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**STRATEGIES TO IMPROVE WRITING SKILLS  
CASE STUDY: GUISELA**

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## I. INTRODUCCIÓN

In the present, the English language is often referred to as "the foreign language," which offers several opportunities in education and the workplace. The educational system has transformed its methodologies to incorporate new didactic strategies that aim to facilitate learning in an efficient, effective, and fluid manner.

The present research work, entitled "Strategies to Improve Writing Skills: A Case Study of Guisella Cáceres," aims to demonstrate the use of writing as a pedagogical tool and showcase her proficiency in the foreign language. This research is framed within the context of teaching and learning English as a foreign language.

Taking as a starting point the approaches of authors who have determined that individual, group, temporal, and social factors can affect the learning and performance of foreign language students in various ways.

In this study, the focus is on analyzing a student who exhibits low academic performance in order to identify the challenging factors that affect her learning and describe the relationship between these factors and her performance. Through this research project, it will be possible to contribute to the improvement of writing skills in the English language as a second language, particularly for students who are just starting their high school classes.

Based on observations and a series of tests conducted on the student, it has been determined that she struggles with written activities, a characteristic that was confirmed during the diagnostic test. As a result, the idea of developing a project that sparks the student's interest in learning to write in the foreign language emerged. Through this activity, she finds satisfaction in engaging with writing tasks.

Through this research method, I aim to contribute to the enhancement of English writing skills in a creative manner. The diagnostic tests allowed me to observe the difficulties encountered when performing activities in English. The problem arises from the diagnostic test, where it is expected to demonstrate her lack of skills in sentence construction and communicative texts.

Iven the concern about the student's poor performance in English, this research project aims to discover the real factors underlying the problem that hinders text development. With this background, I dedicated myself to designing a proposal that involves parents and students from different courses to strengthen the foundations of effective English language learning.

As an educational researcher, I began by observing the development of English classes among high school students to determine whether they were truly learning or simply completing activities. I conducted interviews to gather the necessary information for analyzing the writing problem in the foreign language. It was determined that the English language teaching strategies used so far have not yielded the expected effects in the development of written skills, which would enable students to construct sentences and engage in other activities related to their daily lives.

Based on this, I considered the possibility of making contributions to the development of communication skills among Guisella's course students. This led to the idea of creating a research proposal to collaborate in enhancing these skills, which would facilitate effective communication in various contexts.

As a conclusion to the activities, the project demonstrates that the student shows enthusiasm when writing, engaging in expressive actions and showcasing her skills and imagination.

This generates a sense of pleasure for the student when she creates a text on her own, thereby highlighting the significance of this skill for both the student and the educator. It also raises awareness about the importance of employing effective strategies in English classes.

## **Objetivos**

The general and specific objectives are according to the study case these are:

### **Objetivo General**

To promote one of the cognitive processes of writing in English Language from different structures of the student, through this method it will be possible to identify some causes of the difficult learning. At the same time, the student is at A1 level in writing according by the Common European framework for teaching of foreign languages.

### **Objetivos Específicos**

1. Collect all the necessary information about the experiences that the student has with English language learning.
2. To know the type of cognitive processes uses in the student at the moment to write in English.
3. To recognize the causes of possible internal factors such as motivation, strategies for learning English.
4. To establish how accurate the revisions are before to finish a paragraph.

5. To guide the student to learn to develop composition skills in English, using processes such as planning, transcription, and revision of their texts.

## II. ANÁLISIS

### Theoretical Framework

#### Background Of The Research

This chapter presents the most relevant findings related to the research topic. It introduces the most important theories of the subject, emerging as a research question and providing a literature analysis.

With this type of research, the reinforcement of communicative competences, focusing on written expression, will be achieved, taking into consideration the correct definition of English as a second language and English as a foreign language. This is particularly relevant in the educational center where the research is being conducted.

