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SISTEMAS EDUCATIVOS
EN TEFL**

**CASO DE ESTUDIO
TEACHING WRITING SKILLS, CASE STUDY: CALEB**

**AUTOR
MARIA FERNANDA MARTINEZ PICO**

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I. INTRODUCTION

Currently, the educational system is undergoing constant transformation. The imminent need for structural changes and pedagogical strategies focused on virtual education posed a challenge during the pandemic. However, these adaptations that were carried out have evolved into a broad field of action and research, with the focus being on teaching communication and language skills such as reading and writing.

The school is the place where both students and teachers interact in pairs, constructing the meaning of learning and teaching processes through a fundamental tool: classroom interaction (Cantillo Hoyos & Gregorio Calabria, 2021). Pedagogical support is a useful strategy that combines educational research, practice, and teacher reflection, with the joint goal of enhancing the knowledge imparted to students.

Now, teaching communication tools such as reading and writing in a foreign language presents an additional challenge for teachers. In the 21st century, learning a foreign language is of fundamental importance as it is a key tool for functioning in the modern world, particularly English. New information and communication technologies, along with electronic globalization, have generated changes in the environment with new ways of interacting and relating, affecting behavior in various linguistic and educational scenarios (Sengul & Bensen Bostanci, 2021).

For this reason, the instructional process in the context of learning a foreign language currently emphasizes productive skills, especially the writing and oral expression skills of students. Writing is the most essential part and one of the most influential skills used for communicative purposes in the globalized world (Ahmed, 2016). However, there is a pedagogical obstacle, as teaching writing is not easy. In the context of learning a foreign language, the challenge involves planning, producing, organizing, and transmitting thoughts through written messages.

From this perspective, questions arise regarding the teaching of language tools, reading, and writing. The literature highlights English reading as a tool with great

acceptance among students. As a more passive process where the reader takes information from a text without generating original content, reading is determined to be less complex compared to writing.

Writing involves both technical and creative aspects, as it is an active process that includes text production and requires structuring words correctly, linguistic skills to express coherent and grammatically correct ideas. Figueroa and Simon (2011) define the production of texts in English as a process aimed at achieving a clear message for a specific audience through stages that encompass elements like prewriting, outlining, writing, revising, and editing.

From this problem, the following **research questions** are posed:

- **Is a child classified as a good reader always a good writer?**
- **What pedagogical processes would be best for fostering English writing in children who are proficient readers but not great writers?**

GENERAL OBJECTIVE:

* The main objective of this case study is to determine the best method for learning English text composition through empirical evidence from the case study presented in this document.

SPECIFIC OBJECTIVES:

- Determine the methodology for learning English text composition through technical pedagogical processes.
- Determine the methodology for learning English text composition through pedagogical motivation.
- Compare the results obtained from the methods of learning English text composition outlined in the problem using a rubric.
- Propose approaches to enhance the learning of English text composition in children.

Assignment Case Description

Caleb Isaac Ostaiza is a 10-year-old boy, a student at Freire stabile School, currently in the sixth grade of primary education. Regarding his acquired English skills, he excels in comprehensive reading of texts, handling vocabulary learned during classes, and good pronunciation. However, writing texts in English poses a challenge and obstacle to achieving optimal skills and objectives in the English subject. Therefore, a plan is designed that encompasses two stages within the pedagogical process.

Methodology

The first stage will involve teaching English text composition through technical pedagogy. This process will take place over a period of 4 weeks, during which the technique of text production will be taught, including correct word structuring and linguistic abilities to express grammatically accurate ideas. Following the teaching phase, learning will be evaluated by having the student compose a text on a assigned topic, which will be graded using a rubric presented in annex 1.

After obtaining the results of learning through technical pedagogy, the second stage will be implemented. This consists of a didactic strategy to encourage motivation, critical thinking, and the creative writing process in Caleb. This stage will take place over a period of 1 week, involving practical activities related to motivational processes through the viewing of English movies and short films on topics chosen by Caleb. After this stage, learning will be evaluated by having the student create a text on a free topic, which will be graded using a rubric presented in annex 1.

The qualitative study variables outlined in the rubric, which will serve to obtain measurable and comparative results, are as follows:

- Coherent and topic-related title.
- Clear structure.
- Vocabulary.
- Use of connectors.
- Time spent on text composition.

