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FACULTAD DE EDUCACIÓN  
CARRERA DE INGLÉS**

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

**TEMA**

**PRE-WRITING GRAPHIC ORGANIZERS AND THEIR  
INFLUENCE ON WRITTEN PRODUCTION IN STUDENTS OF  
NINTH GRADE EGB AT “UNIDAD EDUCATIVA PARTICULAR  
MANUELA CAÑIZARES” SCHOOL YEAR 2019-2020**

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<b>TITULO Y SUBTITULO:</b> Pre-writing graphic organizers and their influence on written production in students of ninth grade EGB at “Unidad Educativa Particular Manuela Cañizares” school year 2019-2020	
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<b>RESUMEN:</b> This research has been carried out to determine the problems of writing in English language learning. This study makes it possible to overcome the learning problems that occur with students by learning a language different from that of their mother tongue allowing them to feel motivated and safe in the development of the educational process. Education must develop the necessary didactic strategies for the development of writing and train new generations by forming critical, purposeful and reflective students who can develop and develop meaningful learning to be better in the social and cultural sphere. The lack of teaching material and innovative strategies by the teacher is one of the factors that are causing the student to disinterest in the classes. To achieve satisfactory learning, the teacher must have adequate training because it is a duty as a professional to be constantly learning to improve teaching. In order to verify the use of graphic organizers as teaching-learning	

<p>techniques, students and teachers were surveyed and students interviewed. Pretest and posttest were also applied with the aim to check the levels of knowledge from its diagnosis until the end of its execution. The results obtained have allowed researchers to establish the importance of carrying out didactic strategies to promote the learning of English language writing through graphic organizers.</p>		
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Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: PRE-WRITING GRAPHIC ORGANIZERS AND THEIR INFLUENCE ON WRITTEN PRODUCTION IN STUDENTS OF NINTH GRADE EGB AT “UNIDAD EDUCATIVA PARTICULAR MANUELA CAÑIZARES”, SCHOOL YEAR 2019-2020, presentado por el estudiante NORMA SUSANA SÁNCHEZ CALDERÓN, como requisito previo para optar al Título de Licenciada en Lengua Inglesa: Mención Enseñanza y Administración de Sistemas Educativos en TEFL, encontrándose apto para su sustentación



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## **DEDICATION**

I would like to dedicate this research work to:

God for all his blessings.

My parents who have guided me all the time with values during my life.

To my son, who is the most important person in my life and all my happiness.

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## INTRODUCTION

The current study proposes a didactic tool, based on the use of graphic organizers as support for improving the writing skill, based on several theories that guide both teachers and students in the use of new instruments, allowing them to improve English writing skills. The conception of writing is considered as a means of communication; Learning to write is not a simple task. Students learn to write gradually how to distinguish their name and become familiar with written language in a playful way until its complexity reaches.

From this perspective, the following document poses a problem about the learning of writing and outlines a series of objectives that to satisfactorily fulfill the advanced research process, based on the conceptualization of Graphic Organizers as a teaching tool, which leads to Students improve their written skills. Students can appropriate the Graphic Organizers as an aid in their learning. This process is not carried out automatically but the use of various strategies to strengthen written skills is transcendental. Therefore, the use of graphic organizers plays a fundamental role in the process of teaching and learning the foreign language. This proposal has the aim of offering sorts of graphic organizer techniques as to be used in a strategic way, from the learning of written skill through their application as means of communication.

This research project is very important and necessary in English Learning acquisition because it offers some guidelines for teaching pre-writing. Through an adequate initial teaching process, learning to write will help students reduce insecurity, frustration, school dropout. It will also help to avoid in future learners learning and behavior problems. Likewise, a good command of writing skills enables an adequate learning in the English language. Moreover, the acquisition of the skills of written communication lays the groundwork for expressing oneself with spontaneity and creativity.

# CHAPTER I

## THE RESEARCH DESIGN

### 1.1. Theme

Pre-writing graphic organizers and their influence on written production in students of ninth grade EGB at “Unidad Educativa Particular Manuela Cañizares”, school year 2019-2020.

### 1.2. Statement of the problem

Griffiths (2016), states that “to have a command of writing is not an easy task to learn even in the mother tongue, despite the many years’ teachers spend developing this skill, students express discomfort when writing a text” (p. 85). This is how writing becomes a difficult linguistic skill for students. This sensation of difficulty when producing a written text is determined by the lexical density.

According to Irlanda, Miguel, & Brigita (2017), writing is an important part of the communication process that provides the opportunity to be accessed in a globalized and increasingly competitive world, by giving them tools for students to communicate in written form, thus, having better employment and academic opportunities. Although it is clear that the writing process is fundamental in communication, it is evident that many of the students feel fearful and frustrated when writing in English.

Written expression is among the many ways in which a man communicates with his peers. In this sense, the teachers in charge of teaching a foreign language are challenged to encourage new writing practice, where writing and the whole process that revolves in the production of written texts, become a creative activity, and at the same time, they develop skills so that students are competent communicators.

English education in Ecuador is changing constantly and most of the teachers struggle in finding new innovative methodology, as to apply new teaching techniques and tools in order to make the class fun and interactive. In the dynamics of classes, the teacher plays a key role in the consolidation of a new knowledge. However, the teacher's pedagogical outdatedness would impede the uses of new tools such as the use of graphic organizers. Most of the time, students receive traditional classes, in which they are just listeners. Knowledge passes from

the teacher to the student through the spoken or written class without actively participating towards the building of knowledge.

Although writing is a productive skill, it seems not to be taken into account in the classroom, due to the numbers of hours' teachers must dedicate to correct errors and provide feedback to students. A good writing implies giving a meaningful message and having a good use of the language. Students have to search for content and generate new ideas, in addition to deciding how to organize the text. Besides, they must keep in mind an appropriate use of syntax, selection of vocabulary, the production of a clear and transparent text, the use of punctuation marks correctly; among other important aspects. If the written message can be understood, then the students will have succeeded in communicating by the written form, so that part of the communicative competence will have been achieved.

Problems in writing production were observed at Unidad Educativa Particular Manuela Cañizares, where students from ninth grade EGB find difficult to improve their written communication, as to make compositions and small essays. It seems to be hard for them to convey their ideas to paper effectively, probably because of the lack of some visual learning strategies, such as graphic organizers. In addition, large classrooms are also potential factors that not always provide a favorable environment to learners, and as a result, students' development of the writing skill is poor. In addition, it was noticeable that ninth graders have difficulties when writing about specific topics. This happens because, at first, they do not know how to put in order their ideas, what causes them confusion and lack of interest in the activity. Since the organization of the ideas is poor, their written production is limited, as the students do not perceive, assimilate, or project the information needed to write, so they lose the active role in the knowledge building process. For the reasons explained above, this project proposes the design of a didactic guide that includes visual pedagogical tools such as graphic organizers in order to improve ninth grade students' writing skills at "Unidad Educativa Particular Manuela Cañizares".

### **1.3. Problem Formulation**

What is the influence of pre-writing graphic organizers on written production in students of ninth grade EGB at "Unidad Educativa Particular Manuela Cañizares", school year 2019-2020?

#### **1.4. Problem Systematization**

- How can teachers evaluate the use of pre-writing graphic organizers to develop written production in students' academic performance?
- What are the levels of acceptance and agreement in using pre-writing graphic organizers to improve written production in student?
- How does the use of pre-writing graphic organizers enhance written production in English language teaching?

#### **1.5. Broad Objective**

- To determine the influence of pre-writing graphic organizers to develop written production in ninth grade students at “Unidad Educativa Manuela Cañizares”, school year 2019-2020.

#### **1.6. Specific Objectives**

- To evaluate the effects of pre-writing graphic organizers to develop written production in students' academic performance through a pretest and a posttest.
- To describe the level of acceptance and agreement in using pre-writing graphic organizers to improve written production in students, through statistical data, surveys and interview.
- To design a didactic including visual pedagogical tools such as graphic organizers in order to improve ninth grade EGB students' writing skills at “Unidad Educativa Particular Manuela Cañizares”.

#### **1.7. Research Justification**

The current research work is important because it considers the development of one of the communicative skills in English as a foreign language, that is writing. Learning a foreign language is a complex activity regardless the language being studied. It requires the student to develop four basic skills: reading, listening, speaking and writing. Ideally, the foreign language teacher should devote enough time to make students practice each skill in order to

provide learners an integral education in a certain language. Even so, dedicating all the time and putting into practice the use of the second language, middle school students find it difficult to express themselves in written form in English. In order to support the importance of writing development Novak, Sandberg, & Davis (2017), authors of the book *Cognitive Psychology*, exposed the influence of graphic organizers in the English Language learning, and presented the conceptual map tool as a graphic tool that made possible significant learning. In the same way, several graphic organizers were recognized by different researchers as useful tools to optimize the way of teaching and learning.

In addition, this study has social relevance because writing is a very important part of communication. Learning how to write is essential to be part of a competitive social environment, so students of English as a foreign language must learn how to use the writing skills to communicate effectively, in the forms of essays, reports, emails, among others. One way to help learners acquire this skill is by using graphic organizers in the classroom. With application of this resource, teaching will improve their methods and promote students to write efficiently. Another reason this current work has social relevance is that every day, students struggle to learn English, which is a factor that should be overcome, as the English language learning is part of Ecuadorian general curriculum and considered the door to personal success and country development.

The beneficiaries of this study development are directly ninth grade EGB students at “Unidad Educativa Particular Manuela Cañizares”, who will develop the writing skill by overcoming the difficulties they face by applying pre-writing graphic organizers. In addition, teachers are also benefited with the development of this research work, because they will have a source of knowledge in hand that will help them improve their practices and contribute to solve pedagogical problem. The institution is also benefited, because by improving students’ writing skill, it is possible to reach the educational goals, increasing the community confidence in the institution confidence.

This research project proposal has a great impact on the educational community since it will provide an important and useful selection of teaching material, that may contribute to develop students’ written production. The proposal usefulness impact also on teachers’ practices, because they will count on an important source of knowledge to help students

write effectively in English. Applying some pedagogical tool such as graphic organizers as a functional strategy improve students' writing skills in the teaching-learning process. The research remains of great interest to lead students towards the development of written production by using pre-writing graphic organizers.

### **1.8. Scope and delimitation of the study**

**Responsible Unit:** “Unidad Educativa Particular Manuela Cañizares”.

**Responsible person:** Norma Susana Sánchez Calderón.

**Field:** Education.

**Area:** English.

**Population:** 40 students from ninth grade at “Unidad Educativa Particular Manuela Cañizares”.

**Execution period:** School year 2019–2020.

#### **A. Spatial delimitation.**

Field research has been chosen with the purpose to find the best way to improve English pre writing skills by using graphic organizers at “Unidad Educativa Manuela Cañizares”, which is located in Guayaquil city, in the Amazonas Ave, between 29 and 31<sup>st</sup>, province of Guayas. It has a population of 421 students form initial education to tenth grade. The sample has been taken from ninth grade students.

#### **B. Temporary delimitation.**

This research work was conducted in between January to June 2019.

#### **C. Observation Units.**

- Researcher.
- Authorities.
- Director of the Educational Unit.
- Teachers.
- Ninth year students.

### **1.9. Idea to defend**

Pre-writing graphic organizers influence on the development of the writing skills in students of ninth grade EGB at “Unidad Educativa Particular Manuela Cañizares”, school year 2019 – 2020.

### **1.10. Line of research**

The research line of the Education Faculty this current study belongs is “Teacher performance and professionalization”, and the sub line is centered in “Communicative skills in teachers and students”.

## **CHAPTER II**

### **THE THEORETICAL FRAMEWORK**

#### **2.1. Theoretical Framework Background**

Reviewing the repository from Laica Vicente Rocafuerte University, there are sorts of academic information related to the use of graphic organizers. However, there is not any information who supports the theory about pre-writing and the influence in the development writing skills. Some research projects have been taken in order to find different kinds of theoretical foundation which will be able to strengthen this present thesis.

Caicedo Vargas & Echerri (2016), in their research work titled “Effects of ludic activities on the development of writing skills in 5th year students at Unidad Educativa Liceo Cristiano de Guayaquil campus 1”, focused mainly on providing a set of activities to improve writing skills, however, this proposal does not have enough information about graphic organizers as to develop writing skills. A field research and observation guidance have been useful to support its fundamental theory and its dimensions.

Cordova (2014), in his studied titled “High school students and academic writing: factors that prevent proficiency at Unidad Educativa Bilingüe Espíritu Santo”, makes known through a descriptive analysis, the factors causing a poor procedure in the development of writing, where information was taken to support the theoretical framework and research variables.

#### **2.2. Literature Review**

##### **2.2.1. Writing in mother tongue language**

The mother tongue language is acquired naturally, through interaction with the immediate environment, without pedagogical intervention and with minimal activity or conscious linguistic reflection. The ability in the mother tongue is essential for all subsequent learning because it is essential for the development of thought. Generally, a deficient ability in the mother tongue provokes difficulties to learn second languages. Therefore, the mother tongue has a primordial role in the process of formation of an individual.

There is a crisis in terms of mother tongue efficient learning; a crisis that begins in elementary school continues in secondary school and is reflected in the university. Commonly, the language and literature classes are characterized by being monotonous, not very creative and passive, which triggers a negative attitude towards the subject. In the programs they do not make specifications in objectives or in contents that lead to the understanding of what is textual coherence and how it can be achieved in the work of the written text through the use of relational and connective, and all the knowledge that surrounds them can and should be developed for their study.

Teaching and learning of writing or textual production in the mother tongue is based on a sterile practice, which confuses writing with copying or transcribing. The creativity of the students is restricted by denying them the opportunity to experience writing as a tool of free expression, which develops critical thinking and allows them to build and share knowledge

The problem described above in the mother tongue has a significant impact on the learning of a foreign language, as far as writing is concerned. In this regard, Barber & Scott (2015), argued that “knowledge and skills of textual production in the mother tongue, whether deficient or not, are transferred to writing in a foreign language” (p. 345). This statement corresponds to the hypothesis of linguistic interdependence reviewed by Jiménez & O'Shanahan (2016), which predicts that children who have problems in learning their mother tongue will also have them in a second language.

### **2.2.2. Writing in a foreign language**

Pek, Mee, Shing, & Theemas (2019) establishes differences of "foreign language". In the first case, "it is a spoken language in which one lives in the community, even if it is not the apprentice's mother tongue, while, in the second case, the language has no presence in the community in which the learner lives" (p.112). For example, English is a second language for a Mexican immigrant in the United States, while it is a foreign language for a student in Ecuador.

Assuming that written skills are transferred from one language to another, it is possible to affirm that a student's inefficient performance in the written use of their mother tongue will be reflected at the time of writing in English. This would partly support the fact that the

teaching and learning of foreign languages in our country has not given the expected results, since the student fails to develop the basic skills in terms of comprehension and oral expression and comprehension and written expression.

English Teaching at the present time has had a great impact in Ecuador, being the language that is used all around the world. However, the ideal level of communicative competence in the skills involved in the mastery of the foreign language has not yet been achieved: oral and written expression, oral and reading comprehension. Among these skills, written expression is the one that presents the greatest difficulties and challenges because it requires specialized training. The progress made in the area of information technology and information during the last five years in Ecuador requires a reconceptualization of the place of writing in the teaching of foreign languages and contributes through the society.

Nowadays the scientific-technical development itself requires a constant preparation and updating where the search for information and the understanding of what is researched derives in a later final writing work that leads to be done efficiently. So all the above requires a commendable work in order to prepare our students in the development of writing skills. Many methods have been used to enhance this work but they are still insufficient and it needs a continuous search of varied activities as to promote, raise interest and motivate our students so that they write more frequently and, in this way, achieve improvement in their spelling, calligraphy as well as writing.

In general, achieving a favorable attitude to the use of the written language, which allows a more nuanced communication and expression and faithful to oral thinking. The current moments require the integral formation in the student who, besides being a good researcher, knows how to express clearly and precisely the message they want to transmit and at the same time are able to read without losing its meaning. Teaching to write is not an easy task, but if it is done it in a systematic way, students can achieve marked results in medium and long terms, defining different ways and activities that encourage the development of this skill.

Writing is a way of communication that is least used. Knowing how to communicate in written form goes beyond knowing how to represent the sounds in the graph, it is the

competence to express the thought with the aim of creating a communicative space in the process of maintaining social relations and production with observance of the conventions of the language, textual forms, types of texts and themes within a discursive community framed in a social-historical context. Written communication, like oral communication, has two fundamental functions: for social relationship and for transferring information. The first one is oriented to the message and the second to the content.

### **2.2.3. Writing in a foreign language teaching and learning**

Writing has a primordial place in communication, because depending on the situation, sometimes it is more feasible to use writing than oral expression. This skill has a specific importance within the teaching-learning process of the language and it also serves as an instrument.

Teaching of English as a foreign language is a controversial and complicated issue since there are many criteria about its conception. The final goal of teaching the English language consists on establishing communication. Feedback is a great importance for developing communication which is a response offered by a person who receives the message and lets him know in some way what effects the message received caused.

### **2.2.4. Brief definition of writing skills**

According to Rao (2015), “writing is a graphic representation of speech which consists on sounds produced when speaking” (p. 98). The words have to be organized to form the sentences and these in turn come together in such a way that they form a text about a topic. Writing includes the decoding of a message for someone who is not usually physically present. The writer has to make sure that what he writes will be understood successfully.

Writing can be considered as an objective or as an instrument in the teaching process. Fageeh (2011) in *Communicative Language Teaching* considers that “writing is not always an objective, and it depends on the types of courses” (p. 154). The author states that writing, in non-specialized courses, is not an objective; but an instrument since most students at this level do not have much need to write with communicative intentions.

All four skills have the same level of relevance in the communication process without any course level distinctions. In fact, speaking is one of the main skills for communicative purpose, but this does not deny that hearing, reading and writing constitute skills with the same importance in communication. In addition, this current society imposes the need to write as well as speaking, listening and reading in order to establish communication.

Regardless of motivations for learning English as a foreign language, certain elements have been identified as contributions to develop writing skills. It raises the level of awareness about the linguistic processes that occur in the mother tongue in the general sense and of its writing in the particular. It helps in the process of learning a foreign language; writing is one more channel for its internalization process.

- It contributes to thought development skills and creativity.
- It increases the capacity for planning, organization and verbal activity management.
- It allows students to assimilate in forms of written communication from other cultures, it also approaches them from a critical point of view, with respect to the forms of expression of other people and contribute individually to peace among them.
- It strengthens the possibilities of raising a general and educational the cultural level in particular and a better access to the labor market.
- It increases the possibilities for the individual's insertion in a new discursive community and defend their identity, culture and ideology.

At this time, the most widely disseminated publications in the world are in English, all international radio and television stations have programming in English, international cultural, political, social and scientific activities include English as one of the languages of the world. Most books or articles from journals or book summaries on scientific, technological or social issues are published in English or, at least, require a summary in English, and this is the case with manuals for electrical appliances, food products and telephone, satellite or email communications, which include personal communications, discussion lists of all types and topics, news and others.

### **2.2.5. Requirements for written communication**

Writers must organize their writing and order the sentences in such a way the reader understands better or can follow the ideas easily. They must carefully select the words in order to say precisely what you want to say and also offer enough information to be fully understood and plan what you will write and how you will write it. Writers must use punctuation and capitalization correctly to replace non-verbal communication and correct the spelling and the calligraphy for a better understanding and eliminate confusion.

Writing is a complex skill for native and non-native speakers because when writing it is necessary to balance various factors such as content, organization, purpose, audience, vocabulary, punctuation and spelling. The experience has shown to teachers, researchers and educational directors that, just like the language itself, the evaluative practices in the teaching of the English language are not static but dynamic and changing.

A controversial area is the evaluation of writing in which elaboration and criteria should be based on the curricular objectives and the teaching methodologies. In English language classes, especially in higher education, teachers will always face the challenge of being able to reliably and validly evaluate students' writing skills, so they are better prepared to do their exams and demonstrate their achievements.

### **2.2.6. Problems faced on students when making their writing**

There is a deficit in theoretical and technical knowledge in argumentative competence this affects both the students' oral and written production, which significantly reduces their academic, work and social activities and their personal development due to the fact that they do not have an acceptable knowledge to apply this competence. This creates difficulties when measuring these abilities.

Hsiang & Graham (2016), state that the writing skill production has occupied a central place in applied linguistics and remains a subject that arouses great interest as a field of research; “on the one hand, to clarify how this skill works and, for another part, to determine which are the guidelines to follow in their teaching / acquisition” (p. 893). Achieving a good command of writing is not easy even in the mother tongue, despite the many years spent

developing this skill at different levels of education. Writing is considered a linguistic skill difficult to acquire, and even more if it is done in a second language.