Once the concepts of the foreign language are clear, with reference to the Common European Framework for the instruction of foreign languages, students are expected to know and demonstrate their proficiency at each level of study.

Once the concepts of the foreign language have been understood, taking as a reference the Common European Framework for the instruction of foreign languages, implanting the student who must know and can prove his power of mastery at each level of study. (The Common European Framework of References for Languages, 2023).

The student involved in the research expresses difficulties in expressing herself in written form in the English language, and when she does, she does not consider the cognitive processes involved in writing, such as planning, transcription, and revision of the written work. The main purpose of this research is the development of written production in the English language. Additionally, it aims to develop the

skill of communicative competence by investigating linguistic competence, pragmatic competence, and sociolinguistic competence. (Martinez,2009).

After delving into various learning strategies and their development of communicative competence, this work focuses on written expression as an achievement of this skill, taking into account its cognitive processes.

Meneses, Salvador and Ravelo (2007) argue that many times for students it is better to let them choose the theme for their compositions or that it be free and not impose one in particular on them. This somehow inhibits them and they feel pressured by the complexity of the text they must write.

## **Methodological Framework**

In this chapter, the methodology used for the research is explained, starting with the different perspectives of authors regarding the qualitative approach and detailing why this method was chosen. The mechanisms implemented for data collection and their respective categories of analysis are described, which will be taken into account for the results of the obtained data. (Áñez,2023

With this type of research, the reinforcement of communication skills will be achieved, focusing on written expression, taking into account the correct definition of the English language as a second language and of English as a foreign language; in this case in the educational center where I am developing the investigation.

The methodology employed was based on a case study, specifically focusing on one student who was interviewed about various aspects related to planning, revision, organization, and self-regulation.

This research is exploratory and qualitative, with several main questions posed regarding the different operations involved in constructing texts.

For this research, the methodology of case analysis was chosen. The evaluation of cognitive processes, due to their complexity, was conducted through a semi-structured individual interview using a clinical-cognitive technique (qualitative approach). The researcher questions the subject about their perception of the processes, and the student retrospectively analyzes the factors that affect the learning process and becomes aware of the cognitive processes involved.

The obtained results were as follows: Regarding planning, the student considers a different objective when writing, whether it is due to obligation, personal preference, or for learning purposes. However, she does not plan what she is going to write; instead, she writes whatever comes to her mind at that moment. She is unaware that there are words that are similar and others that are different.

Valenzuela and Flores (2012) state that the subject of qualitative research arises from the reality that the researcher lives. That is, from your own experience and the interests you have in a specific field. As the main instrument, the researcher makes decisions that go from the design to the methodology that will generate the data to answer the questions that were raised at the beginning of the investigation.

As a result, she lacks knowledge of the meanings of many words, and her vocabulary is limited, which makes it difficult for her to find the right words to write a text. On the other hand, she knows that there are other words that can better express what she wants to say. Often, she does not organize the words properly, does not know where to find new words, does not use strategies to remember, does not write down ideas, and does not know how to describe a news article, let

alone a complete sentence.

For the student, writing well means not having any spelling mistakes. It can be observed that she does not actually know what it means to write well, as she believes that writing well only depends on spelling, handwriting, and grammar, without considering the content or structure of the text.

### III. PROPUESTA

The present research aims to promote the student's communicative skills through written expression in the English language. It also seeks to help them develop the cognitive processes of English writing in order to express themselves in written form.

The student's participation in this research demonstrates that they will benefit from this proposal by strengthening their English communication skills, leading to improved academic performance.

For the proposal, various consultations were conducted on activities that can be carried out in creative writing workshops. One of these activities involves organizing the results obtained from diagnostic tests, where the student was required to write a text about their life and showed certain shortcomings.

The characteristics taken into account for the creation of the worksheets were:

- ✓ Stimulating exercises for creativity and imagination
- ✓ Creating environments for play and recreation
- ✓ The difficulty level was not considered as it was based on the student's abilities.

