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FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE RESEARCH WORK:**

**“THE IMPLEMENTATION OF THE PROCESS WRITING APPROACH TO IMPROVE EIGHTH GRADERS’ WRITING SKILL, SECTION “C”, AT C. E. CAP. GRAL. GERARDO BARRIOS, COATEPEQUE THROUGH THE USE OF ONLINE INTERACTIVE WRITING ACTIVITIES”**

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# INTRODUCTION

The present Action Research study entitled “The Implementation of the Process Writing Approach to Improve Eighth Graders’ Writing Skill, Section “C”, at C. E. Cap. Gral. Gerardo Barrios, Coatepeque through the Use of Online Interactive Writing Activities” the researchers focused on implementing certain strategies to find out relevant answers to help students enhanced their English writing skill.

The Action Research project is divided into six chapters. Chapter I, statement of the problem, contains a description of all the difficulties that eighth graders section “C” faced while developing their writing skill. In other words, this chapter includes a description of the problem, the scope of the work, limitations, the justification, the baseline, and the objectives.

Chapter II, State of Art, presents a significant review of theories in order to have the basis that supports this investigation. Also, it includes the different perspectives of experts in the writing skill. Chapter III includes the hypothesis of change and the operationalization of the variables.

Chapter IV, methodological design, describes all the steps they followed to develop this Action Research. Also, it contains the Plan of Interventions that was carried out for this investigation. Besides, this chapter includes how the researchers followed different steps to solve the problem students faced. Moreover, it describes how the research team gathered, processed, interpreted, and analyzed all the data. Finally, the researchers show the expenses and time in this Action Research, and they present a budget and a timeline.

Chapter V, Analysis and Interpretation of Data, includes all the data collected during all the whole process. It contains the graphs and interpretation of all the tools used throughout the investigation.

Finally, at the end of the work, Chapter VI, “Conclusions and Recommendations”, presents the final results of the investigation. Also, some recommendations for teachers, students and future researchers are given.

## **ABSTRACT**

The objective of this Action Research was to improve the English writing skill of eighth graders section “C” at the C.E. Cap Gral. Gerardo Barrios, Coatepeque through the use of online interactive writing activities during the school year 2017.

During the project, the researchers exposed eighth graders section “C” to different writing activities based on the Process Writing Approach to get better outcomes and helped the students convey and write their ideas. The execution of this Action Plan ran for three months in which the students’ writing skill was continuously measured.

Besides, the research team used different tools to gather all the necessary information during and after the execution of this action plan. Then, the data gotten was organized in graphs and tables. This allowed the researchers to make a deep analysis about the expected outcomes and the gathered outcomes. The Action Research involved only the eighth graders section “C” at the C.E. Cap Gral. Gerardo Barrios, Coatepeque. Therefore, the investigators provided different conclusions and recommendations to teachers, students, and future researchers with all the valuable data obtained during the whole project.

# CHAPTER I

## STATEMENT OF THE PROBLEM

Eighth graders section “C”, at the C. E. Cap. Gral. Gerardo Barrios, Coatepeque had poor development of their writing skill due to the fact that they had not thrived the writing’s micro skills in the English subject during the school year 2017.

### 1.1. Description of the Problem

The English language has become the most important language worldwide. Every person who would like to get a better job opportunity wants to learn the English language; besides, English is a requirement in many majors and also people who want to work or to travel abroad, among others, need to have good writing and communicative English skills. Even though English is one of the most spoken languages around the world, it is not easy for Spanish speakers to learn it. For instance, the research team found out that eighth graders section “C” at the C. E. Cap. Gral. Gerardo Barrios, Coatepeque faced difficulties when learning English as a foreign language, especially in the writing skill.

After talking to the English teacher in charge of eighth graders, the research team found out that the students’ English writing skill was poorly developed since they could not understand or convey basic ideas when writing in English. For example, the students faced problems to understand directions; indeed, the teacher had to explain directions and examples many times. Even though the students could see the directions in the exercise that the teacher brought them to in a power point presentation, the students continued having problems with what they had to do.