According to Bloch, (2018), “this feeling of difficulty when producing a written text is often detected in the discomfort many students reflect in order to face an activity that requires the use of written competence” (p. 234). The difficulty of writing lies mainly in its own artificial and learned nature, as well as in the way in which written language has evolved in urban societies with a highly developed technology to address complex social and intellectual tasks.

According to Wingate & Tribble (2012), “a spoken language plays different roles through a process of trial and error, this plays the access to written language that is formed through school training to development within their social environment” (p. 432). While the main objective of speech is to establish a relationship, students try to record things when they write, complete tasks, or develop ideas and arguments.

### **2.2.7. Differences between Spoken Language and Written Language**

The language used in a conversation which takes place in a store or in a bank is very different from what is used in a formal letter. Written language has its own characteristics that reflect the communicative objective for which it is created Nunan (2015). In the process of acquiring written competence, the differences between written language and oral language must be taken into account.

Harmer (2017), emphasizes accuracy and precision as the main difference between oral and written production skills. This author assures even native English language speakers make mistakes when they speak and, in some cases, they hesitate, repeat the same word or phrases in different ways and even change the topic without finishing a sentence; this type of behavior is considered acceptable, even normal in spoken language. However, the situation is not the same when it comes to written language.

In written communication "errors" cannot appear. Hence, from a teaching point of view, there is greater demand for correction in written production activities in relation to oral skill

development. According to Nunan (2015), written language is considered more complex than oral language. This complexity is determined by lexical density Borg (2015), that is, by the number of lexical or content words used in written language. The grammatical structures that are normally used in formal written texts are quite simple, contrary to what happens in spoken language.

Children who learn to write in English as their mother tongue may have difficulty writing formally due to this communicative feature in one direction; that is because their motivation as language learners is to establish relationships with other people. On the contrary, adult students who learn a second language may have some difficulties in this sense because they have mostly learned to write in formal contexts. This difficulty may lie in learning to use the typical organizational conventional patterns from different kinds of writing in a second language.

The problem lies in the choice of the appropriate form or element within the grammatical and lexical system of the other language. Written language also lacks certain essential attributes of oral language: intonation, accent, facial and body language, and gestural language. This lack is compensated with greater clarity or with the use of various stylistic and grammatical techniques that help students focus attention on certain points, since the addressee cannot trust the voice tone or the transmitter's expression as to understand certain nuances of the message. Woodrow (2017) affirms that "a written text uses a distant, formal and appropriate tone; for this type of conventional exchange in which communication is based on a series of neutral formulas" (p. 234).

#### **2.2.8. Acquisition of Written Production Skill**

Writing is the product of a sociocultural context that determines its functions and requires its own writing experiences. Writing should be conceived as a process that is not learned once and for all, but, on the contrary, it is becoming more complex in the different contexts that the student must go through in learning English. Traditionally, writing has been in the background within the teaching of second languages, even discarding when designing English as a second language courses Palmer (2002). However, today the importance given to writing within the acquisition of the English language has increased.

### 2.2.9. Acquisition of written English Language

Traditionally, writing has been not considered as a main skill within the teaching of second languages even in some cases it has been discarded when designing English language courses. However, PedramAra & Talebinejad (2016), states that “the importance given to writing in the acquisition of the English language has increased nowadays” (p. 624). Both for speaking and writing, interaction is required in various socio-cultural spaces, which must be promoted in the academic context.

Writing normally requires some type of learning. This skill does not arise automatically through the correct use of vocabulary and grammar, but it has to be taught in a specific way; in fact, it does not arise only from reading and free writing. Sato & Hodge (2016) affirm that “learning to write is not just a matter of developing a series of mechanical spelling strategies; it also implies learning a series of new cognitive and social relationships” (p. 286).

Writing consistently, appropriately and effectively requires taking into account the purpose and the receiver’s characteristics of the text. According to Scarcella and Oxford, cited by Sandlund (2016), in order to write correctly and effectively, a person must master the four components of communicative competence; that is grammatical. Sociolinguistic, discursive and strategic competence (p. 15).

**Grammatical competence:** it consists of using of grammar (morphology and syntax), vocabulary and certain mechanisms of the language such as punctuation or spelling. For the achievement of this purpose, institutions must know the students’ needs in order to adapt learning strategies and resources, the result of which is to make their academic experience viable. Grammar competence (also called linguistic proficiency) is the ability of a person to produce grammatical sentences in a language, that is, sentences that respect the grammar rules of that language at all levels (vocabulary, word formation and sentences, pronunciation and semantics).

**Sociolinguistic competence:** it allows students to vary the use of the language with respect to the subject, gender, reader and purpose of the text to adapt to the determined discursive community. Sociolinguistic competence is one of the communicative competence components. It refers to the ability of a person to adequately produce and understand

linguistic expressions in different contexts of use, in which there are variable factors such as the situation of the participants and the relationship between them, their communicative intentions and event in which they are participating and the rules and conventions of interaction.

**Discursive competence:** it consists of organizing the text so that it has coherence and cohesion. It refers to the ability of a person to function effectively and adequately in a language, combining grammatical forms and meaning to achieve a locked text (oral or written), in different communication situations. It includes mastery of the skills and strategies that allow the interlocutors to produce and interpret texts, as well as the features and characteristics of the different discourse genres of the speech community in which the students develop.

**Strategic competence:** it is about using strategies that allow increasing the competence to write effectively, such as planning, composing or revising the text. Strategic competence is one of the competences involved in the effective use of the language by a person. It refers to the ability to use verbal and nonverbal resources in order to both promote the effectiveness of communication and to compensate for failures that may occur in it, derived from gaps in the knowledge of the language or others conditions that limit communication.

The writing process, in addition to composing, implies communication. When students write in real situations, they provide the sender with an appropriate context. Without a specific context it is difficult to decide what to write and how to do it. The selection of an appropriate content and style depends on the type of reader. Understanding the context helps to write effectively because writing process acquires a communicative purpose.

Any topic may be related to some variety of writing. Therefore, a communicative approach emphasizes the need to prepare students not only with appropriate grammar and vocabulary but also to achieve the communication objectives that are normally associated with the topic. Any type of writing must have a real purpose as far as possible. Writing activities should reflect the ultimate goal and allow the student to write complete texts that convey a well-connected, contextualized and appropriate type of communication.

### **2.2.10. Writing in English language**

Writing plays important and very diverse roles within the social, professional and academic contexts. Written communication between people can be from many types and all of them are part of the written language. Therefore, the objectives of writing are many, the contexts in which it is used can be more or less complicated, and the reasons and needs to learn to write present a great diversity.

According to Canale (2014), “There may not be an important or basic reason to learn to write in a second language since they are not very likely to be involved in social activities” (p. 123). However, for many others, writing will be an essential element in their educational program. On the other hand, due to the highest demands of English courses focused on specific communication within professional fields, writing effectively plays a key role. The importance of writing within the professional context has resulted in an increase in research fields, especially in relation to the analysis of all kind of professional texts and ways to use these analyzes into practice.

Writing, like the other leading skills in learning a foreign language, considers the acquisition of knowledge, habits and skills in that language. Teaching English as a foreign language is fundamental in the educational system, and is aimed at developing communication, as well as the knowledge necessary for its domain. It seems that many companies still think oral competence is more important than written one. However, writing is an essential communication tool in both academic and professional worlds. The communicative competence must be extreme because it is such a “business card” in order to represent at any company in the world.

Writing in English as a second or foreign languages may be different from the people who use it as their mother language. Therefore, EFL students have different needs to acquire some competence in written production skills. Each student needs to write to address a particular type of reader, and write different types of text. Therefore, students have different needs to acquire some competence in written production skills. Each student needs to write as to address a certain type of reader, and write different types of text.

Although it is important for everyone to develop a general ability to plan and compose any type of written text, this general training would not help them face the demands and obstacles that writing in English presents in their respective fields of action. Therefore, writing skills must be presented in a professional or academic activity which is relevant to the student. There are two types of students who need to write in English: the first one, those who want to improve their written competence for their professional field, and on the other hand, those who need to improve their writing in English in order to study a specific subject or to take a test in English as a second language.

Written communication has become an essential tool in many professional fields. “Writing is an essential instrument in the future professional context for many students” Nystrand (2012). As a crucial part of the communicative process, writing is an important and frequent way to obtain information and solve problems. Regarding to the different approaches in the teaching of writing, the author defends the process approach as a basic form in teaching writing. The three stages of the process (planning, drafting and revising) allow EFL students to obtain written texts completely contextualized, and always take into account the purpose of what the writer want to address it. This method is very effective because it helps students develop a more conscious, communicative and realistic approach to writing.

- **Planning**

Harper & Vered (2017), emphasize in relation to planning framework, someone must consider the objectives for writing, what the text is written for, what circumstances surround the production of the text and what are the characteristics of communicative situation (the context) in which it is written. Other elements that must be taken into account when planning, are the following: characteristics of the audience, the receiver of that text: their knowledge, age, interests, ideology or belief system, among other aspects.

On the other hand, in terms of drafting, Harper & Vered (2017), estimates that “the writer is reading and checking what has been planned previously and trying to relate or link what has been written with what is coming”. In addition, when drafting recourse to strategies and resources to support the way of writing, such as dictionaries and the teacher guide as to perform specific exercise in class; for example, grammars, lists of prepositions and

connectors, among other possibilities. Precisely, this is a very relevant characteristic seen in a competent writer profile.

According to the research, drafting or textualization stage, which receives other names such as translation, transcription, consist of translating ideas into a visible language (linguistic form). Textualization involves moving from a hierarchical semantic organization (in the mind, in the case of the competent writer) to a linear organization (on the sheet of paper or on the screen of a computer). This fact requires the fulfillment of different perceptual-motor demands (graphic execution of the letters) and cognitive-linguistic (choice of words, formation of sentences, etc.)

- **Revising**

Regarding to “revision phase”, Domantay & Ramos (2018), recognize the significance of this stage, since it facilitates the detection of all kinds of errors and makes it possible to focus on the form and structure of the text, as well as the content. The author mentions the "habit of examining one's writing" (p. 6) and expresses that psycholinguistic research in recent years has shown that competent writers constantly review what they write. On the other hand, the authors estimate that after writing the text, the revision may cause the rewriting of the text. They emphasize that after revising, it is important to check if the written word expresses with precision what the thought desires. The diagram below explains how these three moments of the textual composition interact in a dynamic way in order to set up the creation of a text.

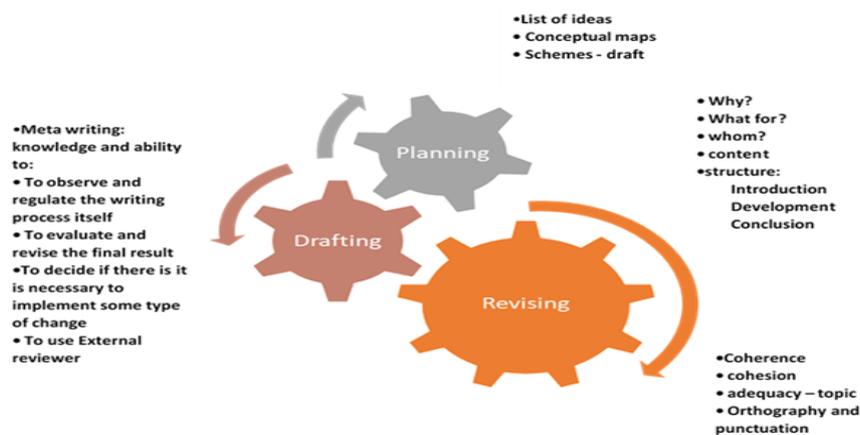


Figure 1. The Graphic Organizer, An Expression of Visual Learning.  
Source: Domantay & Ramos (2018).

Within the visualization of information and visual learning, Graphic organizers are considered as elements, techniques or strategies useful to transform information into knowledge. Graphic organizers, as vehicles of visual learning, also stimulate creative thinking and critical thinking, through new ways of interacting concepts. Durteler (2017), affirms “The graphic organizer, as a representation of the informative visualization, has three conceptual meanings: Graphic representation, visual techniques and motivation as stimulus” (p. 343).

**Graphic representation:** they are identified as forms of graphic representation of the relevant ideas of a text, its relationships and, crucially, its superstructure. Graphics are used to illustrate and present a set of interrelated data, so as to facilitate their understanding, comparison and analysis. The graphics are used to illustrate and present a set of interrelated data, so as to facilitate their understanding, comparison and analysis.

**Visual technique:** Visual techniques are ways of expressing a variety of meanings through the planned use of different elements. Graphic organizers are visual tools that allow students to present information with their regularities and relationships. They are illustrations in which lines, arrows, boxes, blank spaces or circles are used to show the relationships between certain facts or ideas. They serve, then, to guide mental activity, with a special format.

**Motivation as stimulus:** Motivation can be an objective, but it will not be enough for an individual to reach it. Stimulus are what make people go to a specific place or goal which should be motivation. Graphic organizers are positive techniques and strategies to involve the students in their learning process. This leads to the development of mental abilities to process, organize, prioritize, retain, remember new information and integrate it with previous knowledge.

The development of graphic organizers helps students process, organize, prioritize, retain and remember new information, so that it can be significantly integrated into the personal knowledge base. These elements are symbols, images, lines, drawings, few concept words, etc. The current technology allows students to draw graphic organizers, exploit them in graphic format (jpeg, gif, png, bmp, etc.) in web pages, participate in blogs, use emails and

in video conference sessions, so that physical classroom is reduced into learning coordination.

### **2.2.11. Pre writing graphic organizers**

For Domantay & Ramos (2018), “Graphic organizer is a schematic representation that presents hierarchical and parallel relationships between broad and inclusive concepts, and specific details” (p. 15). It consists on a visual representation of knowledge establishing relationships between the units of information or content. It is an instructional tool to promote meaningful learning. Graphic organizer is a very useful tool that supports teaching and learning process, in order to achieve a meaningful learning. It is also considered as a visual representation of ideas that help students with everything from learning key vocabulary to making presentations.

There are many reasons to use graphic organizers to enhance writing skill. Graphic organizers help students to improve their way of writing; when teachers use this type of strategies, the students become familiar and elaborate this type of schemes easily, the same ones that allow to present information about a certain text. The skills developed with graphic organizers are so varied and important to collect and organize information such as brainstorming, writing a story or collecting information for a project.

Writing daily will also make students improve on a technical level. The more they write, the more their skills will improve. Creating a graphic organizer to order writing allows the student to maintain focus. When the teacher encourages learning the English language through graphic organizers, the student will be less involved in writing. In addition, they will have more facility to concentrate and not allow other thoughts distract them, such as the washing machine, the topic of History that you have to study or expecting an important email.

Organizing information is the first step and is also critical; so graphic organizers allow the individual to analyze, evaluate and think critically: that is, to compare, contrast and interrelate the information visually. With the use of graphic organizers teachers can develop

multiple skills in students when working with this type of strategy either in the classroom or some research at home,

Teachers can evaluate the knowledge and get the students' attention through the use of graphic organizers. With visual diagrams, students can get large amounts of information, make decisions, understand and relate it. Having the data organized visually helps students think creatively as they integrate each new idea into their existing knowledge. People have developed more visual perception than any other, thus favoring creativity, understanding, and disposition which are processes which students achieve significant learning.

### **2.2.12. Benefits of Pre writing Graphic Organizers.**

Kellems, Gabrielsen, & Williams (2016), state that "The use of visual organizers in writing process is based on advantages in meaningful learning achievement and the development of skills that favor students in learning to think and learning to learn "(p.16). In this sense, graphic organizers are used as strategies and help learners clarify their ideas previous to write. Students can observe how ideas relate to one another and decide how to organize, structure or group information.

Pre writing graphic organizers also help learners collect information, focus on what is important, relate concepts and ideas, make interpretations, solve problems, design plans and become aware of their thought process (metacognition). In this sense, they constitute very useful tools for the critical and creative thought development.

**Strengthen understanding.** Students reproduce what they have learned using their own words. This helps them assimilate and internalize new information, allowing them to appropriate their ideas. Integrate new knowledge. Graphic organizers facilitate a deep understanding of new knowledge by making diagrams that are updated during the teaching-learning process. This type of visual constructions helps them to see how the main ideas of a new topic are related to the previous knowledge, identify and integrate the key concepts of the new information to the body of knowledge they possess.

**Retain and remember new information.** - Memory plays an important role in teaching-learning processes, and in these it is often associated with being able to remember dates or specific events and sets of instructions. However, memory goes beyond this single dimension (remembering), it also participates in: fixing attention, relating and using pieces of knowledge and skills to build new knowledge. For all the above, graphic organizers are effective ways to get active learning and help improve memory.

**Identify misconceptions.** - While a graphic organizer puts in evidence what the students know, the misdirected links or the wrong connections expose what they have not yet understood. By reviewing diagrams generated prior to a learning process on a given subject, students can appreciate how their understanding evolves, comparing them with the new constructions they make about it.

Students need tools to help them direct their thinking and way of writing. Graphic organizers can fulfill this function by promoting the most effective organization of this in three levels of complexity: In the 1st level, (who, what, when, where), students collect information to define, describe, list, name, remember and order that information. In the 2nd one (how and why), they process the information by contrasting, comparing, classifying, explaining, etc. Finally, in the 3rd level (what happens if ...) students can discover relationships and patterns through actions such as assessing, hypothesizing, imagining, predicting, idealizing, etc.)

Tobar & Moya (2017), “It is very important to know the advantages of using graphic organizers in the development of writing skills” (p.254). Teachers must work in the classroom using new strategies for students to experience and use the wide variety of graphic organizers. The objective is to learn how to develop and identify sorts of graphic organizers for each learning situation.

### **2.2.13. Characteristics of the graphic organizers**

Cummins, Kimbell-Lopez, & Manning (2015) mention 11 important characteristics to know when developing a graphic organizer, below are detailed:

1. They help students highlight concepts and vocabulary that are keys and relate them to each other, they are tools that support to critical and creative thought development.
2. Integrate prior knowledge with a new one.
3. They enrich reading, writing and thinking and motivate students through conceptual development.
4. They promote cooperative learning, the student gains the ability to understand and apply learning independently. They rely on criteria and hierarchy, helping the apprentices to learn how to think. They also help students understanding, remembering and learning.
5. The process of creating, discussing and evaluating a graphic organizer is more important than the organizer itself. They foster learning through active research.
6. They allow learners to participate in learning activities they have found in the zone of proximal development, an area in which they can work effectively in the learning process.
7. They work as evaluation tools. These characteristics will allow teachers to guide the teaching process depending on the first instance the students with whom teachers will work. Secondly, the kind of graphic organizer teachers use in the classroom activities as a useful support to achieve the teachers' goals.

#### **2.2.14. Types of graphic organizers.**

A graphic organizer is a visual representation of the knowledge structure that presents information by rescuing important aspects of a concept or subject within a scheme using labels. It is called in various ways, such as: semantic map, concept map, visual organizer, mind map etc. Graphic organizers take different physical forms and each of them is appropriate to represent a particular type of information. there are some graphic organizers which is most commonly used:

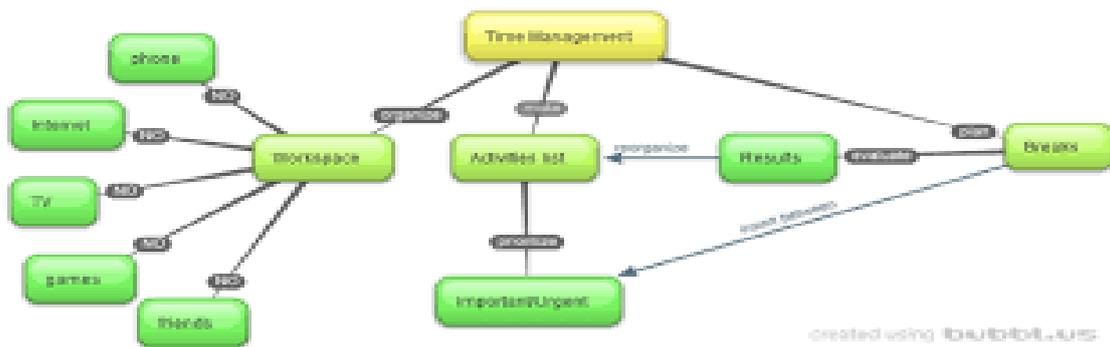


Figure 2. Conceptual map. Retrieved from CNT Jacinto Jiménez y Caamaño (2008).