The case study aims to provide the student with various strategies to develop the ability to write in English, as it is not simply a matter of implementing spelling strategies, but also involves implementing new cognitive and social relationships.

This research benefits all those who need to teach and learn the language without fear of expressing their thoughts and reflecting them in writing.

## IV. CONCLUSIONES

In this chapter, the conclusions reached through the research development are presented, highlighting the cognitive processes involved in writing that contribute to the student's ability to produce written compositions.

First, it is shown that the main objective of this research is to promote cognitive processes in writing in the English language, focusing on different types of compositions for a student who is at level A2 in the Common European Framework of Reference for Languages, which represents the relationship with the object of analysis as one of the main cognitive processes of writing being the main focus of this research.

Second, the limitations of this research project are discussed, and several suggestions and conclusions for future research are proposed. There are different suggestions and recommendations for future.

### **Key Findings**

The conclusions address the research question regarding the cognitive processes involved in writing that help the student improve their written compositions.

Regarding the overall objective, it is defined that the three basic processes of planning, transcription, and revision are essential in the elaboration of written compositions in the English language. The cognitive processes involved in written production are explained, highlighting the importance of drafting and revising a text. The student was guided to apply cognitive writing processes.

Planning is required to write by brainstorming, mental schemes, especially thinking about the reader; In the transcription process, the

verbal structures should be checked, ensuring that the time taken to write the text, reviewing it before delivering it, and reducing time so that they can carry out the processes, since at the beginning it was a practice for the student throughout this process of preparing a written production.

## **The Process Of Written Planning**

This process is known as the mental draft of the composition, where elements such as content, form, the purpose of the text, and the intended audience are included. The planning process defines the objectives of the composition as the fundamental part of the task, the written work, and the audience to whom it is addressed. It involves generating ideas based on how the text should be written, which requires searching for information in long-term memory.

Various strategies were used to develop this process, including selecting and sequencing ideas, seeking sources of inspiration, and recording ideas. Content selection and organization were based on the objectives set for the text and its structure.

As Hayes and Flower (1980) indicate, when a writer presents difficulties in the planning process, they are inefficient in generating a text with adequate and sufficient content that meets the needs of the audience, the theme to be developed, and the textual structure, and this can occur because they are unaware of the subject, they do not have adequate strategies to search for information in their long-term memory, they do not take into account the reader for whom they are writing, they are unaware of the textual structure of the type of text they wrote and/or they lack a metacognitive strategy. that allows you to use the structure of the text as an organizational scheme of the contents.

## **The Process Of Transcription In Written Expression**

In this process, the student demonstrates their command of grapheme execution, including cognitive-linguistic processes such as lexical choice. Vocabulary and word usage are influenced by grammatical rules, including morphological and syntactic construction. The student shows deficiencies in verb tense conjugation, improper placement of adjectives in sentences, and a limited vocabulary, resulting in difficulties expressing themselves in writing and neglecting punctuation and spelling.

According to Salvador (2000), transcription gives two components: the genesis of the text, that is, the structuring of ideas in words, sentences and discursive structures, and the transcription of ideas from verbal memory into orthographic symbols. In this process, the writer reveals his domain in relation to the execution of spelling as well as cognitive-linguistic processes of lexical choice, that is, vocabulary and word use in relation to grammatical rules, morphological and syntactic construction.

## **The Process Of Revision In Written Expression**

The purpose of this process is to evaluate and clarify the student's thoughts during the writing process, aiming to improve the communicative quality of the text. It involves reading and evaluating the written work to make necessary corrections. The student faces challenges in the revision process, as they may identify their weaknesses but struggle to correct them or even recognize what is incorrect.

## **Suggestions**

It is suggested to use the student's motivation to learn a foreign language to encourage effective communication. Building self-

confidence is important to encourage active participation in English classes and foster independent initiative when communicating in English. Incorporating ICTs (Information and Communication Technologies) in English teaching and learning processes can strengthen the development of communicative competence, making language learning more enjoyable and enhancing communication in a foreign language.