Moreover, the research team observed that the students hardly ever used their narrow English vocabulary that they knew. They asked the teacher the meaning of some words that it is supposed they have in their lexicon. Besides, their conversations and written texts were limited to a small amount of words.

Also, the research team observed that the students hardly ever understood when the teacher asked them to write the correct form of the verbs according to the subject, and they have problems with the transformation of the sentences from the negative to interrogative and positive

to negative. This kind of problem limited them the opportunity to put into practice their writing skill.

Furthermore, the researchers observed that the students were not exposed to write different words or phrases which mainly affected their writing skill. The students did not know how to write the words correctly. Thus, some of the students preferred to remain silent and not ask the teacher whether what they wrote was correct or not because they were afraid of having errors in their writings exercises.

Likewise, the students' poor lexicon was a limitation to express themselves when writing in English. For instance, the students struggled to convey a complete idea in a short paragraph since they did not have the range of words needed to express it. Besides, the students could not connect ideas using the correct vocabulary and the correct grammar structure. That is why, the students felt lack of interest when they practiced English. Some of the students expressed that the English language was too difficult for them because they could not write a correct sentence in English.

In addition, many of the factors mentioned above led the students to have poor confidence while writing in English. For example, most of the students hesitated too much to write a basic idea or opinion when they were asked to do so. In fact, they did not feel confident at writing in English because of the lack of practice they had.

Moreover, as it was already mentioned, it was found out that writing activities were rarely ever developed in the English class. As a result, the students did not show willingness to participate in writing sentences or short paragraphs due to the fact they were not frequently exposed to them.

Harmer (1998) points out that the writing skill has finally been recognized as an important skill for language learning. He lays stress on the essentiality of the writing skill saying, "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right". As a matter of fact, the research team observed that the activities developed by the teacher in charge of eighth graders section "C" were not the most suitable for the students to practice their writing skill.



As most experts in the field of teaching English agree, in order to have effective writing skill, the students should be exposed to activities that help them develop their writing skill along with other activities to develop their listening, reading, and speaking skills. So these integrated skills may enhance the students' ability to communicate effectively in order that students might be able to write appropriately. Nevertheless, the research team realized that this was not done with eighth graders section "C" at C.E. Cap. Gral. Gerardo Barrios, Coatepeque since the students were not exposed to writing activities.

The research team believed it was clear that the writing skill of the eighth graders section "C" was poorly developed because of the reason mentioned above. Therefore, the researchers agreed that in order to help the students to overcome that problematic situation an Action Research was necessary for the improvement of students' writing skill through online activities and the process writing approach focusing on grammar structures, punctuation, spelling, vocabulary, shift in tense and person, and so forth. Therefore, the following question arose: "What can be done to improve the English writing skill of the eighth graders section "C", at C.E. Cap. Gral. Gerardo Barrios, Coatepeque during the school year 2017?"

## **1.2. Scope of the Work**

The action research study "The Implementation of the Process Writing Approach to Improve Eighth Graders Writing Skill, Section "C", at C. E. Cap. Gral. Gerardo Barrios, Coatepeque through the Use of Online Interactive Writing Activities" was only addressed to the sixteen students of eighth grade section "C" of this school. The research team decided to work just with this grade because it would take too much time, expenses, and resources to work with all the eighth graders even though all the eighth graders had many problems in the English learning process.

Besides, this study was focused on helping students develop the writing's micro-skill such as grammar, vocabulary, spelling, shift in tense and person, punctuation when writing in order to improve their writing skill because it is one of the most important skill in English learning process. Also it helped them express ideas in the written form according to their English level. The writing skill involves different sub skills that need to be developed first in order to get the macro ability. This study was focused on the Implementation of the Process Writing Approach through the use of Online Interactive Activities. This approach was selected according

to the needs that the students presented when writing and the improvement of the students' writing skill students improved their grammar, spelling, and also they got more vocabulary according to their level.