II. ANALYSIS

II.1 Traditional Pedagogy

Reading and writing are distinct skills that require different sets of abilities. A person might excel at understanding and analyzing written material, enjoying and comprehending the nuances of a text, but struggle to express themselves effectively through writing. Writing involves not only understanding grammar, vocabulary, and sentence structure but also the ability to organize thoughts, convey ideas coherently, and engage the reader (Montealegre & Forero, 2006).

Therefore, it's important to understand that a child's learning process regarding writing is a gradual one, requiring methodologies that help the child gradually grasp the characteristics, value, and function of writing (Ferreiro & Teberosky, 1991). In the context of language skills like writing and reading in English, it's vital to link them, establishing reading as the foundation for writing. To compose a text in English effectively, one should follow stages encompassing processes like prewriting, writing, revising, editing, and publishing (Kemper et al., 2015).

The production or composition of English texts is the result of the writing process. The initial stage involves planning, including generating ideas and creating an outline for the writing based on a selected theme. Following this, the transformation phase involves turning ideas into text, incorporating the previously planned ideas into the textual content (Minedu, 2015). This process also demands creativity, clarity, and the ability to communicate effectively.

Hence, while reading can certainly enhance writing skills by exposing individuals to different writing styles, expanding their vocabulary, and improving their overall language comprehension, it doesn't automatically guarantee writing competence. Writing requires practice and the development of specific skills that might differ from those involved in reading. The case at hand elucidates this process as Caleb strugglesto express himself through writing, causing him stress and difficulties.

When a student encounters challenges in writing in English, applying various learning approaches to address the issue can be helpful. Below are some perceptual and

learning channels, as per Escobar (2010), that can be effective, along with their respective examples:

1. Visual Channel: "Involves the predominance of images, colors, brightness, size, shapes, and related factors." Students having difficulties in English writing can benefit from using images, graphics, and diagrams to better comprehend grammar and vocabulary. For instance, a teacher could provide a diagram showing the structure of an English sentence and how its different parts relate to each other.

2. Auditory Channel: "Consists of sounds, words, music, and even some specific noises." Students can enhance their English comprehension by listening to English conversations and dialogues. For example, a teacher could provide recordings of conversations and then ask questions to help students better understand vocabulary and grammar.

3. Kinesthetic Channel: "Involves bodily sensations, touch, taste, smell, visceral, and proprioceptive sensations." Students can improve their English writing ability by regularly practicing writing. For example, a teacher could provide writing exercises that are fun and challenging for the student, allowing them to practice and enhance their grammar and vocabulary.

On the other hand, collaborative learning also plays a role, being one of the most humane and effective educational techniques when dealing with different subjects who share various knowledge in the same space, developing interpersonal skills where responsibility is both individual and collective (Vargas et al., 2020). Students can improve their English writing ability by working together with other students and the teacher. For instance, the teacher could organize group projects where students collaborate on writing essays or projects in English, allowing them to practice and enhance their language skills.

According to a survey conducted in February 2019 among students in a school in Havana, out of a total of 159 surveyed students, 98% of students believed that more class time was devoted to developing oral expression rather than written expression, and 94% of surveyed students considered the number of activities promoting creativity in written expression to be insufficient (Perez & Zayas, 2022). Generally, tasks like leaving a message, writing a letter, or even drafting a report are common in classes

focusing on written expression in English. However, there is a lack of satisfactory outcomes in the result of English text composition learning based solely on traditional methodology.

Teaching proper written expression in English strengthens communication processes in the foreign language. Language teaching mechanisms, such as consolidating grammar, vocabulary, spelling, and other aspects of language in a communicative and enjoyable manner, by creating written texts in the classroom with appropriate teaching guidance, can enhance knowledge more easily (Cabrer, 2005).

Now, when dealing with students who are under stress and frustration due to the difficulty of composing texts in English, psychological factors become significant in the pedagogical process (Jacho & Alejandra, 2022). When this occurs in the academic context, it's important to implement action plans that create a supportive and caring environment.

II.2 Motivational Pedagogy

Motivation can stem from different sources and take various forms. Some people are intrinsically motivated, deriving their drive from within, activated by the individual's own will, such as the internal desire for personal fulfillment and the pursuit of their goals. On the other hand, extrinsic motivation comes from external factors, outside the individual, in other words, it's the opposite of intrinsic motivation, activated by people or the environment, like rewards, recognition, or praise from others (Soriano, 2001). Motivation is not a constant state; it can fluctuate over time. It's normal to experience periods of low motivation, but with the right mindset and proper strategies, you can get back on track.