Conceptual maps are based on Ausubel Significant Learning Theory. From this theory, two fundamental principles are taken into account: the progressive differentiation where concepts acquire more meaning as new relationships are established between them; and Integrative conciliation, which establishes the improvement of learning, based on the integration of new links between concepts or the discovery of misconceptions in their logical and cognitive structure, thus being a tool within the teaching-learning process.

It must be clear what are the fundamental elements to be considered when designing a conceptual map; these are concepts, propositions and linking words. Concepts would be regularities in objects or events that are designated by a term. For example: living being, animal, plant, reproduction. On the other hand, it is recommended that a concept is written only once, and it must include in an ellipse or rectangle.

The propositions consist on the union of two or more concepts, by means of lines or words of connection, to form a unit of meaning. Animals are living beings, is an example of a proposition. The linking words are terms that serve to unite the concepts. With its use, the types of possible relationships between the concepts are established. some linking words are: conjunctions and verbs. Different hierarchical relationships must be established between the concepts should also be considered.

### 2.2.15. Five-Paragraph Essay

“An essay is a written composition in which you express a certain idea and back it up with arguments that support the idea” (Brannon, 2017, p. 15). As the name implies, a five-paragraph essay consists of five main ideas expressed in five paragraphs. However, the essay consists of three parts: An introduction, a body, and a conclusion.

**Introduction.** - The first paragraph of a five-paragraph essay is the introduction. You should start this paragraph with an argument that captures the interest of the reader so that the reader wants to continue reading his essay until the end. Make your first sentence as interesting as possible. Follow several phrases that clarify your initial statement. Conclude the paragraph with a thesis statement in which what is believed and intended to prove is presented. A good thesis statement takes a position and is very specific.

**Body.** - The body of a five-paragraph essay consists of three paragraphs. Each paragraph should be limited to a main idea that supports your thesis statement. The first paragraph of the body should contain its strongest argument in support of its thesis. Begin this paragraph by stating your idea. Then continue with two or three sentences that contain supporting evidence or examples. Conclude this paragraph with a phrase that summarizes what you discussed in the paragraph.

The second paragraph of the body should follow the same format as the first paragraph of the body. This paragraph should contain your second strongest argument in support of your thesis statement. The third paragraph of the body follows the same format, and contains its third strongest argument. In addition to summarizing what was discussed in the paragraph, the last sentence should also tell the reader that the paragraph contains the final argument that the student is proposing.

**Conclusion.** - The fifth and final paragraph of the essay contains the conclusion. This closing paragraph should repeat its thesis statement in slightly different words than those used in its introductory paragraph. The three arguments in the body of the essay should be summarized. The final sentence should indicate that the essay is over.

Writing essays become progressively more important as the student progresses and progresses in the learning process. Following the format presented above will help you write good essays (see figure 3).

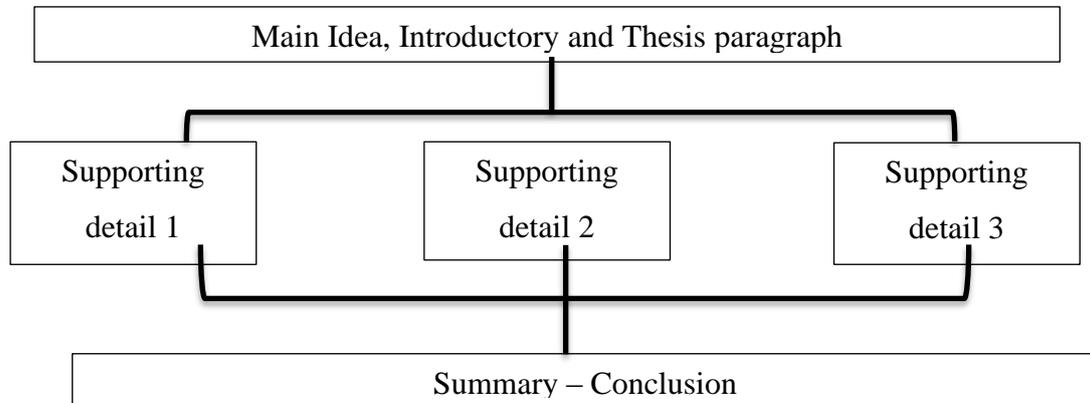


Figure 3. Five-paragraph essay chart. Retrieved from Freeology (2019). Modified by: Sánchez (2019).

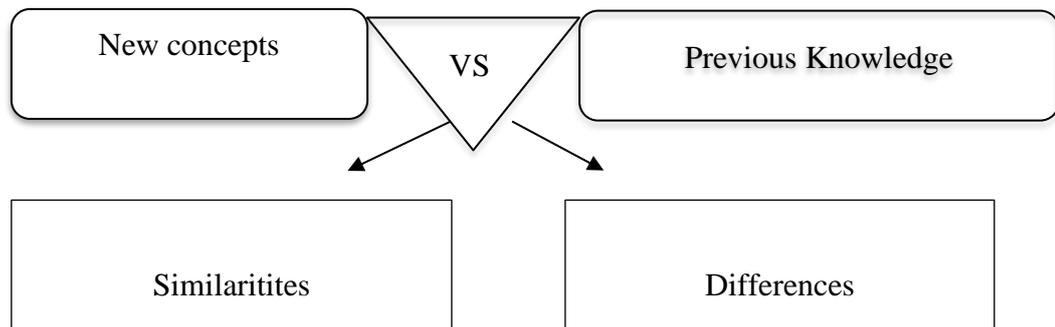
#### 2.2.16. Analogy Graphic organizer

The comparative chart is an information organizer, which identifies the similarities and differences of two or more objects or events. It is also called as analogy graphic organizer and is formed by a certain number of columns in which the information is read vertically. It allows to identify the elements that you want to compare. For example, similarities and differences of something and allows to write the characteristics of each object or event. This cognitive organizer to work analogies, provides a visual didactic framework that allows to analyze the relationships that exist between newly introduced concepts (new for the student) with concepts that the student already dominates (familiar concepts) and can serve as a basis for a better student understand new, complex or difficult concepts.

To create analogies, it should be identified the existing relationships between different concepts. Christensen & Ball (2016) state that “analogies help students make mental connections between different concepts” (p. 39). Working with analogies helps the brain to develop critical thinking skills. They are a way to use or take advantage of a basic and well-known concept to understand concepts that are much more advanced or difficult to understand. This graphic organizer can be used first to model the process of creating an analog relationship and second, to teach the steps to create an analogy.

## Steps to Create Analogies Using Cognitive Organizer

1. Introduce a new concept and tell the students to put it in the first box and ask the student to - through a brainstorm - choose a familiar concept that he already masters to compare it with the new concept. It must be something that has a clear connection to the newly learned concept.
2. Make a list of similarities and differences between the new concept and the old one. These similarities and differences are placed in the respective boxes and help the student to be clear about the new concept, there is a box that forces him to summarize the new concept with his own words.
3. Then start to create 2 analogies using the guides in the lower part of the cognitive organizer. The student must think about all the connections that exist between the 2 concepts that are being worked on.
4. No matter the exact order in which the concepts are placed as long as the connection is clear.
5. Repeat the process of the previous step to generate the second analogy (see figure 4).



Now using the information above try write two new analogies as to clarify the new concept

Summary of the new concept using student's own words:

A	Is to	B
Relation		
C	Is to	D

Figure 4. Analogy Graphic organizer. Retrieved from I.Piming (2019).

### 2.2.17. Triple Venn Diagram

The Venn Diagram of 3 circles allows defining all the logical relationships that may exist between 3 different themes, concepts, words, etc. Helps develop higher order thinking skills and increases meaningful learning. There are 5 Reasons why the Venn diagram is an Essential Educational Strategy; (Kimbell-Lopez, Cummins, & Manning, 2018, p. 235), state that working similarities and differences through educational exercises (e.g., this Venn diagram) has five (5) key benefits: “Strengthens student memory, develops higher order thinking skills, increases comprehension, improves writing in content areas and develops mental habits” (p.235). (See figure 5).

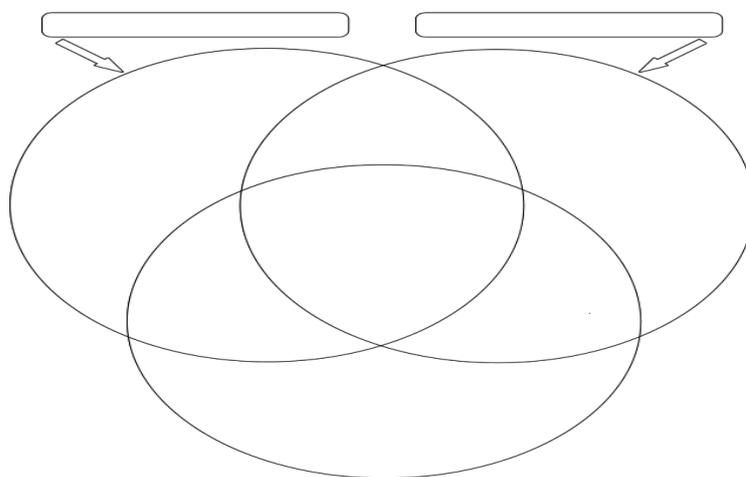


Figure 5. Triple Venn Diagram. Retrieved from Organizadores Gráficos (2015).

The authors state that comparative thinking is one of our most natural ways of thinking (we use it since we are babies) and that without the strategy of comparing and contrasting, much of what we call learning would be literally impossible to achieve. In fact, they show that using didactic strategies that work with comparative thinking have a high impact on school performance.

This is a type of Graphic Organizer (GO) that allows students to understand the relationships between sets. A typical Venn diagram uses overlapping circles to represent groups of items or ideas that share or not common properties. Its creator was the British mathematician and philosopher John Venn who wanted to graphically represent the existing mathematical or logical relation between different groups of things (sets), representing each set by means of

an oval, circle or rectangle. By superimposing two or more of the previous geometric figures, the area in which they converge indicates the existence of a subset that has characteristics that are common to them; in the remaining area, typical of each figure, the elements that belong only to this figure are located.

### 2.2.18. Cause and Effect Diagram

Graphic organizers are active learning techniques which concepts are represented in visual schemes. The students must have access to a reasonable amount of information so that he can organize and process the knowledge. The level of mastery and depth that has been achieved on a subject allows them to elaborate a graphic structure. The teacher can use graphic organizers to boost the teaching-learning process (see figure 6).

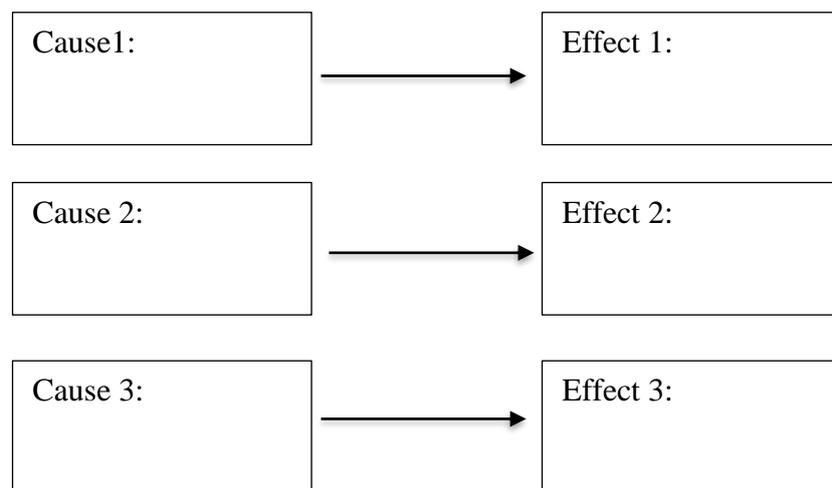


Figure 6. Cause and effect diagram. Retrieved from Media National Geographic (2018).

These organizers describe relationships and can account for the understanding of the processes or data involved. The proper use of graphic representations in teaching proposes to the student a different way of approaching the contents and facilitates the establishment of significant relationships between different concepts that lead to better understanding and requires to be more active, willing to analyze the information, relate, categorize and / or hierarchize it. For this characteristic, the strategy of graphic organizers is associated with the concept of permanent individual learning, favoring the student's ability to learn to learn

The use in the classroom of this Graphic Organizer (GO) is appropriate when the objective of learning seeks students to think about both the actual or potential causes of an event or problem, and the causal relationships between two or more phenomena (Park, Nam, & Choi, 2013, p. 326). Through the elaboration of Cause-Effect Diagrams it is possible to generate dynamic classes that favor the analysis, the group discussion and the application of knowledge to different situations or problems, so that each team can expand their understanding of the problem, visualize reasons, reasons or main and secondary factors of this, identify possible solutions, make decisions and organize action plans.

### 2.2.19. Story Map

This graphic organizer helps to work a story, drama, or story as it allows us to organize the different parts of the story in a meaningful way. It has pictures to place the time in which the story occurred, the place (setting) in which it occurred, the scene, who the characters are, what are the main problems of the work, how the story was developed and how the problems were solved. It consists on the creation of a conceptual map about a story, in order to make an interactive activity aimed at students. The teacher recommended us to select a short story.

A story map is a type of graphic organizer that helps students to learn in an easier way the elements of a storybook or story. This graphic organizer consists of identifying the characters of the story, setting, plot, problem and solution, the objective of this learning strategy is that students can read carefully to extract the most relevant information from the text (see figure 7).

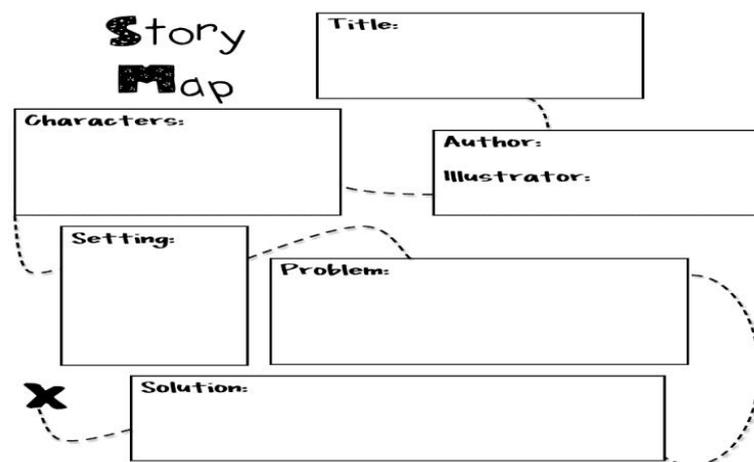


Figure 7. Story Map. Retrieved from I.Pining (2018).

Applying story map helps students to improve reading comprehension and writing skills, provide necessary tools for the identification of elements that are within a bibliographic text, this allows to organize students in their ideas in an efficient way; being a technique in which each student can elaborate their own history map of accord in their own way, in this way they will be able to discuss in the classroom the characters, setting, plot and theme from the beginning, middle to the end.

### 2.2.20. KWL Chart (Know, Want to Know, Learned)

The KWL research picture is an educational tool to facilitate meaningful learning throughout the learning process. The first two (2) parts are filled in when introducing a new topic to the students. That is, the student is asked what they already know about a topic as well as what they want to know or learn about the same subject. When the subject is finished, the student returns to the KWL and finishes filling the last part, writing everything he learned about the subject. This helps him internalize his knowledge and cement new learning.

Name \_\_\_\_\_ **K.W.L Chart** Date \_\_\_\_\_

Topic \_\_\_\_\_

What I Know	What I Want to Know	What I Have Learned

Figure 8. KWL Chart (Know, Want to Know, Learned). Retrieved from Static.es (Static.ess, 2018).

## **Reasons to use KWL Chart**

1. It helps students integrate previous knowledge to the new one: they only learn when a new information is integrated into an existing knowledge scheme. Cognitive schemes or previous knowledge are structures that represent the concepts stored in memory during for a long term (Bailey, 2017).

2. It motivates conceptual development:

Reading real-life topics, biographies of famous people, fascinating inventions, current affairs or historical events, the students expand their knowledge. They begin to see the world around us as a changing place that can be seen as an integral part of evolution.

3. It supports collaborative learning:

Develop those social skills that are needed for group work; listening, speaking, asking, waiting turn, providing positive and constructive answers, respecting the opinion of others, are social skills for both individuals and groups within the school and in life. In this interaction with their peers, learning becomes easier and more meaningful. The group work that promotes the KWL chart. It is crucial to the learning process. Learning is not only interpersonal processes, but fundamentally interpersonal. Therefore, group learning tasks must be undertaken.

4. Makes it possible for learning to be meaningful. Students, who start from their previous knowledge on a given topic, facilitate understanding. Learning is significant when the student can give a meaning to the new learning content relating to their previous knowledge.

5. It develops critical reading skills: Students who are meaningful builders are able to easily locate the main ideas and ideas that justify them. In addition, they easily locate the problem of the read text, make conclusions and comparisons, identify the cause and effect of a phenomenon, etc.

6. It enriches reading, writing and thinking and promotes metacognition: KWL Chart develops that reading competence in which the student becomes aware, worries and reacts to their own understanding of the text and realizes if they have errors or flaws in their

understanding of the text. This process refers mainly to checking if what you are reading has or does not make sense, and if you do not have it, to apply a plan to face it.

7. It allows the use of "technology" to search and use information; it also allows learners access to various sources to find information. Learn to recognize that there is a wide variety of resources, such as books, media, audiovisuals, as well as others, people, institutions, etc., that you can count on.

### **2.3. Legal Framework**

#### **Constitución de la República del Ecuador**

##### **Niños y Adolescentes**

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión

y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

### **Ley Orgánica de Educación Intercultural, 2011**

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

Art. 17.- Derechos. - Los miembros de la comunidad gozan de los siguientes derechos:

a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complementa sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir;

b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad;

c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial;

### **Plan Nacional de Desarrollo Social Toda Una Vida**

Entre las políticas de desarrollo que incluye el Plan Nacional de Desarrollo 2017-2021, se encuentran la siguiente:

2.5 Garantizar la preservación de las lenguas tradicionales, el multilingüismo y el sostenimiento de sistemas de educación intercultural y conocimiento de las diversidades.

### The EFL National Curriculum

The EFL National curriculum is also called the English Language curriculum in Ecuador, and was designed for students from 2nd to 10th EGB and 1st, 2nd, 3rd BGU whose mother tongue is different from English. This curriculum presents a framework to learn English, and directed to facilitate the learning process (English as a Foreign Language Curriculum, 2016), and was created with monolingual and multilingual learners, including those who speak Spanish and those who have little or no Spanish. It aims to support the policy of developing citizens in Ecuador that would communicate effectively in today’s globalized world.

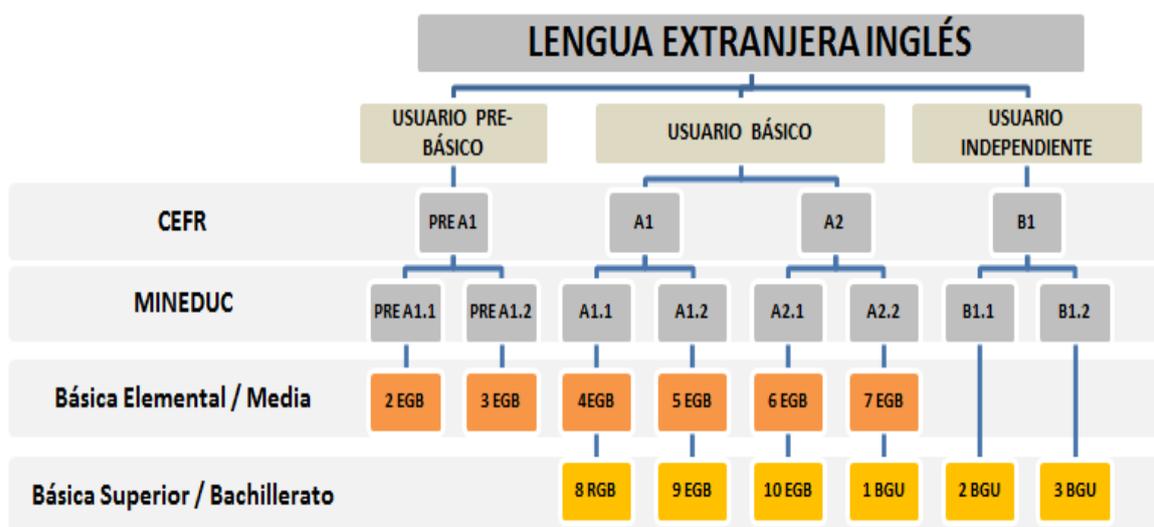


Figure 9. English Language Levels.  
 Note: Retrieved from Ministry of Education, 2019.