Furthermore, the research team considered that teaching English grammar structures would be so required because it would help students express their ideas writing them correctly. So students would be able to learn grammar structures according to their needs.

Moreover, the research team knows that the four macro skills are essential, but they focused only on the writing skill because the time for the classes' interventions was not enough for focusing on the four macro skills even though they are also very important. Consequently, the Process Writing Approach was implemented. Also the research team included online and interactive activities for helping the eighth graders improve their writing skill.

### **1.3. Justification**

The development of this study contributed to improve the writing competence of eighth graders students section "C" at C.E. Cap. Gral. Gerardo Barrios, Coatepeque. This was necessary for them to write accurately since the writing competence is very important and very useful for EFL students. Furthermore, writing is one of the students' most important challenges in learning a second language effectively. However, writing for EFL (English as a Foreign Language) students is not an easy matter, especially when the students' English competence is not very well developed. Besides, since students were not accustomed to think in English, they were not used to inferring meanings from context, and they forgot vocabulary or structures which had supposedly been learned. As a result, it made the writing process even more difficult.

Students with writing difficulties not only had problems dealing with spelling and forming letters, but also had problems with "generating ideas" for writing, which often led up to negative thoughts of the actual writing. Likewise, through writing, eighth graders students section "C" at C.E. Cap. Gral. Gerardo Barrios, Coatepeque developed to some extent their competence when writing.

That is why, some students faced some problems at the moment of putting their writing skills knowledge into practice. The researchers considered the project very relevant because students needed to improve the writing skill.

Hence, realizing about the importance of the students' writing competence, the researchers decided to conduct this Action Research to provide students with tools or techniques that helped them have enough practice (in writing), receive adequate feedback, and overcome the deficiencies they showed, when writing in their English classes. For instance, through a diagnostic test addressed (Appendix K) to eighth graders students section "C" at C.E. Cap. Gral. Gerardo Barrios, Coatepeque, the researchers found out that one common problem students faced when writing English was that the students had a poor English vocabulary. Indeed, their written texts were limited to a small amount of words. Hence, there was not a vast range of elements in their English vocabulary to transmit their thoughts and messages in the written form.

In addition, another writing deficiency was that students had difficulties to write a text on their own. Besides, spelling was also a great point to take into consideration because they tend to write the word as it was pronounced. Students who had problems with spelling often avoided words that were difficult for them. When writing, they chose another word that was not the appropriate for the context, which later affected their writing. These deficiencies called the researchers' attention since the students' goal should be not only to pass the subject but also to learn how to write in English, and prepare themselves to the future.

Finally, the research team considered this research project important because it helped students overcome the problems they had when they were writing.

#### **1.4. Baseline**

Eighth graders section "C" of C.E. Gral. Cap. Gerardo Barrios Coatepeque were facing problems expressing their ideas when writing in English. All the data gathered in the capture of the baseline was in accordance with the previous description of the problem in regards to the development of the students' writing skill.

In order to state the problem, the research team executed some class observations. These observations were held on Tuesday, February 21, February 28, and March 7, 2017 and were accomplished with the purpose of identifying the main deficiencies that the students were facing when writing English. After identifying the students' problematic situation, the work team compromised with the teacher and students of eighth graders section "C" to help solve that problem. Consequently, the research team introduced themselves to the students and told them how the work would be held to further them to improve their writing in English. According to

the researchers' proposal students expressed they felt excited about being part of the project since it helped them improve their writing skill.

The sessions were scheduled taking into account some hour classes the students had during the week. Thus, the sixteen students were part of the interventions the team work developed.