Students can be motivated in various ways. Motivating students to write can be a rewarding yet challenging task. To do this, before looking at different strategies, some questions need to be considered. The why, the what for, and the how to work. In other words, the student needs to understand what they do in a classroom for so long, so that they can then be motivated in a way that doesn't confine them to a systematic and fixed learning model, but rather intensifies their thirst for learning through other techniques (Prot, 2004).

It's important to be clear that methodologies change over the years, and, in the case of

teachers, they need to learn to adapt to them. In a school, there are children with different types of abilities, and this is where the teacher should come in as a guide in their learning, through the Montessori method, enhancing their abilities with special actions (Ascencio et al., 2020). The Montessori method focuses on motivating children through emotions, giving them freedom within their learning, so that the student can develop skills that cannot be nurtured through the traditional learning model. It's important to establish clear boundaries so that the given freedom doesn't turn into mere licentiousness.

Based on the premise of the Montessori method, we can elucidate the ways children would choose to learn English. For example, if technological tools are used, students would prefer to be sent to watch movies in English with subtitles a thousand times over reading books or watching videos that might be boring for their age. Similarly, there might be a preference between listening to recordings of conversations taken from their textbooks' CDs and, for instance, listening to their favorite English music. In this way, students could be motivated to want to study English texts and simultaneously facilitate the process of producing texts in English.

II.3 Case Analysis

In this present case, we conducted a two-stage case study, as described at the beginning of this document. In the first stage, Caleb was taught to write texts in English through technical pedagogy over a period of 4 weeks; and in the second stage, he was taught, over a period of one week, to write a text in English through motivational pedagogy.

First stage

This stage focused on teaching techniques of writing in English, using the different learning channels that humans have, such as visual learning, auditory learning, kinesthetic learning, and collaborative learning. In the first week, through visual learning, graphics and diagrams were used so that Caleb could understand the grammatical rules in a didactic and organized manner. In the second week, through auditory learning, recordings of basic English conversations were provided to Caleb, and he was asked to write what he heard. In the third week, through kinesthetic learning, Caleb was provided with handwriting sheets, and he was taught writing

through repetitive exercises, aiming to enhance his muscle memory for better writing. After the 4 weeks, Caleb was given a task with the instruction "Write a 100-word text describing your favorite hobby." This assignment was evaluated using the rubric presented in Annex 1. The results of this stage are in Annex 2, attached to this case study. The obtained grade was 7.

Second stage

This stage focused on Caleb's learning in a motivated manner, emphasizing his freedom to choose the topic and learning approach he preferred.

First, he was given several options to choose the topic for his writing. These options included superheroes, sports, music, and video games. Caleb chose the topic of superheroes, specifically Spider-Man, whom he admires and identifies with.

Furthermore, options were provided within the superhero theme for Caleb to choose how he would learn about his favorite superhero. These options included comics, movies, and animated series. Caleb chose movies, so he was given the freedom to pick his favorite Spider-Man movie and write a summary of it.

After a maximum period of one week, Caleb was provided with the task to write a 100- word summary based on the movie "Amazing Spiderman 2" that he had previously watched. This assignment was evaluated using the rubric presented in Annex 1. The results of this stage are in Annex 3, attached to this case study. The obtained grade was 8.5, which means 1.5 points higher than the written work completed during Stage1

III. PROPOSALS

Strategies to achieve creative writing.

Teaching creative writing helps foster creativity in students, becoming a process in which students engage in their own foreign language learning (González, 2018). To achieve effective creative writing by students, educators should encourage students to discover and feel confident in their English language skills, trust their potential and writing abilities, use participatory methods that lead them to be creative and active in their own learning, and embrace different perspectives and free topics in the writing class. Authors like González (2018: p. 12) identify several essential aspects to consider when developing creative writing in students, of which 4 points can be adapted to the context of the case study.

- Determine the students' needs to write in English; extensive vocabulary learning for the development of specific topics, precise and guided connectors for the chosen type of composition, etc.
- Foster a classroom environment where students feel secure in their English writing abilities to avoid inhibition when sharing their written ideas with others.
- Promote motivation towards imagination and innovation by assigning exercises where students complete creative writing tasks. Phrases or words related to the topic could be provided, and students could be asked to complete sentences with their own ideas in the form of dialogues, paragraphs, letters, reports, etc.
- Learn from mistakes. Educators should create an environment where errors are seen as natural in the process of generating ideas. Writing in English might lead students to transfer ideas from their native language, which may express the same concepts differently. However, errors should be corrected, and it should be emphasized that making mistakes is not a defeat; writing is about experimenting with new things and learning from mistakes.