The curriculum is designed with one principal objectives to persuade L1 learners in their linguistic intelligent through language analysis and the comprehension on written and oral texts required are critical thinking using different technic like applying inference, analysis and synthesis for the development of macros kills are useful tool in the language. The EFL curriculum expects that the students think, write, and speak in English taking a modern education system implementing new methodological strategies to obtain great results for the Ecuadorian population. (Ministerio de Educacion Ecuador, 2016).

## 2.4. Conceptual Framework

**Attitude:** is defined as a learned predisposition to respond in a consistent way to a social object. (Eiser, 2012)

**Collaborative Learning:** A situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.) (Subramani, 2016).

**Communication:** activity of information exchange between two or more participants by listening and speaking. (Segura, 2013)

**Competence:** the ability to do something well, the quality or state of being competent (Merriam Western Dictionary, 2019).

**EFL:** Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English. (The English Club, 2004).

**Learning:** "Learning is a process of construction: internal, active, individual and interactive with the social and natural environment. To learn, students use logical structures that depend on variables such as previous acquired learning and socio-cultural, geographical, linguistic and economic-productive context" (Billet, 2019).

**Language Acquisition:** refers to the process by which a person learns a "foreign" language-that is, a language other than his or her mother tongue (ESL Base, 2019).

**Graphic Organizer:** a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram (Inspiration Software, 2019).

**Skills:** an ability to do an activity or job well, especially because you have practiced it. (Cambridge Dictionary, 2019).

**Teaching:** From teaching to comprehension, teaching implies thinking about a process through which the teaching professional tries to favor in the students the construction of the knowledge, implementing innovative resources and teaching strategies tending not only to favor the work with cognitive abilities and cognitive goals, but also to consolidate the intrinsic motivation of their students" (Schneider, 2013).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Methodology**

##### **3.1.1. Inductive method.**

The inductive method is a scientific method that allows reaching general conclusions from particular premises or hypotheses. This method includes the observation and experimentation to reach a resolution or general conclusions. Rodríguez (2005) affirms that the inductive method is a process in which, from the study of particular cases, conclusions or universal laws explain or relate the phenomena that is studied. The inductive method is generally associated with qualitative research. In the present study, this method is applied because it aims to identify the problem students of ninth grade have in writing.

##### **3.1.2. Deductive method**

The deductive method “consists in obtaining particular conclusions from a universal law, that is to say part always of general truths and progresses by reasoning” (Rodríguez, 2005, p. 30). As the author indicates, with the deductive method it is possible to obtain different conclusions from the general premises, because it starts from a general to a particular idea. It needs to find the truth and reach a conclusion through the observation of the phenomenon to study, in where it has created a hypothesis to explain this phenomenon, deducing the consequences, checking and verifying the truth of statements deducted. The deductive method is frequently related to quantitative research. In the present work, this method allows to study, deduct, interpret, and define the possible causes for students’ problems in writing, as well as the main features that graph organizers bring to help students and teachers to overcome the difficulties.

#### **3.2. Research Type**

##### **3.2.1. Descriptive research**

Martinez (2019) states in his book that a descriptive research is basically a procedure used by the science in order to describe the features of a phenomenon, subject or population to study. The author affirms that this procedure is limited to observing what happens, without seeking any explanation. Given the above concept, the present research work is descriptive, since it points to describe the relationship between the variables under study, that is, pre-

writing graph organizers and the written production, and characterizes the problematic situation through the research instruments. Additionally, this research is descriptive because it does its best to elaborate the reasons, causes and objectives why ninth grade students have problems with writing.

### **3.2.2. Field research**

A field research is the collection of information in external environments, that is, it favors the collection of data in uncontrolled environments (Martinez, 2019). For this reason, the present study is considered a field study, mainly because the information obtained comes from a real institution, that is UE Manuela Cañizares, and involves ninth grade EGB students to be in practice in the classroom, collecting information about them.

## **3.3. Research Approach**

### **3.3.1. Quantitative Approach**

McLeod (2019), explains that quantitative researchers aim to establish general laws of behavior and phenomenon across different settings/contexts. The author says that research is used to test a theory and ultimately support or reject it.

The current study has a quantitative approach because it applies the survey and pre and posttest techniques to students, emphasizing the objectives and measurements of the statistical, mathematical or numerical data that will be analyzed. The withdrawn data will give a better perceptive about the investigation and supply the outcome with the appropriate percentages that measure the correlational methods numerically.

### **3.3.1. Qualitative Approach**

The Qualitative Research seeks to tell the story of a particular group's experiences in their own words and is therefore focused on narrative. The logic of qualitative research can be challenging for researchers more accustomed (as most of us are) to the traditional deductive approach. As such, qualitative research tends to be more exploratory in nature, seeking to provide insight into how individuals (or organizations, groups, etc.) understand aspects of their worlds (McLeod, 2019).

This study has a qualitative approach because the observation and interview techniques are applied to gather non-numerical data, giving results that can compare and sustain the other qualities of the investigation like students' performance, proficiency level, initiative and other qualities as well that are mentioned in the research work.

### **3.4. Techniques and Research Instruments**

#### **3.4.1. The Observation**

The observation of a research work is a technique that gives the results of how the class is conducted, the parameters that students are given, and the reasons why such problem with written communication is present with the students of the ninth grade EGB. The purpose of using observation guidance as a research instrument was to detect the students' flaws, which is where the problem lies and the shortcomings of the pedagogical recovery classes which had no effect.

#### **3.4.2. The Survey**

The survey consists on looking for the information by means of written questions with the purpose to obtain data from the source and generates information about the problem that was raised. This instrument was applied to teachers and students at "Unidad Educativa Particular Manuela Cañizares. It also allows the researchers to collect information through a questionnaire that was given to the students of the educational establishment that was previously elaborated to recognize the student's assessment using 10 questions that cover their respective items formulated meticulously with clear and simple language.

#### **3.4.3. The Interview**

The interview addresses to the school authority and included a variety of questions about teachers' training frequency, methods applied to stimulate writing development, and the perception of the benefits a didactic guide can bring to teachers and students.

#### **3.4.4. Pre and Post Tests**

The pre-test has a similar quality than a diagnostic exam, because the objective is to classify and project the performance that English language students have at the beginning of the research and their deficiencies and strengths as well. The pre-test will give an outcome of

how much improvement is needed for students to improve adequately their performance and their quality of the language. The pre-test will also aid teachers to find out on which subjects to concentrate on in order to reach students' overall improvement in the language when speaking is involved. The technique involved with the pre-test consist in a variety of exercises to measure students' pre-writing and writing.

The post-test is going to be the standard of the students' proof of improvement with the assistance of the proposal and the methodologies applied in order to be effective and meaningful. The post-test will also evaluate the students in the proper and adequate process of learning the language and their proficiency in writing.

### **3.5. Population and Sample**

#### **3.5.1. Population**

As mentioned by Ramos (2018), "The population is detailed as the generality of the phenomenon to be studied where the population units they preserve a common singularity which is analyzed and established research data" (p.256). The research project was developed to through an experimental process that linked to the next group. For the elaboration of the present, only the determination of the population linked to learning and selection of the sample, which enables the selection of information and data required for the analysis and interpretation of results.

A population is a set of subjects, individuals, elements or events with certain characteristics. A sample of said population is often obtained, that is, a representative subset. After performing a statistical analysis on the sample, the results extrapolate to the rest of the population (statistical inference).

#### **3.5.2. Sample**

Sampieri (2016) indicates that: "It is a subset of the population from which the data is collected and should be particular of this" (p. 103). Since the population is not representative large, the calculation of the base sample with formula is not established some, you must work with everyone involved. The population for the current research is based on ninth grade

students at “Unidad Educativa Particular Manuela Cañizares”, and we work with 40 students, and 10 teachers and the school principal.

**Table 1:** Population and Sample

<b>Group</b>	<b>Population</b>	<b>Sample</b>	<b>Percentage</b>
Students	40	40	100%
Teachers	10	10	100%
School principal	1	1	100%

Source: Students’ survey, teachers and school principal interview.

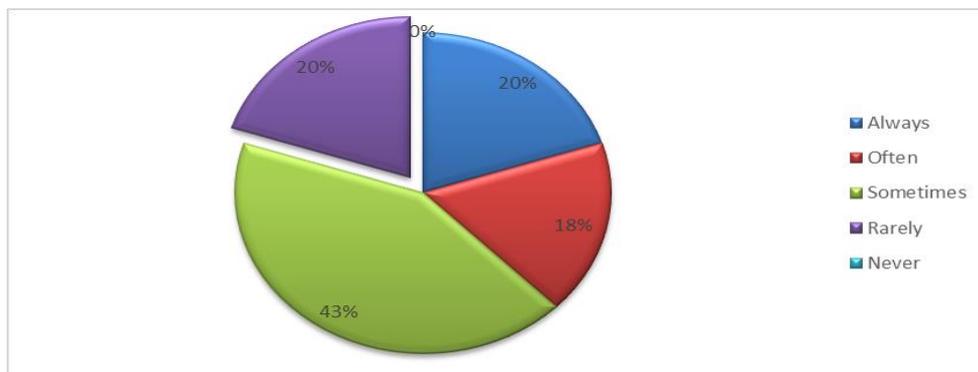
Elaborated by: Sánchez, N (2019).

### 3.6. Students' survey

**Table 2:** The use of Graphic organizers in the classroom

How often do you practice writing in class?			
Code	Category	Frequency	Percentage
Item 1	Always	8	20%
	Often	7	18%
	Sometimes	17	43%
	Rarely	8	20%
	Never	0	0%
	Total		40

Source: U.E. Manuela Canizares.  
Elaborated by: Sánchez, N (2019).



**Graph 1:** The use of Graphic organizers in the classroom

Source: Students' Survey.

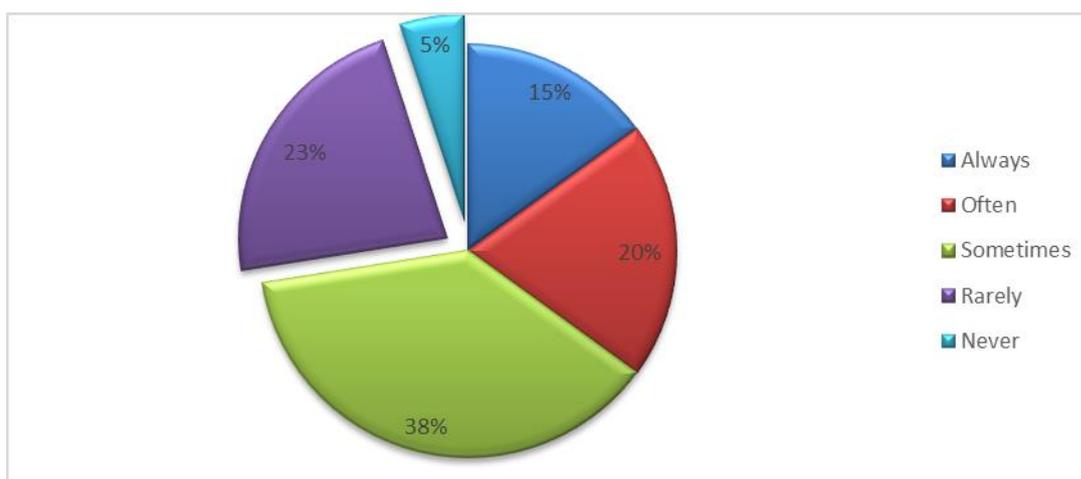
Elaborated by: Sánchez, N (2019).

The table shows 43 percent of students who affirm that sometimes teachers teach writing or practice composition or essays; on the other hand, 20 percent states that rarely; when students finish all the writing activities, not all of them have that expression of happiness when presenting their classwork; as a result, they present problems in the coordination of the ideas. Teachers must practice with frequently and provide tools to enhance their writing skill.

**Table 3:** Habits for writing

How often do you write compositions and essays in your free time?			
Code	Category	Frequency	Percentage
	Always	6	15%
	Often	8	20%
Item	Sometimes	15	38%
2	Rarely	9	23%
	Never	2	5%
	Total	40	100,00%

Source: U.E. Manuela Canizares  
Elaborated by: Sánchez, N (2019).



Graph 2: Habits for writing

Source: Students' Survey.

Elaborated by: Sánchez, N (2019).

Results affirm students do not habitually practice writing through compositions in their homes for the development of the teaching-learning process, being one the most important skill ability which teachers take less importance due to the long time to check and evaluate it. The use of GO facilitates learning within an educational and systematic context, and stimulates students through the English language acquisition.

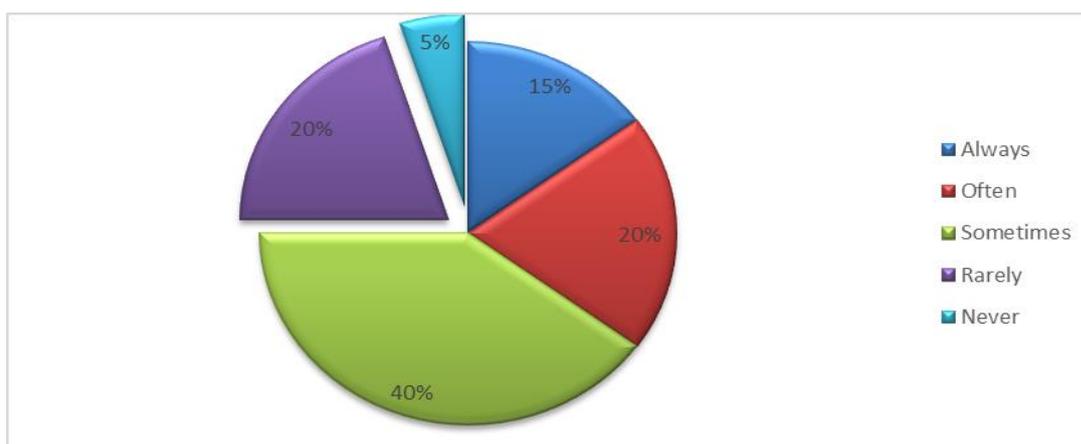
**Table 4:** Frequent use of graphic organizers to develop pre-writing skills

How often do you apply graphic organizers to organize prewriting skill in the classroom?

Code	Category	Frequency	Percentage
	Always	6	15%
	Often	8	20%
Item	Sometimes	16	40%
3	Rarely	8	20%
	Never	2	5%
	Total	40	100,00%

Source: U.E. Manuela Canizares.

Elaborated by: Sánchez, N (2019).



Graph 3: Frequent use of graphic organizers to develop pre writing skills

Source: Students' Survey.

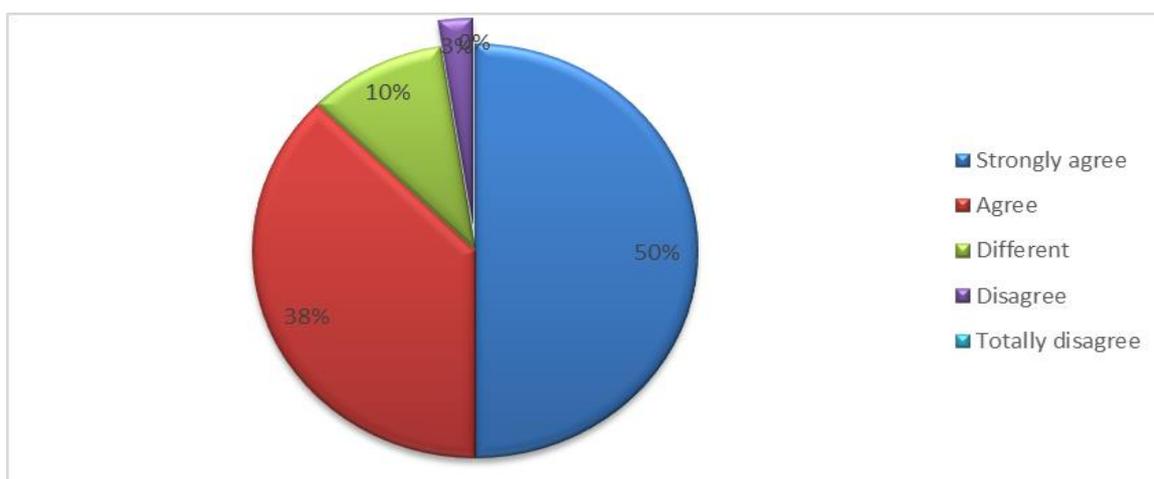
Elaborated by: Sánchez, N (2019).

There is a highly percentage of students (40%) that sometimes apply graphic organizers in the classroom, teachers do not encourage them to design or elaborate their own graphic organizers to develop their way of writing; others with 20 percent who states rarely and others with five percent affirms never. This result shows the lack of applying teaching techniques towards their students so they in some cases find difficult to do wrote essays due to the lack of knowledge.

**Table 5:** Innovating teaching techniques in English teachers

Must teachers innovate their teaching techniques to enhance pre-writing skills?			
Code	Category	Frequency	Percentage
Item 4	Strongly agree	20	50%
	Agree	15	38%
	Different	4	10%
	Disagree	1	3%
	Totally disagree	0	0%
	Total		40

Source: U.E. Manuela Canizares.  
Elaborated by: Sánchez, N (2019).



Graph 4: Innovating teaching techniques in English teachers.

Source: Students' Survey.

Elaborated by: Sánchez, N (2019).

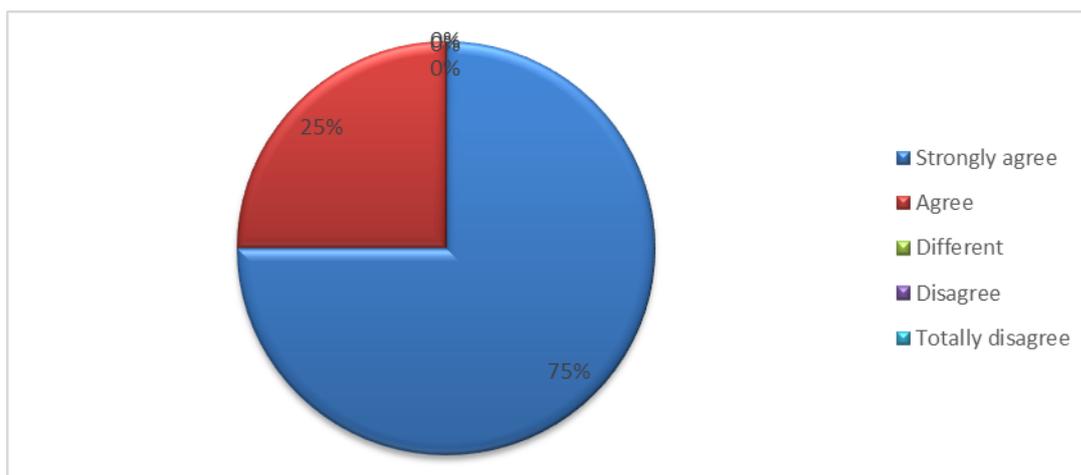
Most of the students totally agree in innovating teachers' methodology to be able to diffuse the English language and encourage students to practice their writing skills, since it is one of the most difficult skills students struggle every day. Undoubtedly, writing is one of the most useful means of communication because through written language people emit messages and record ideas.

**Table 6:** Teaching strategies to solve learning problems

Must teachers be trained in order to provide teaching techniques as to enhance writing skill in the classrooms?

Code	Category	Frequency	Percentage
	Strongly agree	30	75%
	Agree	10	25%
Item	Different	0	0%
5	Disagree	0	0%
	Totally disagree	0	0%
	Total	100	100,00%

Source: U.E. Manuela Canizares.  
Elaborated by: Sánchez, N (2019).



Graph 5: Teaching strategies to solve learning problems

Source: Students' Survey.

Elaborated by: Sánchez, N (2019).

