your choice)

- ABILITY TO DESCRIBE AN EXPERIENCE:

  1   **2**   3   4   5

- VOCABULARY AND DESCRIPTION:

  1   2   **3**   4   5

- GRAMMATICAL CORRECTNESS:

  1   **2**   3   4   5

- USE OF VERB TENSES:

  1   **2**   3   4   5

- CREATIVE WRITING:

  1   **2**   3   4   5

Thank you for your participation! These results will help us better to understand your level of writing ability in English.

ENGLISH WRITING ASSESSMENT SURVEY - LEVEL A2

Name: Pamela Bonito

Semester: Second

Career / University: FINV / UTMACH

Instructions: Please answer the following question honestly and using your current knowledge of English. All answers are correct.

Please rate *your confidence* in each description on a scale of 1 to 5, where 1 is low confidence, and 5 is high confidence. (Circle your choice)

- ABILITY TO DESCRIBE AN EXPERIENCE:

  1   2   **3**   4   5

- VOCABULARY AND DESCRIPTION:

  1   2   **3**   4   5

- GRAMMATICAL CORRECTNESS:

  1   **2**   3   4   5

- USE OF VERB TENSES:

  1   2   3   4   5

- CREATIVE WRITING:

  1   2   **3**   4   5

Thank you for your participation! These results will help us better to understand your level of writing ability in English.

APPENDIX 6

writing

Gabriel San:
Yesterday, I was in my favorite restaurant, it is
Soo Burger and I went with my family in our
Car and we went at 10 pm, we arrived and
research a table we sit and a waiter
served us, the waiter the request and my
mother asked one burger with French fries
and my father the same and with my sister,
asked extra large burger with Soda
I love burger well we to eat and my
father paid the count and we were happy and
we leaved the restaurant and we went home.

Restaurant "KFC"

OK, start my day good mood, I wanted eat some French
fries or chicken, but, I sure both My parents,
were a lot of happy for this day, due to out
after in family. The atmosphere was very
paceful, there were very much person,
also the children a smile. look the
desserts in the restaurant.
The food really taste amazing, the chicken very,
very crunch the same as the french fries a great
day! ☺

-SuriMora -PINE

APPENDIX 7

I went to Chili's and my experience in there was really good. I remember that I ate salmon, rice, and a broccoli salad with a big glass of lemonade.

I went with my grandma and my boyfriends. It was a really good day, they ate chicken wings with lemonade.

The music in there was lovely, also I drank a cocktail called Sex on the Beach it was very delicious and sweet. I bought a cheesecake with strawberry jam too. So, my experience was ten out of ten, and I always come back to Chili's.

Last year, I went to a famous Mexican restaurant called "El Gordo". I think that was the best culinary experience I've ever had.

So now it's my favorite restaurant. I go there at least once a week. I love the decoration, and the people working there are very nice. However, the best part is the food they serve there.

I've tried almost everything on their menu. I definitely love their "fajitas" and "chicken burritos" because of their spiciness and delicious flavor.

I'd like to figure out how much rice I can get from their famous "spicy rice" in just one sitting.