Creating situations where the student sees writing as enjoyable and fun can help them feel relaxed and focused, thereby increasing their attraction to writing. Teachers are encouraged to practice the various phases of cognitive writing processes with their students, allowing them to write the foreign language correctly.

### **Recommendations For Future Research**

Based on the findings of this research project, three recommendations are proposed for future investigations. First, future studies should explore strategies to reinforce the cognitive processes involved in writing to improve students' compositions in the English language. How can the attitude towards writing and the perception of self-efficacy influence the development of communicative competence? TSecond, research should focus on optimizing the use of Information and Communication Technologies (ICTs) as tools that enhance the development of communicative competence in English. Finally,, further investigation should delve into the design of playful learning environments that offer opportunities for authentic and practical English language practice, moving away from monotonous or routine approaches.

This chapter presents the main findings related to the research questions, acknowledging the ongoing use of cognitive processes to improve written compositions. The limitations of the project are discussed, and various suggestions and recommendations for future

research are provided.

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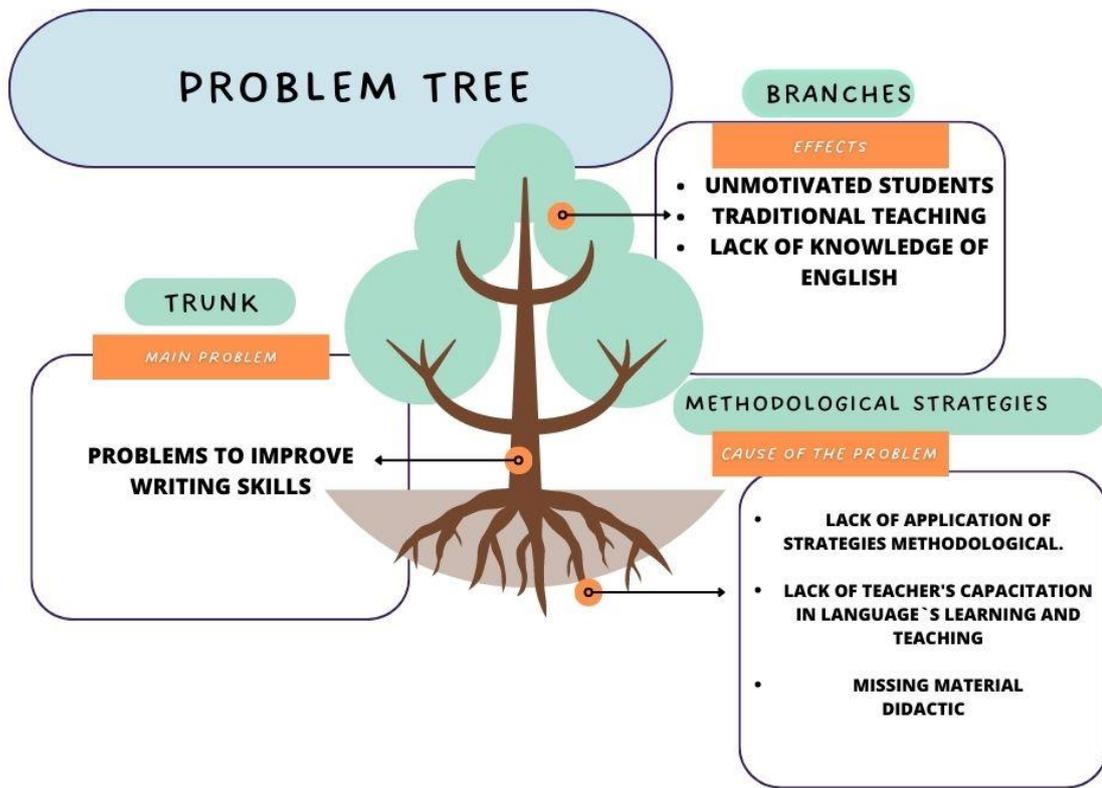
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## VI. ANEXOS



## ENGLISH TEST

### 1 – MOCK EXAMINATION

CHOOSE THE CORRECT ALTERNATIVE TO COMPLETE THE SENTENCES.