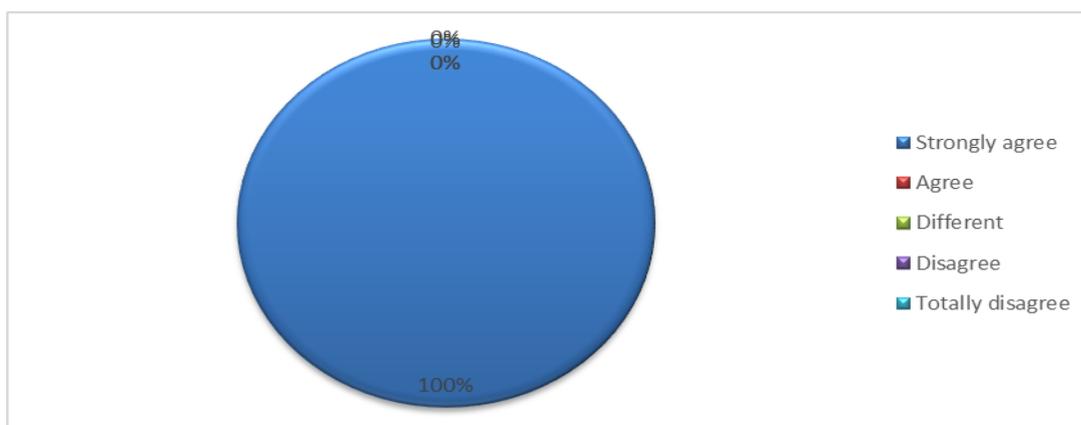
For the students, 40 of them affirm that it is important that the teachers are highly trained to attend to all the learning problems reflected in the students and specially in writing. It is essential that educators know the different techniques for a better teaching-learning process so that they can attend students in an equitable way and develop pre writing skill.

**Table 7:** The use of fun activities to catch student’s attention

Do you consider necessary to use sorts of fun activities to improve student’s writing skills?

Code	Category	Frequency	Percentage
	Strongly agree	40	100%
	Agree	0	0%
Item	Different	0	0%
6	Disagree	0	0%
	Totally disagree	0	0%
	Total	40	100,00%

Source: U.E. Manuela Canizares  
Elaborated by: Sánchez, N (2019).



**Graph 6:** The use of fun activities to catch student’s attention

Source: Students’ Survey.

Elaborated by: Sánchez, N (2019).

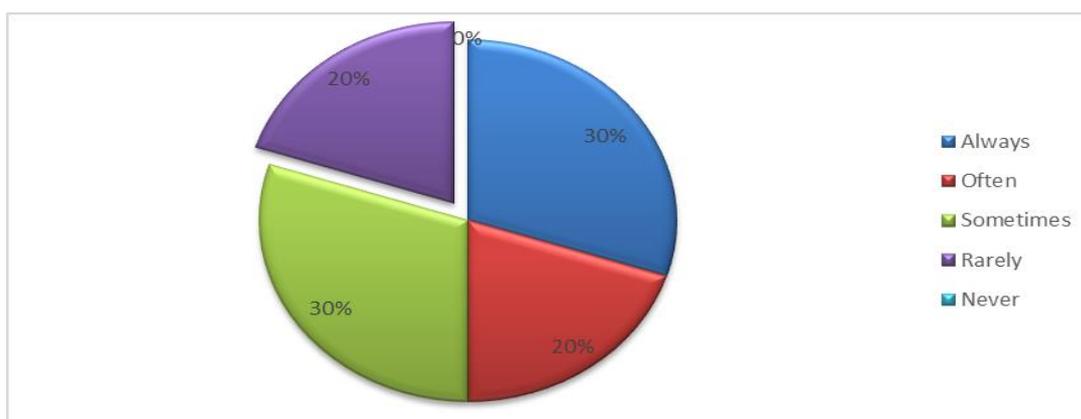
The total amount of students surveyed agrees with the use of fun activities to develop writing skills. It is necessary to apply various activities with the students. Educational innovations are important to improve daily teaching styles with learners looking for a variety of entertaining activities.

**Table 8:** Teaching writing in the classroom

Do your teachers use graphic organizers to explain the class?			
Code	Category	Frequency	Percentage
	Always	12	30%
	Often	8	20%
Item	Sometimes	12	30%
7	Rarely	8	20%
	Never	0	0%
	Total	40	100,00%

Source: U.E. Manuela Canizares

Elaborated by: Sánchez, N (2019).



**Graph 7.** The use of Graphic organizers in the classroom

Source: Students' Survey.

Elaborated by: Sánchez, N (2019).

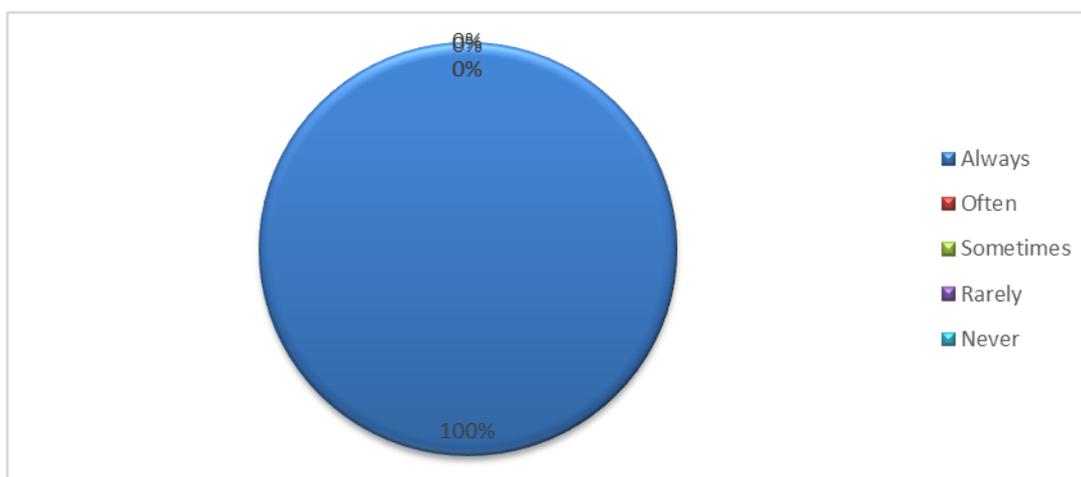
In this chart shows the lack of constant use of graphic organizers by the teachers, 30 percent of student's state teachers are not get accustomed to apply visual Aids to encourage students to practice their writing skills. On the other hand, 8 percent states teachers rarely use them. Teachers must innovate their methodology, so students are able to learn the English Language.

**Table 9:** Design of a didactic guidance to develop pre writing skill

Do you think designing some didactic strategy would be beneficial to develop prewriting skills in the English Language Learning?

Code	Category	Frequency	Percentage
	Always	40	100%
	Often	0	0%
Item	Sometimes	0	0%
8	Rarely	0	0%
	Never	0	0%
	Total	40	100,00%

Source: U.E. Manuela Canizares  
 Elaborated by: Sánchez, N (2019).



Graph 8. Design of a didactic guidance to develop pre-writing skill.

Source: Students' Survey.

Elaborated by: Sánchez, N (2019).

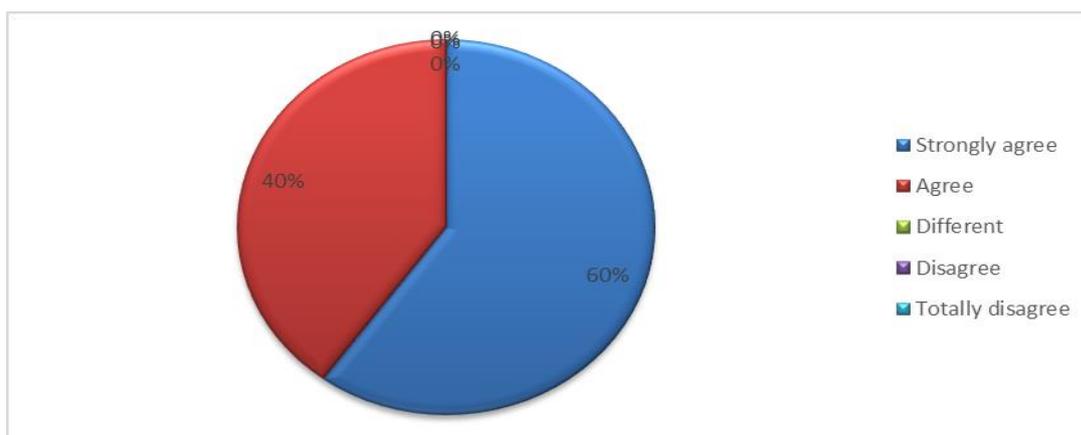
The total amount of 100% of surveyed students answered strongly agree in applying didactic guide in order to develop skill and produce significant learning. It is essential that educators know the different learning strategies so that they can attend students in an equitable way.

**Table 10:** The use of visual activities to develop pre-writing skill development

Do you agree that teachers should motivate students in the development of pre-writing skills through playful and visual activities exercises?

Code	Category	Frequency	Percentage
	Strongly agree	24	60%
	Agree	16	40%
Item	Different	0	0%
9	Disagree	0	0%
	Totally disagree	0	0%
	Total	40	100,00%

Source: U.E. Manuela Canizares  
Elaborated by: Sánchez, N (2019).



Graph 9: The use of visual activities to develop pre-writing skill development

Source: Students' Survey.

Elaborated by: Sánchez, N (2019).

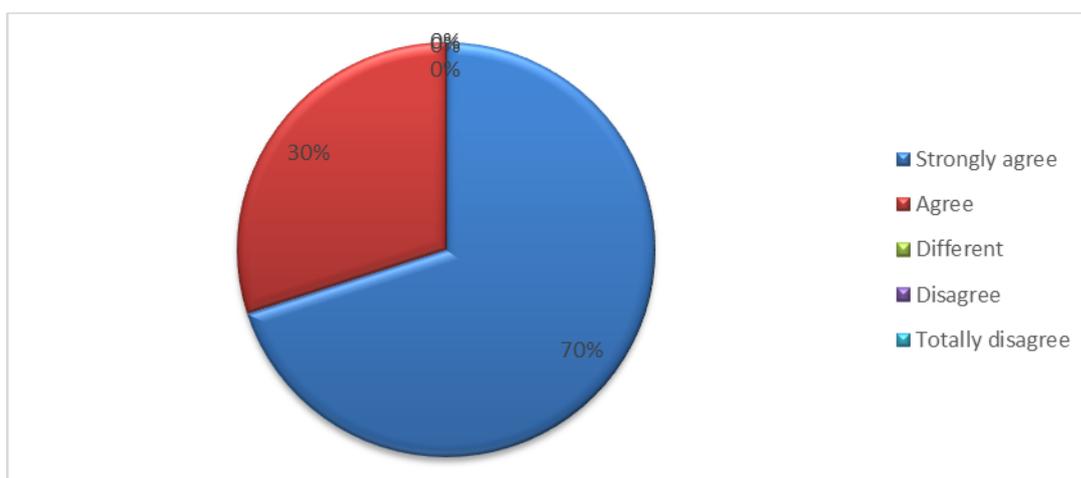
All the activities must be planned and structured for the good teaching-learning process. The design of playful and visual activities allows the student to have an improvement or understanding of what they have read and learned in class. Teachers must apply graphic organizers in order to make students understand in a better way the process of writing.

**Table 11:** Designing a Didactic Guide to Develop Writing skills

Do you agree teachers must design a didactic guide with Graphic organizer exercises to improve the development of written comprehension in students?

Code	Category	Frequency	Percentage
	Strongly agree	28	70%
	Agree	12	30%
Item	Different	0	0%
10	Disagree	0	0%
	Totally disagree	0	0%
	Total	40	100,00%

Source: U.E. Manuela Canizares  
Elaborated by: Sánchez, N (2019).



Graph 10: Designing a Didactic Guide to Develop Writing skills.

Source: Students' Survey.

Elaborated by: Sánchez, N (2019).

There is a 70 percent of surveyed students who are totally in agreement that educators must design a didactic guide so that they can reinforce pre-writing skills, other with 30 percent also agree with the proposal. It is necessary for teachers to have an orientation more in relation to the educational current demands. The students' well-being is the results of educator's constant teaching training.

### 3.7. Teachers' survey

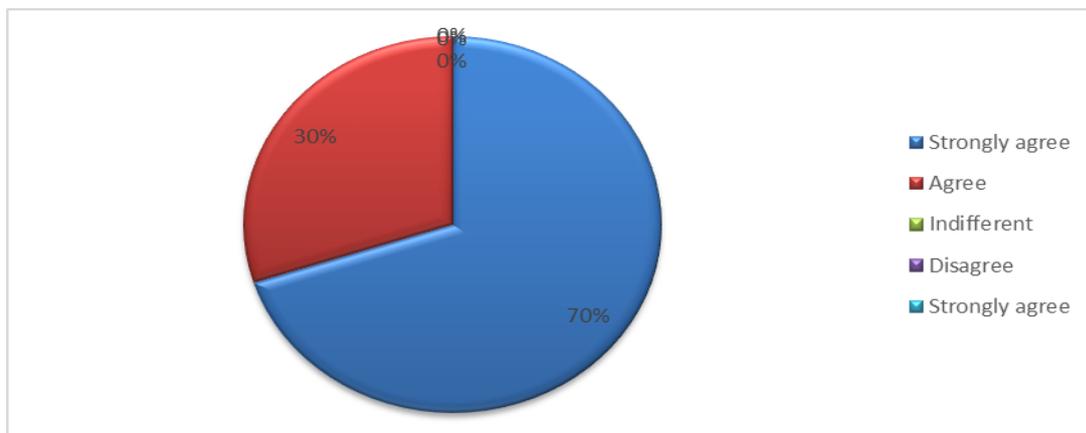
**Table 12:** Implementing Graphic Organizers to Improve English Language

Do you think implementing GO students will improve their English language efficiently?

Code	Category	Frequency	Percentage
Item 1	Strongly agree	7	70%
	Agree	3	30%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly agree	0	0%
	Total		10

Source: Teachers' survey

Elaborated by: Sánchez, N (2019).



Graph 11: Implementing Graphic Organizers to Improve English Language

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).

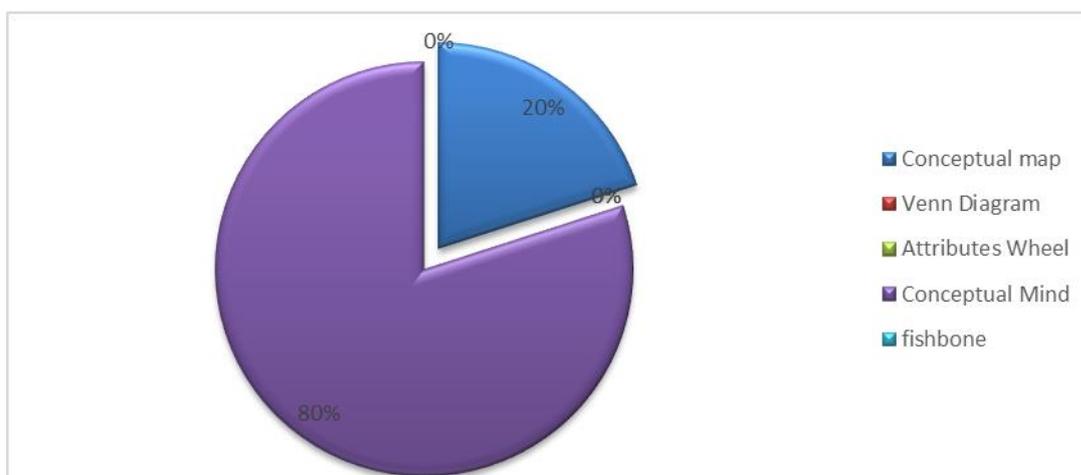
70% of the teachers answered that applying graphic organizers improves written production and academic performance in the English language learning, this technique helps students to enhance their ability and it is possible to achieve towards significant learning process in the students.

**Table 13:** Types of Graphic organizers

What kind of graphic organizer do you use?			
Code	Category	Frequency	Percentage
	Conceptual map	2	20%
	Venn Diagram	0	0%
Item	Attributes Wheel	0	0%
2	Conceptual Mind	8	80%
	Fishbone	0	0%
	Total	10	100,00%

Source: Teachers' survey.

Elaborated by: Sánchez, N (2019).



**Graph 12:** Types of Graphic organizers

Source: Teacher's survey

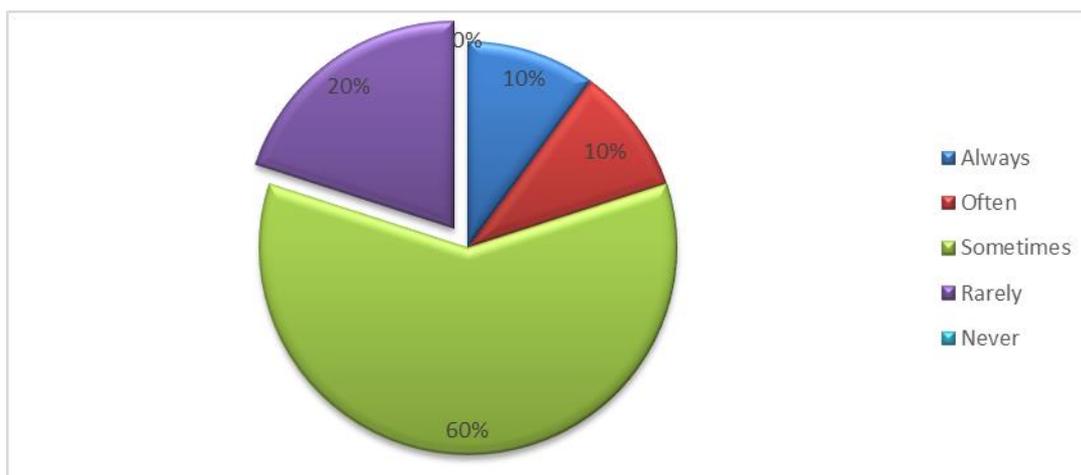
Elaborated by: Sánchez, N (2019).

According to the data obtained, teachers are unaware of the types of graphic organizers that can be applied in classes, it is important for teacher to update their teaching-learning strategies, which would support the development of learning, and the students will be able to develop any type of graphic organizer as to summarize a text.

**Table 14:** The use of graphic organizers in class

Do you use the graphic organizers as a tool to explain your classes?			
Code	Category	Frequency	Percentage
	Always	1	10%
	Often	1	10%
Item	Sometimes	6	60%
3	Rarely	2	20%
	Never	0	0%
	Total	10	100,00%

Source: Teacher's survey  
Elaborated by: Sánchez, N (2019).



**Graph 13:** The use of graphic organizers in class

Source: Teacher's survey  
Elaborated by: Sánchez, N (2019).

60% of teachers surveyed responded that they often apply graphic organizers as a tool to explain their classes, while 20% rarely; as a result, teachers do not use graphic organizers as a tool to explain their classes, so it is necessary teacher becomes aware that students' learning is the teacher's responsibility.

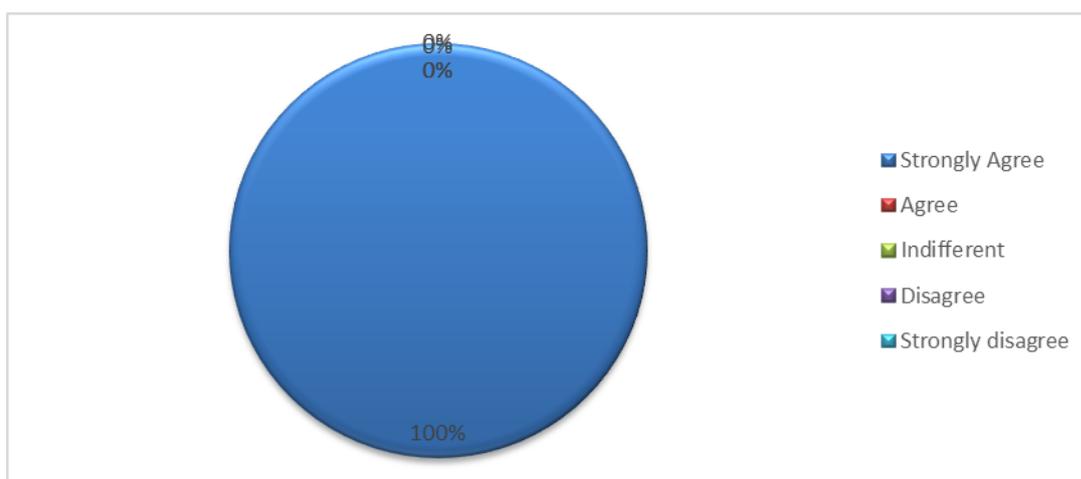
**Table 15:** The use of Graphic organizers to encourage students' learning

Do you think the use of graphic organizers influences students' interest in learning?

Code	Category	Frequency	Percentage
Item 4	Strongly Agree	10	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total		10

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).



**Graph 14:** The use of Graphic organizers to encourage students' learning

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).