Implementation of an anticipation mechanism involving activities prior to the writing process to enhance creativity.

Creativity is crucial not only in teaching written expression but throughout the entire pedagogical process in the classroom (Pérez & Zayas, 2022). Now, activities preceding the writing of an English text require a thorough understanding of the topic, which can be assigned by the teacher or chosen by the student. The next step is to state the purpose of the text and its intended audience. Anticipation mechanisms can then be applied to the writing process, such as:

- Defining ideas using content outlines, such as brainstorming sessions about what they plan to address in their written works.
- Creating an organizational outline of both main and secondary ideas using notebooks and sheets.
- Exercises to help delimit primary and secondary ideas, ensuring the effectiveness of the writing. These exercises could include chronological organization of ideas, paragraph and main sentence delineation, keywords for each secondary idea.

These activities can be conducted in a single class session, with the teacher present throughout. Additionally, it's recommended to conduct a preliminary assessment of students' difficulties to reinforce knowledge before starting the writing process.

Implementation of a pedagogical system involving self-evaluation, peer evaluation, and external evaluation in the English written text production process.

According to Pérez et al. (2017), three evaluation techniques should be considered to achieve optimal learning outcomes in students. Self-evaluation, in the context of this case study, occurs when students review their English text writing and promote self-correction. Initially, this process should take place within the classroom under the guidance of the teacher to address any doubts in the self-correction and self-reflection process. Once students become familiar with self-evaluation, it becomes a crucial and rapid step for them.

Peer evaluation, on the other hand, involves students assessing their classmates'

written texts using pre-discussed evaluation criteria in the classroom. This stimulates critical and creative thinking, enhancing the technical knowledge gained in class. Finally, collaborative evaluation involves individual and collective assessment to achieve meaningful learning outcomes for students.

This proposal should be implemented in the classroom, with the teacher supervising all processes and clarifying students' doubts. The aim of this technique is to promote critical didactics with a communicative focus. Often, students find it challenging to evaluate their own written texts, but evaluating texts written by peers is often easier and helps identify errors.

Motivation strategy focusing on students under stress.

The stress present among students could result from actions within the classroom and all processes related to task organization (Valdivieso-León et al., 2020). To address this, a proposal of stress management techniques is suggested, such as time management, goal-setting, and organizational skills. This can be achieved by teaching effective study habits, prioritizing tasks, and breaking extensive assignments into smaller, manageable steps.

Moreover, incorporating activities that are fun and relate to the students' interests can help alleviate stress, create a more relaxed atmosphere, increase motivation, and reduce stress levels. Inquiring about their hobbies, favorite movies, music, or current events can help personalize the lesson and enhance engagement.

Assesing text qualityDefault (GPT-3.5)

User

write 5 questions to determine text quality

ChatGPT

Certainly, here are five questions you can use to assess the quality of a text:

How can the quality of a text be assessed?

- Does the text provide credible sources or references to support its claims?
- Are facts and data presented accurately and without distortion?
- Is the writing clear and coherent?

- Does the text have a logical structure with well-organized paragraphs and transitions?
- Are ideas presented in a way that is easy to follow and understand?
- Does the text engage the reader effectively?
- Does the introduction grab the reader's attention and set the tone for the rest of the text?
- Are there compelling examples, anecdotes, or analogies that help illustrate key points?
- Is the language appropriate for the target audience?
- Is the text written in a style and tone that matches the intended readership (e.g., casual, formal, technical)?
- Are complex concepts explained in a way that is accessible to the target audience?
- Does the text exhibit proper grammar, spelling, and punctuation?
- Are there any grammatical errors, typos, or inconsistencies in the text?
- Does the text demonstrate a mastery of language conventions?

These questions can help you evaluate the overall quality of a text by considering aspects such as accuracy, organization, engagement, audience appropriateness, and linguistic correctness

IV. CONCLUSIONS

Both pedagogies, traditional and motivational, are useful when teaching English as a foreign language; however, the reality is that not all children and/or students have the same developed skills in English. That's why the variety of methodologies that can be used is important. Between the traditional method and the motivational method, there are significant distinctions. In the former, the production of English texts is guided by traditional techniques, which can be put into practice through various learning channels. In the latter, the most important difference is the prevalence of freedom of choice. In other words, the student is motivated by the topic and the way they want to accomplish using English.