1. TONY..... UP EARLY ON SUNDAY MORNINGS.  
a) is get sometimes  
b) sometimes get  
c) sometimes gets
2. AT THE MOMENT HE .....  
a) is sleeping  
b) sleep  
c) sleeping
3. SHE.....A NEW LAPTOP LAST MONTH.  
a) buy  
b) is buying  
c) bought
4. HE.....TO WORK. HE'S ILL IN BED.  
a) can't go  
b) isn't go  
c) can't to go
5. TOM: "... SOME SANDWICHES?"  
Pat: "Yes, please. I'm hungry."  
a) Are you liking  
b) Would you like  
c) Does she want
6. I'M GOING TO SEE HIM .....TUESDAY.  
a) in  
b) on  
c) of
7. YOUR IDEA IS ..... MINE.  
a) more good than  
b) better than  
c) better that
8. THERE ISN'T..... BREAD. I CAN'T MAKE SANDWICHES.  
a) any  
b) a  
c) many

9. ....VERY CLOUDY TODAY. LET'S HOPE IT DOESN'T RAIN.  
a) They are  
b) There are  
c) It's

10. WE'D LIKE TO SEE YOU AGAIN. CAN YOU GIVE ..... YOUR PHONE NUMBER?  
a) us  
b) our  
c) ours

PUT THE SENTENCES INTO THE CORRECT ORDER.

11. homework / is / bedroom / her / in / She / doing / her  
She.....

12. to / not / They / film / want / do / that / see  
They.....

13. got / She / not / this / friends / any / town / in / has  
She.....

14. he / coffee / How / drink / does / much / ?  
How .....

15. to / Who / you / Saturday / the / last / did / with / cinema / go / ?  
Who  
.....

CHOOSE THE MOST SUITABLE RESPONSE.

16. HELLO! HOW ARE YOU?  
a) I'm an engineer.  
b) Pleased to meet you.  
c) Fine, thanks. And you?

17. EXCUSE ME. CAN YOU TELL ME THE WAY TO THE BUS STATION?  
a) Yes. You can catch a bus near the bus station.  
b) Turn left at the traffic lights. It's on the right. You can't miss it.  
c) I don't like travelling by bus.

18. DID YOU HAVE A GOOD HOLIDAY?  
a) Yes, but it was too short!  
b) Yes, I'm going on holiday tomorrow.  
c) Yes, I want a long holiday at the seaside.

19. HOW OFTEN DO YOU SEE HER?
- a) I never look at her. She lives in another town.
  - b) Not very often. She doesn't live near me.
  - c) Yes, I do.
20. WHAT DOES SHE DO?
- a) She does secretary.
  - b) She's a secretary.
  - c) She's cooking dinner.
21. (ON THE PHONE) CAN I SPEAK TO JILL, PLEASE?
- a) I don't want to speak to her.
  - b) I am.
  - c) Sorry, she isn't here. Can I take a message?
22. WHAT TIME DID YOU GO TO BED LAST NIGHT?
- a) Very late! That's why I'm sleepy.
  - b) It's ten o'clock.
  - c) I don't like getting up early.
23. COULD YOU PASS ME THE SALT, PLEASE?
- a) There isn't it.
  - b) Yes, I'd like some salt.
  - c) Sure. Here you are.

CHOOSE THE CORRECT PHRASE TO COMPLETE EACH QUESTION.