It can be said that teachers, with 100 percent, believe the use of graphic organizers greatly influences the student's interest to learn how to write, because when working with these schemes students participate, reason, produce new ideas, with this type Strategies are allowed to build their own knowledge and improve their learning style.

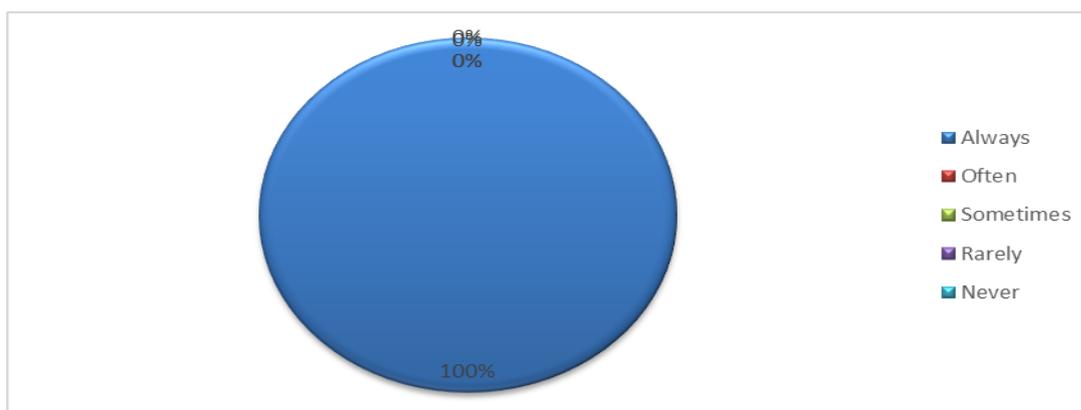
**Table 16:** Design of a didactic guidance to develop pre writing skill

Do you think a design of a didactic guide for the development of the written skill will respond to the demands of current education?

Code	Category	Frequency	Percentage
	Always	10	100%
	Often	0	0%
Item	Sometimes	0	0%
5	Rarely	0	0%
	Never	0	0%
	Total	10	100,00%

Source: Teachers' survey

Elaborated by: Sánchez, N (2019).



**Graph 15:** Design of a didactic guidance to develop pre writing skill

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).

The total amount of 100% of surveyed teachers strongly agree to elaborate graphic organizers exercise through didactic guide in order to develop pre writing skill and produce significant learning. It is essential educators must know different learning strategies so that they can attend students in an equitable way.

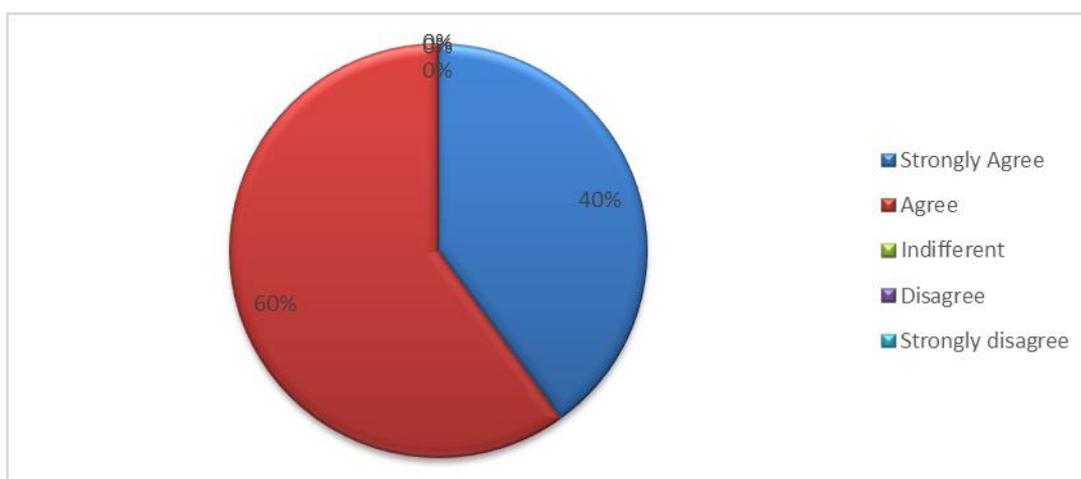
**Table 17:** Developing writing skills in a meaningful learning

Do you think graphic organizers help students develop English pre writing skill in an appropriate and meaningful learning?

Code	Category	Frequency	Percentage
	Strongly Agree	4	40%
	Agree	6	60%
Item	Indifferent	0	0%
6	Disagree	0	0%
	Strongly disagree	0	0%
	Total	10	100,00%

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).



Graph 16: Developing writing skills in a meaningful learning

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).

60% of teachers state the importance to use graphic organizers as a teaching techniques to encourage students to enhance pre writing skills. Teachers must use graphic organizers in their classes so it is recommended to put emphasis on using these schemes as it is a very effective tool for the development of meaningful learning in students.

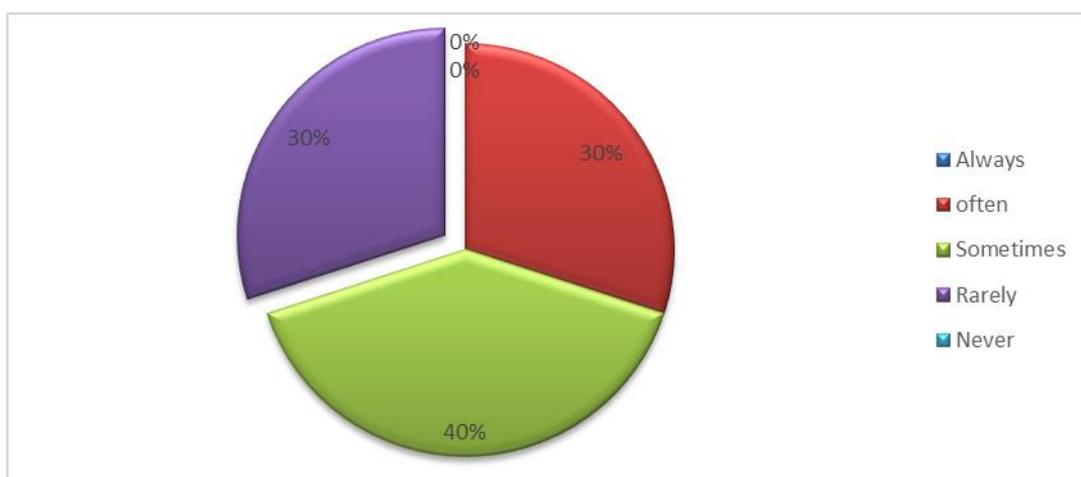
**Table 18:** Assessing students by using Graphic Organizers

How often do you assess students' written ability by using graphic organizers?

Code	Category	Frequency	Percentage
	Always	0	0%
	Often	3	30%
Item	Sometimes	4	40%
7	Rarely	3	30%
	Never	0	0%
	Total	10	100,00%

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).



**Graph 17:** Assessing students by using Graphic Organizers

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).

There is a deficient use of graphic organizers by teachers in the English area. The results show the lack of knowledge about using graphic organizers to develop writing skills; teachers do not habitually use this teaching technique in the teaching-learning process.

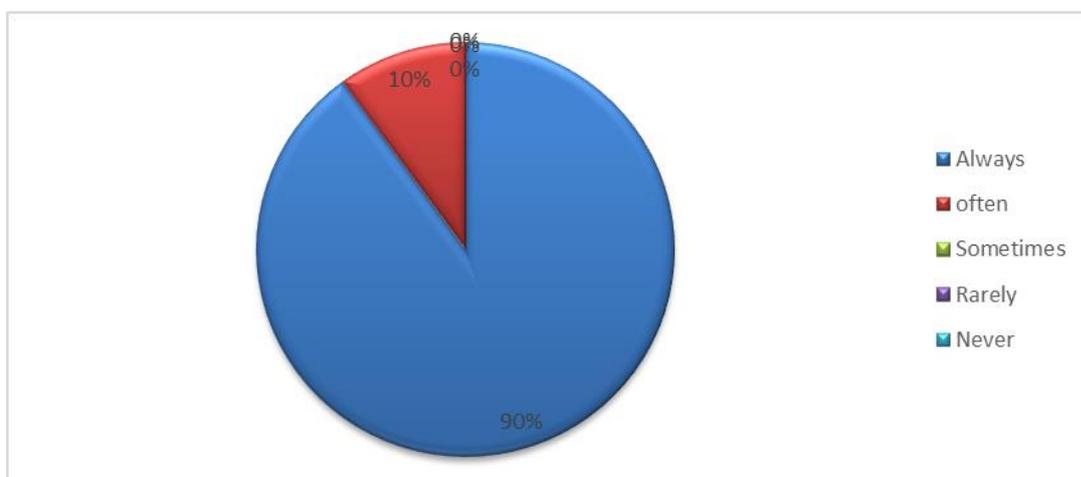
**Table 19:** The effective use of graphic organizers for pre writing activities

When students acquire the ability to use graphic organizers, are they usually pleasantly surprised and happy with their progress in writing essays or compositions?

Code	Category	Frequency	Percentage
	Always	9	90%
	Often	1	10%
Item	Sometimes	0	0%
8	Rarely	0	0%
	Never	0	0%
	Total	10	100,00%

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).



**Graph 18:** The effective use of graphic organizers for pre writing activities

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).

100% of teachers surveyed responded favorably to the application of methodological strategies to improve pre-writing of students. Students feel motivated to be able to perform their compositions in an orderly and effective way through the graphic organizers.

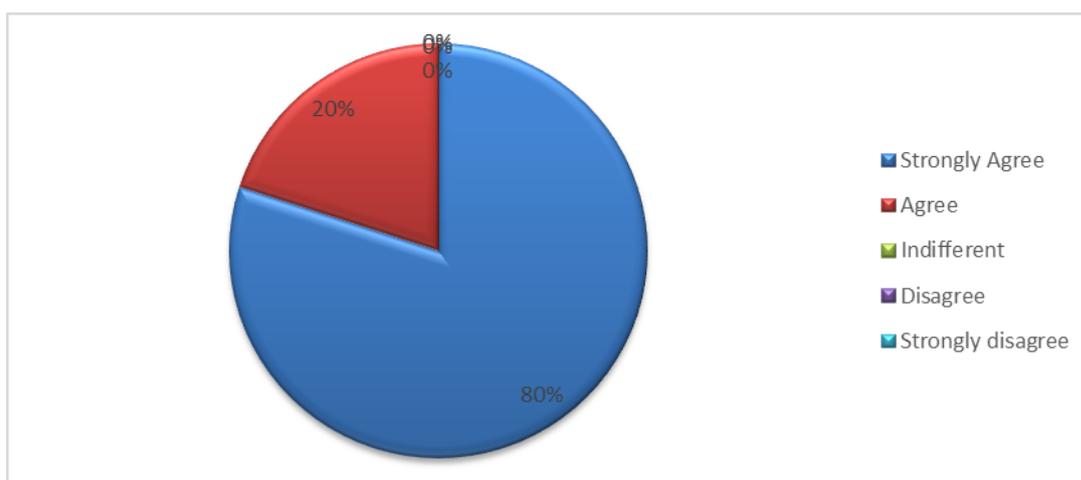
**Table 20:** Assessing pre writing skills

When evaluating students, have they achieved good results in their writing skills?

Code	Category	Frequency	Percentage
9	Strongly Agree	8	80%
	Agree	2	20%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total		10

Source: Teacher's survey

Elaborated by: Sánchez, N (2019).



Graph 19: Assessing pre writing skills.

Source: Teacher's survey.

Elaborated by: Sánchez, N (2019).

In this item it is observed the majority of teachers who affirm the improvement in when applying the graphic organizers as teaching and learning techniques for the development of writing; It is important the application of teaching guidance with teaching techniques to improve the English language learning.

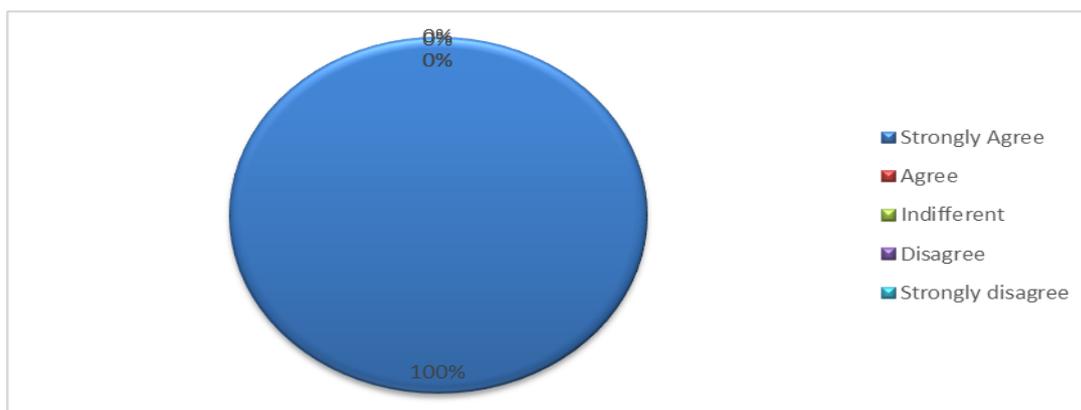
**Table 21:** The elaboration of a didactic guidance with graphic organizer activities

Would you be in agreement with the elaboration of a didactic guidance with methodological strategies to improve pre writing skills?

Code	Category	Frequency	Percentage
	Strongly Agree	10	100%
	Agree	0	0%
Item	Indifferent	0	0%
10	Disagree	0	0%
	Strongly disagree	0	0%
	Total	10	100,00%

Source: Teacher's survey.

Elaborated by: Sánchez, N (2019).



Graph 20: The elaboration of a didactic guidance with graphic organizer activities.

Source: Teacher's survey.

Elaborated by: Sánchez, N (2019).

The respondents think in total agreement that always in the institution teachers must have a guide with activities for the development of pre-writing and thus overcome the learning problems. Teachers agree that materials are needed for students to develop written skills and improve their academic performance in English language learning.

### **3.8. Interview results**

1.- Do you think there is limited training on the part of the Ministry of Education to teachers, in writing for students?

The school principal mentions affirmatively, since the programs proposed by MINEDUC make the teachers only limit themselves through the traditional methodologies and do not give strategies to innovate their method of teaching and learning. The ministry basically discloses few programs that encourage new methodologies in the field of reading and writing.

2.- Do you consider the methods applied by teachers stimulate the ability to develop writing skills in students?

The authority mentions the methods do not stimulate their students in their entirety since the methods used are traditional, which requires a good planning, so that the methodologies can be executed correctly.

3.- Do you consider teachers need a didactic workshop as to help in the process of teaching writing in students?

Currently, it is important that teachers design pedagogical resources through workshops and provide teaching techniques such as graphic organizers.

4.- Does the authority consider that all the people involved in the pedagogical task must feel motivated to learn pre-writing functionalities to optimize the inter-learning process?

Yes, since the studies in the aura of the Educational Methodology have advanced to a great extent, with which it is intended to improve the teaching-learning process. The development of written skills strengthens the teaching-learning process of the English language.

### **3.9. Pretests and posttests result and analysis**

First, the pre-test was assessed to ninth grade students at Unidad Educativa Manuela Cañizares. Assessing students has the aim to find the difficulties they faced at the moment of practicing writing skills. Pretest help researchers to detect the cause of lack of strategies

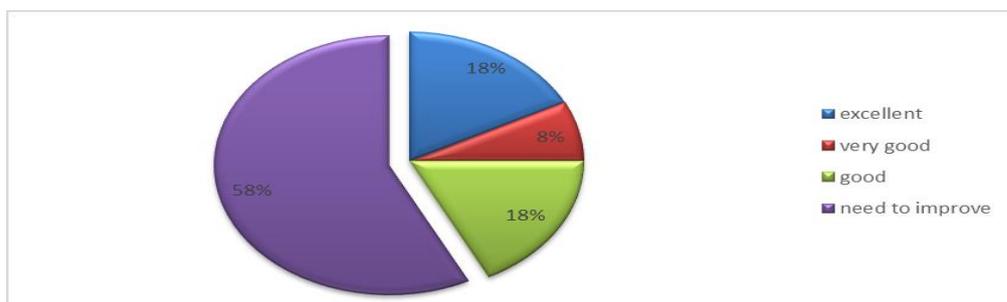
or teaching methods applied in students and how to help the school community in order to design teaching resources. In the last part, students spent too much time to think and put in order all the vocabulary and sentences in order to make a good composition. On this test, 5 aspects were evaluated; such as: grammar, vocabulary acquisition, syntax, grammar and coherence in English.

**Table 22:** Pre- test results

Code	Category	Frequency	Percentage
	Excellent	7	18%
	very good	3	8%
Item	good	7	18%
1	need to improve	23	58%
	Total	40	100,00%

Source: Students' survey

Elaborated by: Sánchez, N (2019).



**Graph 21:** Results of pre-test

Source: Student's survey

Elaborated by: Sánchez, N (2019).

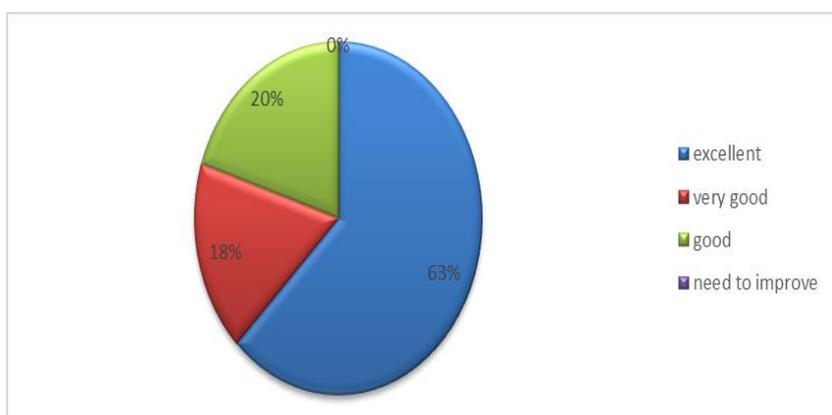
The results of the pre-test, show serious students' weaknesses. 58 percent shows problems when writing essays; they find difficult to put in order all the sentences and the show the lack of organization to put their ideas or opinion in written tasks. This indicates the existence of a problem in this group of learners and the need to apply appropriate teaching skills to enhance pre writing skills and develop the English grammar acquisition.

**Table 23:** Post- test results

Code	Category	Frequency	Percentage
	Excellent	25	63%
	very good	7	18%
Item	good	8	20%
1	need to improve	0	0%
	Total	40	100,00%

Source: Students' survey.

Elaborated by: Sánchez, N (2019).



Graph 22. Results of post-test

Source: Student's survey

Elaborated by: Sánchez, N (2019).

The post-test was assessed after the application of graphic organizers in order to improve student is writing skills and identify the feasibility of the project. The post-test was the same as the pretest for the researches to compare the results. After the post test was applied, results were tabulated and analyzed. In the chart showed above, the results show a significant number of acceptances about teaching activities with graphic organizers, having at the same time positive results and showing effectiveness.

### **3.10. Preliminary conclusions**

- According to the survey applied, it was possible to show that students know the use of graphic organizers, but they sometimes use them to put their ideas in order. On the other hand, teachers are able to apply graphic organizers, but they do not frequently use these schemes when giving classes. Graphic organizers are useful in teaching-learning process and it is easy to organize their ideas as to write orderly.
- The students state that they do not trust in the ability to investigate and achieve self-learning because the methodology used by teachers does not develop this type of skill. They use the commented writing, the clear explanation, group work, the TICs, and when they use the graphic organizers, it can be noticed more interest and better academic performance in students.
- Analyzing how frequent graphic organizers are used, hierarchical, cyclical, conceptual and sequential, it was observed that teachers are not accustomed to use graphic organizers as teaching techniques to develop pre writing skills, such as following by hierarchical organizers, cyclicals and sequential; they only use mind map and brainstorming, without getting aware others types of graphic organizers, which are beneficial for students to organize their ideas in a better way.
- The students emphasize that teachers have to do interactive classes with different methodology to catch the attention of them. They want to learn in an easy and a fun way, also they do not want the same routine every day.
- The research carried out aims to establish the relationship that exists between the use of graphic organizers and the development of the writing skill in ninth grade EGB students at “Unidad Educativa Particular Manuela Cañizares”.

## **CHAPTER 4**

### **PROPOSED PROJECT PLAN**

#### **4.1. Title**

Pre-writing graphic organizers and their influence on written production.

#### **4.2. Objectives (Broad and Specific)**

##### **4.2.1. Broad**

To improve writing skill in students in the area of English through a series of strategies such as graphic organizers.