In the case of Caleb, he is a good reader but not a good writer; and it can happen that a good reader is a poor writer, but it's important to recognize when this happens and decide which type of methodology is suitable for the student. Both processes are useful, but in Caleb's case, the motivational one is much more functional, as indicated in the rubric presented in Annex 3, where it was determined that he achieved a score of 8.5, which is 1.5 points higher than the traditional process.

The pedagogical processes to be applied should depend on the case, as Caleb's case is not applicable to all. There might be students who are good readers but poor writers, or good writers but poor readers. However, this doesn't mean that these pedagogies are mutually exclusive, but quite the opposite. Contemporary education is moving towards using both methodologies complementarily, as teaching in a traditional way while also allowing more freedom and less rigidity to encourage motivation could exceptionally enhance students of all levels.

Recommendations

The type of student being dealt with should be analyzed, and it's the teacher's role to perceive the aptitudes that need to be developed, strengthening and enhancing them through one of these two pedagogical processes (traditional or motivational), or both, understanding that not everyone learns the same way and not everyone possesses the same skills. As I said there might be students who are good readers but poor writers, or good writers but poor readers

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VI. ANNEXES

ANEX 1

Use this Rubric to analyze students

Title	Title according to the topic. (1.5)	Title has little relation to the topic. (1)	Title does not have relation to the topic (0.5)
Structure	There is a beginning, development, and the end on the text (3)	There are only two elements of the superstructure in the text (2)	Appears only one element of superstructure (1)
Vocabulary	Uses a wide vocabulary and does not repeat words (2)	Uses a limited vocabulary (1.5)	Limited vocabulary and repeated words (1)
Using connectors	Uses at least five connectors on each sentence (2)	Uses three to four connectors on each sentence (1.5)	Uses less than three connectors per sentence (1)
Time	Takes maximum 30 minutes to write the text (1.5)	Takes 40 minutes to write the text (1)	Takes an hour to write the text (0.5)

ANEX 2
Exercise 1

Title	<u>Title according to the topic.</u> <u>(1.5)</u>	Title has little relation to the topic. (1)	Title does not have relation to the topic (0.5)
Structure	There is a beginning, development, and the end on the text (3)	<u>There are only two elements of the superstructure in the text</u> <u>(2)</u>	Appears only one element of superstructure (1)
Vocabulary	Uses a wide vocabulary and does not repeat words (2)	Uses a limited vocabulary (1.5)	<u>Limited vocabulary and repeated words</u> <u>(1)</u>
Using connectors	Uses at least five connectors on each sentence (2)	Uses three to four connectors on each sentence (1.5)	<u>Uses less than three connectors per sentence</u> <u>(1)</u>
Time	<u>Takes maximum 30 minutes to write the text</u> <u>(1.5)</u>	Takes 40 minutes to write the text (1)	Takes an hour to write the text (0.5)

SCORE: 7

- Write a 100-word text describing your favorite hobby.

I have many hobbies I like sports and I like listen music but sports are my favorite. My favorite sport is soccer I love playing soccer and when I was little I play soccer with my dad and we stay many hours watching Cristiano Ronaldo matches. Also, I think soccer is a complete sport because is a good thing to exercise and is very fun. I think soccer is important team work I play with my friends and we enjoy. My favorite soccer player is Ronaldo I want to be like he and I dream playing team.

ANEX 3
Exercise 2

Title	<u>Title according to the topic.</u> <u>(1.5)</u>	Title has little relation to the topic. (1)	Title does not have relation to the topic (0.5)
Structure	There is a beginning, development, and the end on the text (3)	<u>There are only two elements of the superstructure in the text</u> (2)	Appears only one element of superstructure (1)
Vocabulary	Uses a wide vocabulary and does not repeat words (2)	<u>Uses a limited vocabulary</u> (1.5)	Limited vocabulary and repeated words (1)
Using connectors	Uses at least five connectors on each sentence (2)	<u>Uses three to four connectors on each sentence</u> (1.5)	Uses less than three connectors per sentence (1)
Time	<u>Takes maximum 30 minutes to write the text</u> (1.5)	Takes 40 minutes to write the text (1)	Takes an hour to write the text (0.5)

SCORE: 8

- Write a 100-word text describing your favorite hobby.

I have many hobbies I like sports and I like listen music but sports are my favorite. My favorite sport is soccer I love playing soccer and when I was little I play soccer with my dad and we stay many hours watching Cristiano Ronaldo matches. Also I think soccer is a complete sport because is a good thing to exercise and is very fun. I think soccer is important team work I play with my friends and we enjoy. My favorite soccer player is Ronaldo I want to be like he and I dream playing team.