24. PAUL : "..... IN THE EVENING?"  
SUSAN : "WATCH TV OR READ A BOOK."
- a) What are you usually doing
  - b) What do you usually do
  - c) How do you do
25. PAUL : "..... A BOOK TO READ ON THE TRAIN? IT'S A LONG JOURNEY."  
SUSAN : "YES, AND A MAGAZINE."
- a) Do you have got
  - b) There is
  - c) Have you got
26. PAUL : "..... ME WITH MY MATHS HOMEWORK?"  
SUSAN : "SURE. COME TO MY HOUSE THIS AFTERNOON."
- a) Can you help
  - b) Can you to help
  - c) Do you help

27. PAUL : “..... MESSAGES FOR ME?”  
 SUSAN : “JUST ONE. IT’S ON YOUR DESK.”
- Is it a
  - Are there any
  - Are they any
28. PAUL : “..... YOUR ENGLISH BOOK THIS EVENING?”  
 SUSAN : “SORRY. I NEED IT TO DO MY HOMEWORK.”
- Could I borrow
  - Do I borrow
  - Would I like to borrow
29. SUSAN : “..... ?”  
 PAUL : “YES, I DO. I LOVE A GOOD BOOK.”
- Are you liking reading
  - Would you like to read
  - Do you like reading
30. PAUL : “..... WHEN YOU WENT TO LONDON?”  
 SUSAN : “AT A FRIEND’S HOUSE.”
- How did you stay
  - Where did you stay
  - Where are you staying

COMPLETE THE TELEPHONE CONVERSATION WITH THE WORDS BELOW.

PAUL : Hello. Can I speak to Susan, please? This is Paul.

Jill: Oh, hello This is Jill. 31. on a moment. She’s cooking in the 32.....

(a minute later) SUSAN : Hello Paul!

PAUL : Hi Susan. 33. , would you like to go to the cinema with me tonight? SUSAN : It depends. What’s 34. ?

PAUL : I forget the title, but it’s a 35. film and Brad Pitt is in it. I know you like him.

SUSAN : Yes, I do. OK, 36. but I don’t want to be late home. I’m working tomorrow and I have a lot to do. This is a very 37. period for me at work.

PAUL : No problem. Why don’t we 38. at half past six? We can have a hamburger and then go to the cinema.

Sue: No, I don’t want to eat 39. food! Why don’t you come here? I’ll cook some spaghetti. Brian: Great! I love your spaghetti Bolognese.

Sue: 40. at half past six.

31. a) Expect    b) Hold    c) Wait
32. a) kitchen    b) chicken    c) cooker
33. a) Hear    b) Go    c) Listen
34. a) like    b) on    c) at
35. a) science fiction    b) thrill    c) romance
36. a) go    b) let's go    c) we go
37. a) bored    b) occupied    c) busy
38. a) meet us    b) meet    c) see you
39. a) junk    b) quick    c) hungry
40. a) I am seeing    b) See you    c) We see us

READ THE TEXT AND ANSWER THE QUESTIONS BELOW.

Dave is a bank clerk in London. He thinks his job is boring – but the salary is good. He lives in a small village and goes to work by train and then the underground. It's a long journey - he leaves home at half past seven - and people ask him why he doesn't move nearer to London, but Dave prefers to live in his village.

He doesn't like crowds, smog and traffic and he loves going for long bike rides or walks in the country when the weather is fine. He also has a lot of friends in the village and he doesn't want to lose them. He

arrives at the bank at nine and usually finishes at half past five. He gets home at about seven o'clock. He has an hour for lunch, at one o'clock. When the weather is good, he often buys sandwiches and eats them in the park near his bank. When it's raining, or cold, he goes to a small café for lunch.

Dave's girlfriend, Liz, is a student at Reading University and lives in a small flat near her university with three other students. Dave and Liz met two years ago when they were both in Spain on holiday. Dave would like to marry her when she finishes university next year, but Liz prefers to wait for two or three years before getting married. They don't meet during the week because Liz is busy with her studies, but they usually spend the weekends together.