#### **4.3. Specific**

- To identify the types of graphic organizers that allow students to improve teaching and learning process.
- To provide an educational guide on graphic organizers to help English teachers and students understand and assimilate the knowledge.
- To diffuse the important use of pre writing graphic organizers to the principal and teachers in benefit of the students' integral development.

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

Graphic organizers are considered as a support tool with different performance in order to improve students' English learning acquisition and do not only to follow the same routine. Students need motivational and creative learning to develop written skills. Graphic organizers help retain and collect information, which benefits teachers as methodological learning strategies. The use of prewriting graphic organizers will help students' teaching-learning to clarify their thoughts, reinforce written comprehension, integrate new knowledge, remember new information and identify concepts.

#### **Description**

Prewriting graphic organizer is a visual representation of knowledge that presents information by rescuing important aspects of a concept or subject within a scheme using tags. They are called in several ways such as: semantic map, concept map, visual organizer,

mind map etc. This important teaching strategy develop critical and creative thinking, understanding, memory, Interaction with the subject, vocabulary comprehension, knowledge building, preparation of the summary, classification, graph and categorization.

Graphic organizers are framed in how to work in the classroom according to the constructivist learning model. A graphic organizer is a visual presentation of knowledge which presents information by rescuing important aspects of a concept or subject within a framework using labels. They are called in different ways such as: semantic map, visual organizer, flow charts, backbone-shaped pictures, the web of stories or concept map, etc.

Graphic organizers are wonderful strategies to keep learners involved in their learning because they include both words and visual images, they are effective for different learners, even with talented students and with learning difficulties. The planning of the third biology block of the second year of unified baccalaureate, proposes activities that allow the active review of all knowledge, the resolution of problems and the search for solutions, using innovative methodologies and learning in the contents, skills with performance criteria, evaluations.

#### **4.5. The proposed Project Plan**

Graphic organizers are processes which small percentage of teachers and others get acquainted such as concept maps, mind maps, synoptic pictures and other graphic organizer which are daily applied in the classroom.

This proposal was developed in Microsoft Word, trying to cover the most relevant objective to apply the correct use of graphic organizers, in order to encourage better assimilation of academic content and develop writing skills.

#### **Description of the Proposal:**

The present proposal considers a selection of types of graphic organizers to be applied in the English language teaching to help students improve their writing skills. These resources are included a variety of activities to illustrate the way that graphic organizers can be applied in Education.

# School Prewriting Practice

**OFFER CHOICE, SCAFFOLD, ENGAGE**



Pre-Writing Graphic Organizers: for Written Production



*Norma Sánchez*

Figure 10: Pre-writing graphic organizers: for written production  
Elaborated by: Sánchez, N (2019).

#### 4.5.1. Block 1. “Let’s protect our Planet”

<b>Teacher’s Notes #1</b>	
<b>Topic:</b>	Let’s protect our Planet
<b>Objective:</b>	To determine the geographical location and its influence on the forest biome formation and its importance of planet Earth survival and compare the ecological diversity of the forests of the coastal regions, highlands and the Ecuadorian Amazon.
<b>Type of graphic organizer:</b>	Conceptual Map.
<b>Resources</b>	<ul style="list-style-type: none"><li>• sheets of paper</li><li>• scissors</li><li>• rubber</li><li>• colors</li></ul>
<b>Description.</b>	<p>Let’s relate the internal structure of our planet with orogenic and epeirogeny land and mass movements on the Ecuadorian relief and the characteristics which represents the biodiversity of these environments.</p> <p style="text-align: center;"><b>Worksheet #1</b></p> <p style="text-align: center;"><b>“Together we will know the structure of the earth where We live”</b></p> <p>Our land is made up of different types of layers each with different characteristics, chemical composition located at different distances from the surface of the earth, it is very beautiful to know the layer where we live which is called <b>“The planet Crust”</b> with a depth of 20 to 70 km in the continental layer and 10 km below the oceanic layer; the upper mantle has a depth of 70 to 700 km; the lower mantle is located at a depth of 700 to 2,900 km; and finally, the core of the Earth is located at a depth ranging from 2,900 to more than 6,000 km.</p> <p><b>Steps to Follow Conceptual Map</b></p> <ol style="list-style-type: none"><li>1.- Draw a circular scheme in whose center the object is pointed or event to be analyzed.</li><li>2.- The lines that make up the wheel start from the circular scheme.</li><li>3.- At the end of which conditions or attributes are written that will define the object or event of the subject to be treated.</li></ol>

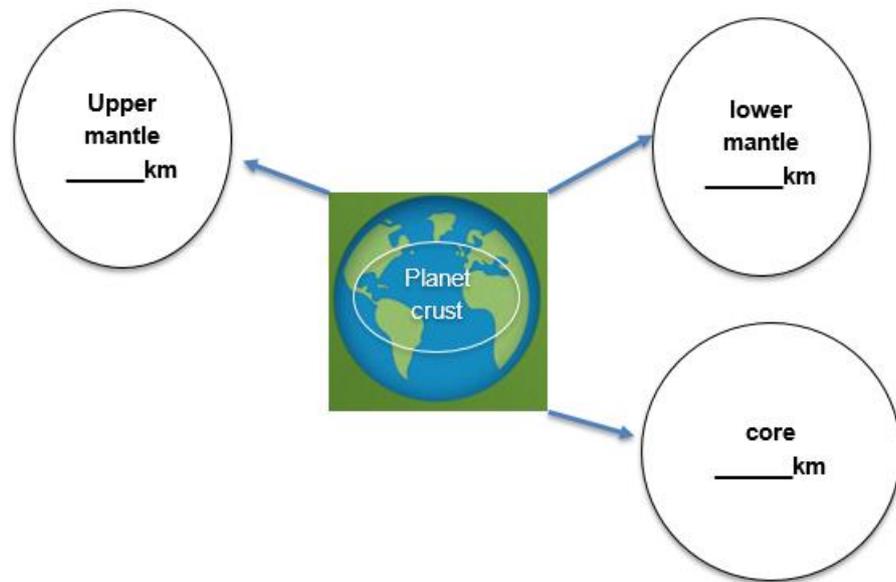


Figure 11: Planet crust  
Elaborated by: Sánchez, N (2019).

#### 4.5.2. Block 2. The Power of Persuasion.

##### Teachers' Notes #2

**Topic:** The Power of Persuasion

**Objective:** To write a convincing persuasive paragraph, state your opinion clearly, give reasons; and support your opinion with facts. Remember that facts can be checked or proven Here is an example from a letter to the editor of a newspaper.

**Type of graphic organizer:** Persuasion Essay scheme.

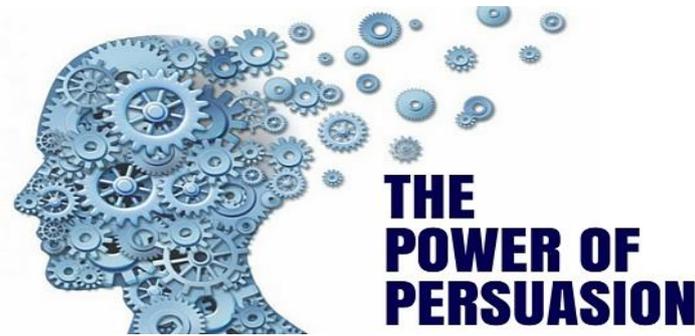


Figure 12: The power of persuasion. Retrieved from BMT Micro Incorporated (2019).

##### **Description:**

**Have you ever tried to convince someone to feel the way you do about something?**

Students ask and answer the questions in order to write **the introduction**, such as: what is the topic you are writing about? What is your stand on this topic (are you for it or against it, or do you think something needs to be changed, such as a law)?

For the First, second and third Body Paragraph, students must give one reason why they feel the way they do about their topic and give one piece of evidence to support their reason (a personal story, a fact or statistic, or a hypothetical “what if” situation).

For counterclaim, students must give one good reason why someone might disagree with your main argument and tell the teacher why they think that person would be wrong (give a counterclaim to their claim or point). And finally, Conclusion which consists on summing up students’ main idea and their strongest arguments.

Persuasive Essay Rubric (Final Version)

Worksheet #2

*Our town should consider building a skateboard park. According to a recent community survey, there are more kids skateboarding than ever before but fewer places to skateboard. Certain townspeople and merchants have complained to authorities that skateboarders make too much noise, create a nuisance for pedestrians and drivers, and are causing property damage. As a result, we skateboarders are continually "asked" to move on. We are always looking for new places to practice. Specially designated areas and parks for skateboarders have worked in other communities with similar problems. If everyone would work together; it could work here.*

*Jason Anderson*

*Green Hills*

Answer each question about the letter to the editor above.

1. What opinion does Jason state in his letter? \_\_\_\_\_
2. What reasons does Jason give? \_\_\_\_\_
3. What facts does Jason present to support his opinion? \_\_\_\_\_

Think about some problems and issues that affect your school. Neighborhood, community, or state. Choose one that you feel deeply about. What Is your opinion? Write what you think should be done to resolve the problem or issue.

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List reasons for your opinion.

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List facts to support your opinion.

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Now, write a paragraph on another piece of paper. Then ask friends to read your paragraph and share their responses. Do they agree or disagree with you? Why? Do they have suggestions that could improve your paragraph to make it more persuasive? Revise your paragraph.

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### 4.5.3. Block 3. The Climate: An Air Always Changing

#### Teacher's notes #3

**Topic:** The Climate: An Air Always Changing

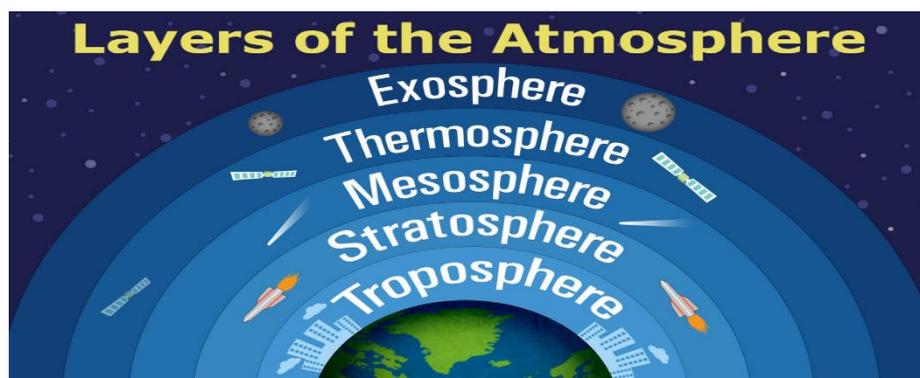
**Objectives:**

- To Relate the characteristics of the climate and forested regions with the characteristics of flora and fauna, differentiate the composition of the atmospheric layers from the observation and interpretation of graphics and the description of each layer.
- To analyze the information provided by weather stations to the weather forecast, since obtaining and interpreting experimental data and bibliographic information.

**Type of graphic organizer:** Analogy Graphic Organizer.

#### Worksheet #3

Let's know the structure and characteristics of each one of the layers!



Graph 23: Layers of the atmosphere  
Source: Pixfeeds (2016).

As you will remember, the atmosphere is the layer of air that surrounds the planet Earth. At first glance it may seem like a single gas mass, but in reality, there are many phenomena such as the Northern Lights, rain, wind, etc. It also contains artificial satellites, which keep human beings in communication.

Each atmospheric layer has characteristics and a structure determined, but the most important is the troposphere, since it originates most atmospheric phenomena such as rain, clouds, wind, among others. Airplanes, supersonic jets, etc. also pass through it.

The factors that influence the climate such as temperature, rainfall, intensity and direction of winds, frost and cloudiness originate in the atmosphere. These climatic factors are monitored and their data interpreted in the meteorological stations, which disclose the weather in different areas of the world.

## **CHARACTERISTICS OF ATMOSPHERIC LAYERS**

### **TROPOSPHERE**

Thickness: 7-8 km.

Height: 16 km

Temperature: decreases with height, around  $6.5^{\circ}\text{C}$ .

Structure: contains about 75% of the gas mass of the atmosphere and

Almost all the water vapor.

### **STRATOSPHERE**

Thickness: 12-50 km.

Height: 50 km

Temperature:  $-60^{\circ}\text{C}$ .

Structure: contains the highest percentage of ozone, which prevents the ultraviolet rays of the sun reach the earth directly.

### **MESOPHERE**

Thickness: 50-80km

Height: 80 km

Temperature:  $-90^{\circ}\text{C}$

Structure: contains the area where molecular and atomic oxygen release electrons

### **IONOSPHERE**

Thickness: 90-800 km

Height: 800km

Temperature:  $1,500^{\circ}\text{C}$ .

Structure: there are layers formed by charged atoms electrically. The predominant gas is hydrogen.

### **Description**

In order to help students, link new information to background knowledge, the Analogy Graphic Organizer provides a visual framework for students to analyze key relationships

in an analogy. Through this comparison/contrast text paradigm, students can learn to broaden their understanding of important concepts or vocabulary.

These organizers are represented in the form of rectangular schemes or double entry matrices.

1.- Choose the elements or objects that will be submitted for comparison, then, write in the vertical spaces (columns), the topics, concepts, authors, objects of comparison.

2.- In the horizontal boxes (rows), distribute those qualities and conditions on which it will be expressed (variables) and Finally, organize the information available in the spaces of the picture

### Analogy Graphic Organizer

An Analogy Graphic Organizer can be used with students to introduce a topic, to guide comprehension while reading, or to extend the learning after reading.

**Table 24:** Analogy Graphic organizer

#### Analogy Graphic organizer

Characteristics of atmospheric layers	Thickness	Hight	Temperature	Structure
TROPOSPHERE	7- 8 Km.	16 Km.	Disminuye con la altura alrededor de 6,5 °C.	It contains about 75% of the gas mass of the atmosphere and almost all of the H2O from steam.
STRATOSPHERE	12-50 Km.	50 Km.	60°C	It contains the highest percentage of ozone, which prevents the sun's ultraviolet rays from reaching the earth directly.
MESOPHERE	50- 80 Km.	80 km.	90°C	contains the area where molecular and atomic oxygen release electrons
IONOSPHERE	90- 80 Km.	800Km.	1.500°C.	there are layers formed by electrically charged atoms. the predominant gas is hydrogen.

Characteristics of atmospheric layers	Thickness	Hight	Temperature	Structure
TROPOSPHERE				
STRATOSPHERE				
MESOPHERE				
IONOSPHERE				

Source: Ayala (2012).

#### 4.5.1. Block 4. Water, a means of life

Teacher's Notes #4
<b>Topic:</b> Water, a means of life
<b>Type of graphic organizer:</b> Venn Diagram
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe the water cycle in forests, from direct observation, experimentation and the relationship of climatic characteristics with the soil moisture of this biome, relating evapotranspiration: climatic importance and its influence on the humidity of soils and beings alive, explaining the importance of water for living beings in each natural region of Ecuador.</li> <li>• To compare the meaning of taxis and tropism, from the description of graphics and videos, the characterization of the responses of organisms to different responses, recognize the water resource as a source of energy production, from the description of</li> </ul>

its potential energy transformation process to kinetics and experimentation of the phenomenon.

**Description:**

**Worksheet #4**

**A Science to Discovery between Taxis and Tropism**

**Taxis**

The receptors of sensations are the five senses, which, as you already know, are: sight, touch, taste, smell and hearing. If there is an approach to the stimulus, it is said that there is a positive taxi, e.g. the Chameleons react by combining color according the place they are located.

If there is a remoteness from the stimulus, the is negative taxis is involved. E.g. squid or octopus react by fleeing when they are threatened through releasing their ink. Positive taxis when the animal's movement is directed towards the stimulus and negative taxis if the movement seeks to move away from the stimulus.

**Tropism**

A tropism is the response produced by a plant against a stimulus (for example, the solar light), this reaction is produced by the action of hormones; they do not have sense organs or cannot move to change; However, they can detect changes in the environment and are able to respond to them.

**Venn Diagram**

Venn Diagram is important and useful to know the fields, aspects or themes that will be submitted for comparison, draw two or three intersecting circles according to the needs and write the most common characteristics in the intersection zone. The similarities and differences will be noted on the outside.

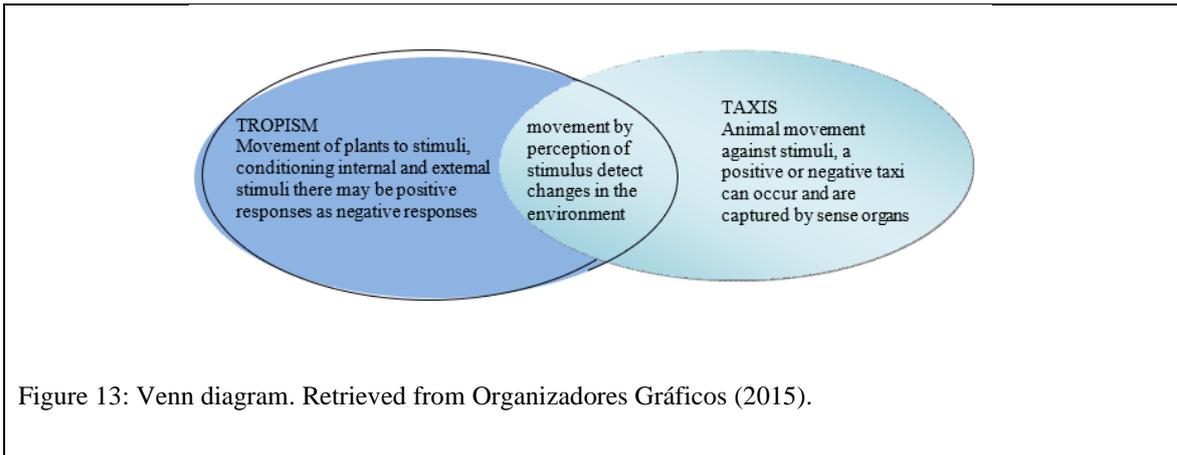


Figure 13: Venn diagram. Retrieved from Organizadores Gráficos (2015).

#### 4.5.2. Block 5. Hamster Cause & Effect

<b>Teacher's Notes #5</b>	
<b>Topic:</b>	Hamster Cause & Effect
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To Identify and define exactly the problem, phenomenon, event or situation to be analyzed. This should be raised specifically and concretely so that the analysis of the causes is correctly oriented and avoids confusion.</li> <li>• To identify categories in a Cause-Effect diagram, it is necessary to define the general factors or agents that give rise to the situation, event, phenomenon or problem that is wanted analyze and make it present in a certain way.</li> <li>• To identify the causes: Using a brainstorm and taking into account the categories found, identify the causes of the problem. These are usually specific aspects of each of the categories that, when present in one way or another, generate the problem.</li> </ul>
<b>Type of graphic organizer:</b>	<b>Cause and effect chart.</b>
<b>Description.</b>	It is generally used in historical processes, for example: the cause of the French revolution and from there its effects derive. Make sure that your effect is consistent with your cause. There can be more than one effect and more than one cause in the same diagram.

It helps us to better understand the information, and thus to process it to put it into practice. It helps us analyze situations, think critically, formulate hypotheses and formulate action plans.

The cause and effect chart helps analyze situations, generate group discussions, formulate hypotheses, think critically about a topic and develop action plans. It helps students to process, organize and prioritize new information, so that they can integrate it significantly into their previous knowledge base. In addition, it allows them to identify misconceptions and visualize patterns and interrelations in the information, factors necessary for the deep understanding and internalization of concepts.

These diagrams are generally of a cause, and from there the effects are derived, there are different types of representing them graphically. The cause and effect graphic organizer is a tool that helps us visually distinguish the effects that are derived from a specific topic and its causes.

#### Worksheet #5

## Hamster Cause & Effect



**Directions:** Read the story. Then fill in the chart of causes and effects.

Yesterday, after playing with my hamster on the floor, I put him back into his cage. But, I didn't close the lid tightly and he escaped. I didn't know he was loose until I saw something run by my feet. I jumped up quickly and hit the lamp on the table next to me. The lamp fell and crashed to the ground, making a loud noise. Soon, my dad was in the room upset that he was awoken from his nap. I walked over to apologize when I stopped just in time. My hamster was sitting in front of me, looking up, and smiling. I reached down to grab him, and he took off under the couch and into the kitchen. When I heard the scream, I knew my mom had seen my pet. She scooped him into a colander and popped him back into his cage. I tightly secured the top, and he was back in his home. I watched him play, and thought for sure I saw him give me a little wink.