It's half past eleven on a beautiful Saturday morning and Dave and Liz are in Dave's car. They want to go to the seaside for the day, but a lot of people seem to have the same idea, and traffic on the motorway is very slow. It is also very hot!

Dave says, "This is a stupid way of spending Saturday! Why don't we leave the motorway and have lunch in a pub? We can go to the seaside another day."

"Yes!" says Liz, "I'm hot, bored and hungry. Look, we can leave the motorway here."

They leave the motorway and look for an interesting place to have lunch. They find an old pub by a river and decide to eat outside. They can see the river from their table. Their lunch is very good and not expensive. They decide that leaving the motorway and the traffic was a very good idea!

41. DAVE DOESN'T ENJOY WORKING IN A BANK.

- True
- False
- Doesn't say

42. DAVE WOULD LIKE TO LIVE NEARER LONDON.

- True
- False
- Doesn't say

43. DAVE LIKES HIS VILLAGE BECAUSE THERE AREN'T CROWDS, TRAFFIC AND SMOG.

- True
- False
- Doesn't say

44. DAVID LIVES WITH HIS PARENTS.

- True
- False
- Doesn't say

45. LIZ IS GOING TO FINISH UNIVERSITY NEXT YEAR.

- True
- False
- Doesn't say

46. DAVE ....

- a) always brings sandwiches from home to eat in the park
- b) returns to work after lunch at two o'clock
- c) doesn't have lunch when it's raining or cold

47. LIZ AND DAVE ....

- a) are getting married next year
- b) usually meet at weekends
- c) are going to Spain for their holidays

48. LIZ AND DAVE ARE ON THE MOTORWAY BECAUSE ....

- a) they want to go to the seaside
- b) it's Saturday
- c) it's hot

49. WHICH IS CORRECT?
- a) They leave Dave's house at eleven o'clock
  - b) A lot of people are at the seaside
  - c) There's a lot of traffic on the motorway
50. THEY ....
- a) are stupid because they are on the motorway
  - b) pay a lot for their pub lunch
  - c) don't go to the seaside that day

## QUIZ

Lea detenidamente cada pregunta y marque con una X en la respuesta que usted considera correcta.

SIEMPRE ( X )    ALGUNAS VECES (X)    NUNCA(X)

1. ¿Cuándo usted inicio el octavo año sus conocimientos de inglés estaban al mismo nivel sus compañeros?

SIEMPRE ( )    ALGUNAS VECES ( )    NUNCA( )

2. ¿El escuchar audios en la clase de inglés le ayuda entender palabras y algunas frases?

SIEMPRE ( )    ALGUNAS VECES ( )    NUNCA( )

3. ¿Lee y comprende lecturas o párrafos cortos?

SIEMPRE ( )    ALGUNAS VECES ( )    NUNCA( )

4. ¿Cuándo su profesor le hace realizar ejercicios de gramática usted puede estructurarlas correctamente?

SIEMPRE ( )    ALGUNAS VECES ( )    NUNCA( )

5. ¿Entiende a su profesor cuando habla en inglés?

SIEMPRE ( )    ALGUNAS VECES ( )    NUNCA( )

6. ¿Su profesor le hace realizar tareas en grupo?

SIEMPRE ( )    ALGUNAS VECES ( )    NUNCA( )

7. ¿Su profesor utiliza canciones, juegos, dramatizaciones para enseñar el idioma inglés?

SIEMPRE ( )    ALGUNAS VECES ( )    NUNCA( )

8. ¿Su profesor explica con claridad y pausadamente la materia para que usted aprenda con mayor facilidad?

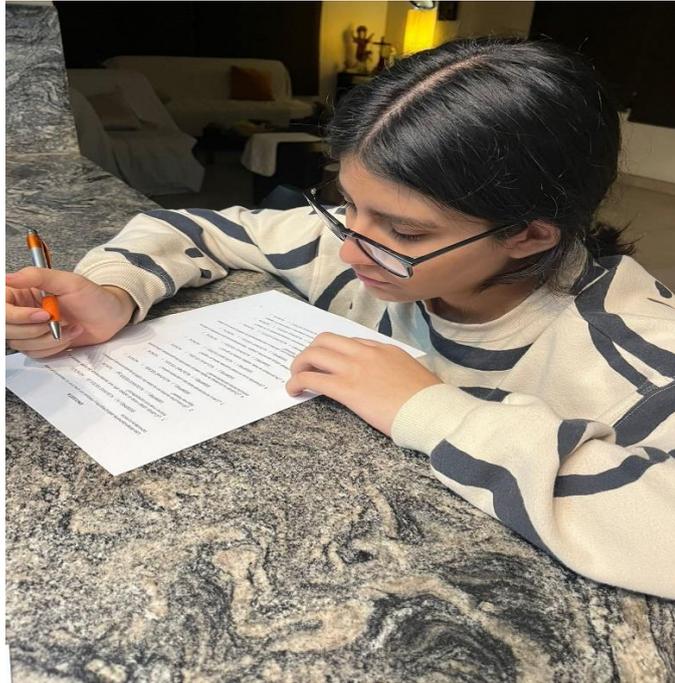
SIEMPRE ( )    ALGUNAS VECES ( )    NUNCA( )

9. ¿Su profesor le hace interactuar constantemente en la clase?

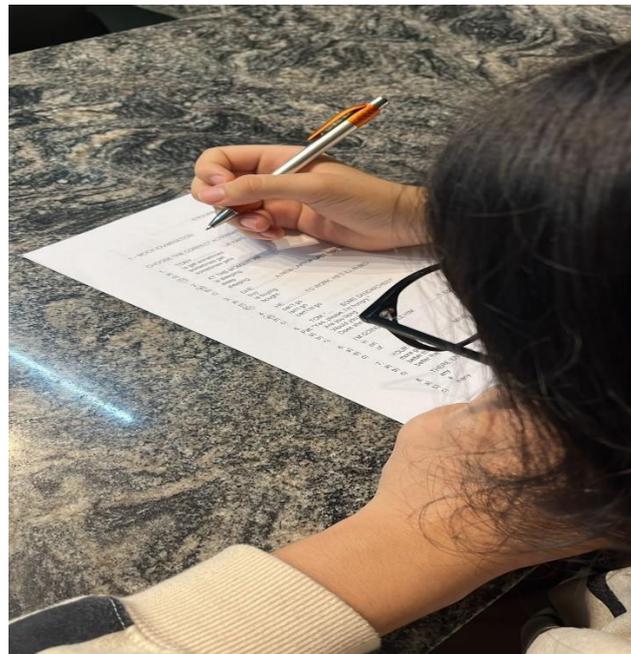
SIEMPRE ( )    ALGUNAS VECES ( )    NUNCA( )

10. ¿Tiene facilidad para memorizar palabras u oraciones en inglés?

SIEMPRE ( )    ALGUNAS VECES ( )    NUNCA( )



Developing quiz



Developing english test

## ENGLISH LESSON PLAN

**Grade:** 10th

**Duration:** 45 minutes

**Topic:** English Development

**Number of Students:** 25

**Skills:** Speaking, writing, listening

**General Objective:** To implement new strategies in order to understand and write in a correct way and improve communication.

**Specific Objective:** At the end of the lesson students should be able to:

- Notice the mistakes in grammar and writing.
- Have a better grammar and writing structure when students write a short paragraph.
- Be able to recognize and improve the skills, and start to put in practice.

**Pre Lesson:** Teacher starts to talk about what are the problems that students present when they have to write in English. Teacher will write on the board the students' answers.

**Lesson Development:** Teacher will show a survey in order to students fill the information that teacher needs.

**Post Lesson:** Students will make a short English test to identify what are the problems that students present during the language learning.

**Materials:** Worksheets, surveys, pen, board, markers.