**Table 25:** Cause and effect

CAUSE	EFFECT
I did not close the lid tightly.	
	I jumped up and hit the lamp.
The lamp crashed to the floor and made a loud noise.	
Walked to apologize, stopped, and tried to grab my hamster.	
	My mom screamed.
	I watched my pet play and thought I saw him wink at me
Source: HaveFunTeaching (2019).	

## Hamster Cause & Effect

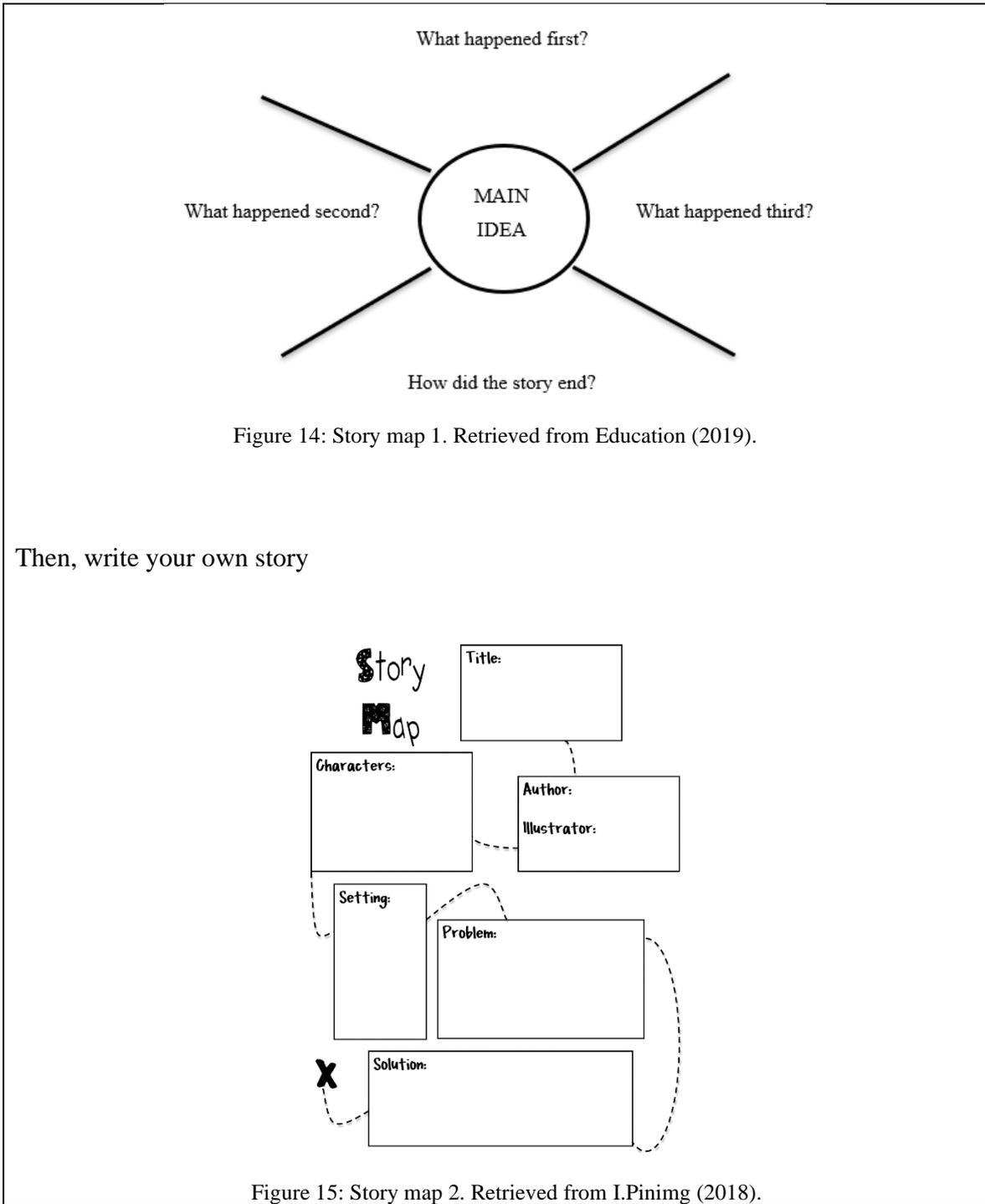
**Table 26:** Cause and effect answer key

### Answer Key

CAUSE	EFFECT
I did not close the lid tightly.	My hamster escaped.
Hamster ran by me and startled me.	I jumped up and hit the lamp.
The lamp crashed to the floor and made a loud noise.	The noise woke my dad.
Walked to apologize, stopped, and tried to grab my hamster.	Hamster ran into kitchen.
Hamster startled mom.	My mom screamed.
Mom scooped up hamster and put him in his cage.	I watched my pet play and thought I saw him wink at me.
Source: HaveFunTeaching (2019).	

### 4.5.3. Block 6. Story Map

<b>Teacher's Notes #6</b>
<b>Topic:</b> Mila wanted to ride her bike
<b>Type of graphic organizer:</b> Story Map
<b>Objectives:</b> <ul style="list-style-type: none"><li>• To discuss the main components of a story (e.g., characters, setting, plot and theme OR beginning, middle, end).</li><li>• To Provide each student with a blank story map organizer and model how to complete it.</li><li>• As students read, have them complete the story map. After reading, they should fill in any missing parts.</li></ul>
<b>Description:</b> This graphic organizer helps us to work a story, drama, or story as it allows us to organize the different parts of the story in a meaningful way. It has pictures to place the time in which the story happened, the place where it happened, the stage, who are the characters, what are the main problems of the work, how the story developed and how the problems were solved. <p>There are some techniques that can be used to reinforce reading comprehension and foster creativity once ideas are organized. We can motivate them to change the end of the story, or add a character to the plot, they could include themselves in the story or rewrite it in the current time. Everything will depend on the basic year, age and capacity.</p> <p style="text-align: center;"><b>Worksheet #6</b></p> <p><b>Read the story below. Using what you've read in the story map.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"><p><b>Mila wanted to ride her bike. Her mother told her to put on her knee pads. Mila didn't like to wear knee pads, so she didn't put them on. While riding down the sidewalk, Mila fell o of her bike and scraped her knee. She went home and apologized to her mom, promising to wear her pads from now on.</b></p></div>



#### 4.6. Results and Benefits

This research work aimed at developing graphic organizers as teaching-learning strategies allowed to improve the understanding and assimilation of the English language specifically in the ninth-grade students at “Particular Unidad Educativa Manuela Cañizares”, in which we will mention the most significant benefits:

**Social impact.** This strategy is proposed in order to train autonomous, free, reflective creative students capable of understanding and contributing to development within a society. For this reason, it is essential that teachers use the strategies correctly and continuously, to obtain a positive change during the Teaching-Learning process.

**Educational Impact.** When considering education as the process in charge of forming creative people, reflective criticisms, with the application of the proposed strategies, it was possible to analyze, synthesize, assimilate and understand the contents through graphic organizers.

**Pedagogical Impact.** Regarding the pedagogical impact for the application of these strategies, there was an improvement in the student's daily performance by proposing new forms of work, in order to channel the achievements and promote significant learning.

**Methodological Impact.** Our proposal favors the teaching role in the process of teaching children, establishing a bond of affection and trust with the group. It constitutes a valuable contribution to the development of new strategies such as graphic organizers, allowing to improve comprehension, in accordance with the educational contents and the orientation of the learning established in parameters of excellence and projected to the integral formation of the student.

In addition, this proposal enriches and energizes the learning processes in terms of content in the area of English, processes through which students move forward in the acquisition of written skills such as synthesizing, understanding and analyzing certain topics. It proposes to balance mental development, always putting the child in direct contact with these aspects and strategies.

## CONCLUSIONS

Teachers use strategies that facilitate learning in the English area of the students of the ninth year based especially on theory. Teachers use abstracts more frequently, a few do so with graphic organizers and group work. They also should have an educational guide regarding graphic organizers, as a teaching resource for their professional activities. All teachers consider it important to incorporate strategies related to graphic organizers in their teaching task. The institutions have few teaching resources mainly related to graphic organizers. Some teaching methods used in the teaching-learning process for the English language are repetitive, and memorial learning with less demand.

There is a high percentage of teachers who require constant training of new learning models and developing some new pedagogical resources for acquiring the English language. Few teachers know the different strategies of using graphic organizers in order to perform writing skills. With the use of this teaching techniques the students had the opportunity to learn the English language in a fun way and establish knowledge that arises logically when doing the activity in a group.

In this school methodological processes were not applied appropriately to allow students to develop their learning in an autonomous and meaningful way. In the same way they cannot solve problems for the development of prescribing and overcome the difficulties they face in learning the English language. The application and graphic organizers in the students have allowed to organize their ideas in a sequential and orderly manner, in this way an efficient school performance could be evidenced.

Students could enrich their learning experience in the English language acquisition through the use of motivational teaching techniques such as graphic organizers to develop pre-writing skills. Applying this teaching technique, students were able to solve their learning problems and find their own learning process to enhance their way of writing.

## **RECOMMENDATIONS**

It is important that there is a commitment on the part of the teacher for the respective planning and coordination of the issues that involve the block, since getting to do well, this type of work, such as the management of graphic organizers, requires a great effort and patience on the part of the teacher involved. The guides that are implemented must have, possess colors or images that allow the student reinforces the contents and words found in graphic organizers, thus favoring memory and creativity. It would be necessary to design training workshops for teachers in which update with the latest developments in graphic organizers, improving use and development of these instruments in the classroom.

Teachers must be trained so that they can apply innovative strategies where they can present techniques of graphic organizers for the reinforcement of prewriting, so that teachers have more information and knowledge of how important motivation is in students in the quality of foreign language learning. Applying GO in students' tasks of the students and thus strengthen prewriting skills in the classrooms and from their homes; in this way student's active participation are involved as to improve their English language.

The use of Graphic Organizers allows students to develop dynamic educational process with a view to improving the students' school Performance. To propose to the authorities in the field of education the need to organize teacher's training courses as to perform individual integral formation and the improvement of teacher's methods and modify the pedagogical work done by the teacher in the classroom to promote the development of recreational activities based on prewriting skills in the subject of the English Language.

It is important to establish periodic meetings with teachers to share experiences about results of the application of the proposal for the strengthening of written skills in the English language learning, as well as to collaborate with peers who have found teaching difficulties and seek some strategies to facilitate teaching and learning process. In addition, it is also relevant to make changes which are considered necessary according to different graphic organizers in relation to the objectives of the class.

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## ANNEX 1

### CLASS OBSERVATION SHEET

Pre-writing graphic organizers and their influence on written production in students of ninth grade EGB at “Unidad Educativa Particular Manuela Cañizares”, school year 2019-2020.

Class: 9th grade EGB

Number of students: 40

1. Writing ability	Appropriate use of the correct writing	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
1	2	3			
2. Accuracy	How accurate students use of writing.	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
1	2	3			
3. Vocabulary	Students use variety of words according to the topics that they are using.	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
1	2	3			
4. Fluency	Students use appropriate writing in paragraphs.	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
1	2	3			

## ANNEX 2

### SURVEY TO STUDENTS

**Objective:** To get information related to Pre-writing graphic organizers and their influence on written production in students of ninth grade EGB at “Unidad Educativa Particular Manuela Cañizares”, school year 2019-2020. Write an “x” in the box according to your opinion.

QUESTIONS	Always 1	Occasionally 2	Rarely 3	Hardly ever 4	Never 5
1. How often do you practice writing in class?					
2. How often do you write compositions and essays in your free time?					
3. How often do you apply graphic organizers to organize prewriting skill in the classroom?					
4. Must teachers innovate their teaching techniques to enhance pre-writing skills?					
5. Must teachers be trained in order to provide teaching techniques as to enhance writing skill in the classrooms?					
6. Do you consider necessary to use sorts of fun activities to improve student’s writing skills?					
7. Do your teachers use graphic organizers to explain the class?					
8. Do you think designing some didactic strategy would be beneficial to develop pre writing skills in the English Language Learning?					
9. Do you agree that teachers should motivate students in the development of pre-writing skills through playful and visual activities exercises?					
10. Do you agree teachers must design a didactic guide with graphic organizer exercises to improve the development of written comprehension in students?					

### ANNEX 3

#### SURVEY TO TEACHERS

**Objective:** To get information related to Pre-writing graphic organizers and their influence on written production in students of ninth grade EGB at “Unidad Educativa Particular Manuela Cañizares, school year 2019-2020. Write an “x” in the box according to your opinion.

QUESTIONS	Always 1	Occasionally 2	Rarely 3	Hardly ever 4	Never 5
1. Do you think implementing GO students will improve their English language efficiently?					
2. What kind of graphic organizer do you use?					
3. Do you use the graphic organizers as a tool to explain your classes?					
4. Do you think the use of graphic organizers influences students' interest in learning?					
5. Do you think a design of a didactic guide for the development of the written skill will respond to the demands of current education?					
6. Do you think graphic organizers help students develop English pre writing skill in an appropriate and meaningful learning?					
7. How often do you assess students' written ability by using graphic organizers?					
8. When students acquire the ability to use graphic organizers, are they usually pleasantly surprised and happy with their progress in writing essays or compositions?					
9. When evaluating students, have they achieved good results in their writing skills?					
10. Would you be in agreement with the elaboration of a didactic guidance with methodological strategies to improve pre writing skills?					

## ANNEX 4

### RUBRIC FOR ASSESSING WRITING SKILLS

Name: \_\_\_\_\_ Summary Title: \_\_\_\_\_  
 Date: \_\_\_\_\_ Period: \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Length</b>	6-8 sentences	9 sentences	10 sentences	11+ sentences
<b>Accuracy</b>	All statements accurate and verified by story	Most statements accurate and verified by story	Some statements cite outside information or opinions	Most statements cite outside information or opinions
<b>Paraphrasing</b>	No more than 4 words in a row taken directly from story	One sentence contains more than 4 words in a row taken directly from story	Two sentences contain more than 4 words in a row taken directly from story	3+ sentences contain more than 4 words in a row taken directly from story
<b>Focus</b>	Summary consists of main idea and important details only	Summary contains main idea and some minor details	Summary contains main idea and only minor details	Main idea of story is not discussed
<b>Conventions</b>	No more than one punctuation, grammar, or spelling error	2-3 punctuation, grammar, or spelling errors	4-5 punctuation, grammar, or spelling errors	6+ punctuation, grammar, or spelling errors

**Overall grade:** \_\_\_\_\_

**Comments:**

Source: Fisher (2003).

## ANNEX 5

### PRE-TEST

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

Date: \_\_\_\_\_

Score: \_\_\_\_\_

#### Vaccination



#### A. Reading

Mrs. Akala is at the medical clinic with her son, Kanoa. Kanoa is six-month-old and he is getting a check-up and a shot. The nurse weighed him, measured him, and took his temperature. Kanoa is thirty-four inches long, and he weighs twenty-eight pounds. His height and weight are average for his age. His temperature is 98 degrees which is normal. Mrs. Akala is grateful that Kanoa is a healthy baby. Now, the nurse is preparing to give Kanoa a vaccination. A vaccination is a shot. Babies receive shots to prevent them from getting serious diseases.

#### B. True or False

1. \_\_\_\_\_ Mrs. Akala's son Kanoa is six months old.
2. \_\_\_\_\_ Kanoa is small for his age
3. \_\_\_\_\_ Vaccination prevent diseases.
4. \_\_\_\_\_ Mrs. Akala and her son are in the emergency room at a hospital.
5. \_\_\_\_\_ the nurse is crying.

**C. Yes or No- share your opinion**

1. \_\_\_\_\_ Vaccination are safe
2. \_\_\_\_\_ I am afraid of needles and shots.

**D. Writing. When was the last time you had a shot? Who gave it to you?**

**E. Complete the chart using the information above about Vaccination**

Main Idea, Introductory and Thesis paragraph _____
---

Supporting detail 1
------------------------

\_\_\_\_\_  
\_\_\_\_\_

Supporting detail 2
------------------------

\_\_\_\_\_  
\_\_\_\_\_

Supporting detail 3
------------------------

\_\_\_\_\_  
\_\_\_\_\_

Summary – Conclusion
----------------------

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Source: Fisher (2003).

## ANNEX 6

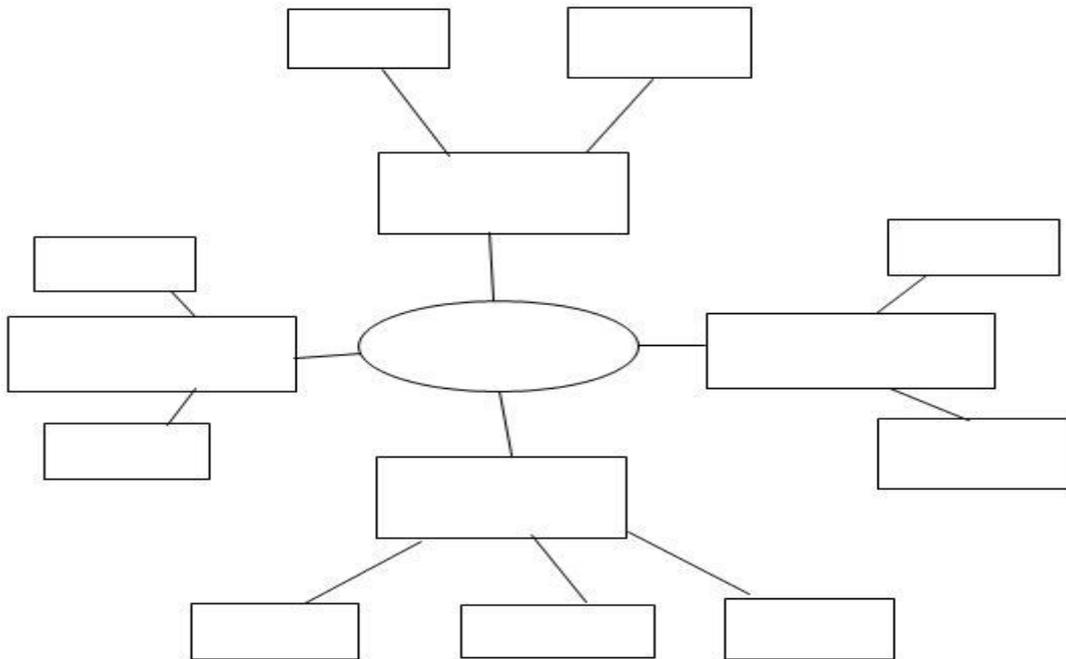
### POST-TEST

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

Date: \_\_\_\_\_

Score: \_\_\_\_\_

- A. Look at the picture below and think of a story to go with it. Write your short story using brainstorming.



Source: BlendMind (2019).

**B. Complete the chart using the information above**

Main Idea, Introductory and Thesis paragraph  
\_\_\_\_\_

Supporting  
detail 1  
\_\_\_\_\_  
\_\_\_\_\_

Supporting  
detail 2  
\_\_\_\_\_  
\_\_\_\_\_

Supporting  
detail 3  
\_\_\_\_\_  
\_\_\_\_\_

Summary – Conclusion

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C. Re-write the information taken from the graphic organizer**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ANNEX 7

### VALIDATION OF THE PROPOSED PROJECT PLAN

Pre-writing graphic organizers and their influence on written production in students of ninth grade EGB at “Unidad Educativa Particular Manuela Cañizares”, school year 2019-2020

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	/				
Social impact	/				
Feasibility	/				
Relevance	/				
Originality	/				
Language	/				
Comprehension	/				
Creativity	/				

**Comments:** *Pre-writing graphic organizers are a good way to apply in an EFL classroom.*

NAME:	MTEFL, Janeth Leticia Mora Zapater	 Signature
OCCUPATION:	English Director	
PHONE NUMBER:	0990536501	

Author: Norma Susana Sánchez Calderón

### Validation of the Proposed Project Plan

Pre-writing graphic organizers and their influence on written production in students of ninth grade EGB at “Unidad Educativa Particular Manuela Cañizares”, school year 2019-2020

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME:	MSc. Melida Rocio Campoverde Mendez	 Signature
OCCUPATION:	English Teacher	
PHONE NUMBER:	0986103613	

Author: Norma Susana Sánchez Calderón

### Validation of the Proposed Project Plan

Pre-writing graphic organizers and their influence on written production in students of ninth grade EGB at “Unidad Educativa Particular Manuela Cañizares”, school year 2019-2020

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME:	MSc. Norma Hinojosa	 Signature
OCCUPATION:	English Teacher	
PHONE NUMBER:	0993742876	

Author: Norma Susana Sánchez Calderón