The researchers carried out two interviews with the teacher in charge of eighth graders section “C” in which he stated that the students were facing many problems in their academic performance in the English subject. Moreover, the teacher also expressed that the most affected skill was the students' writing due to the fact that there were many factors that inhibited the students’ writing skill. Therefore, he was willing to participate in this Action Research study since he was aware of the need to help the students overcome the problem.

After having observed the students and talked to the teacher, the research team captured the baseline by means of a written test (Appendix K) for evaluating the students’ writing skill. They were asked to arrange sentences and filling the blanks in the diagnostic test. However, the majority of the students struggled to use the proper words; besides, they had difficulties understanding sentences and using vocabulary studied in class to answer. It is also relevant to mention that the students were afraid of using English; they were not self-confident to respond the test because of their poor vocabulary. Therefore, the students got a little bit frustrated at the time of understanding the sentences; it was important to encourage them not to be so worried about their mistakes. Examples of these mistakes are presented in the following table.

### **Outstanding Mistakes**

<b>MISTAKES</b>	<b>EXAMPLES</b>	<b>Number of students</b>
<b>Understanding of questions and incomplete answers</b>	What time does the bank open? “no entiendo”	16
	Do you know the meaning of the verbs? No tengo idea delo que dice”	5
	Where does John come from? “no se que dice”	14
<b>Spelling</b>	cook (cut)	12
	wash (wach)	8
	Sunday (sunday)	8
	bank (ban)	5
	turns (turn)	12
	eat(et)	10

	vegetarians(vegetarian)	15
	truth (tru)	16
<b>Vocabulary</b>	Do you understand the directions? “¿Qué si entiendo las direcciones?”	10
	Do you know the meaning of earth?“noentiendo nada”	12
	Do you have questions? “solo se que question es pregunta.	16

As a result, based on the outcomes from the observation classes and the diagnostic written test administered to eighth graders section “C”, at C.E. Cap. Gral. Gerardo Barrios, Coatepeque, the researches figured out that the students did face problems to convey ideas in English because it was observed they did not have enough practices during the class and the activities developed by the teacher were not the most appropriate to encourage the students to participate in writing activities.

## **1.5. RESEARCH OBJECTIVES**

### **1.5.1. General Objective**

- To improve the English writing skill of eighth graders section “C” of C. E. Cap. Gral. Gerardo Barrios, Coatepeque through the implementation of the Writing Approach during the school year 2017

### **1.5.2. Specific Objectives**

- To increase eighth graders’ section “C”, at C. E. Cap. Gral. Gerardo Barrios, Coatepeque vocabulary and spelling of words through the implementation of writing activities in the English class during the school year 2017
- To enhance eighth graders’ section “C”, at C. E. Cap. Gral. Gerardo Barrios, Coatepeque grammatical structures by means of using online interactive writing practices during the school year 2017
- To reinforce the micro writing skills of eighth graders section “C”, at C. E. Cap. Gral. Gerardo Barrios, Coatepeque to develop their writing skill during the school year 2017.

## **CHAPTER II**

### **STATE OF ART**

Language is a process through which information, thoughts, ideas, and feelings are transmitted from one person to another. Brown states that we learn to write if we are members of a literate society and usually only if someone teaches us (Hashemi, 2013). Nowadays to learn a new language has become very important. The acquisition of a second language helps people get better job opportunities and communicate around the world. In fact, the English language has become one of the most important languages to communicate worldwide. “Written expression is probably the most difficult skill to teach because it is the most complex form of” communication (Hashemi, 2013).

English is the primary language of several countries and a second language of multilingual countries. That is why, people around the world want to learn it. The challenge to learn to write in English is difficult for people and the time that they devote to do that is worth doing it (Hashemi, 2013) .

#### **2.1. Writing**

According to Cambridge University Press, writing has been with us for several thousand years, and nowadays it is more important than ever. Having been spread steadily over the centuries from clay tablets to computer chips, it is viable for further dramatic advances. Although hundreds of millions of people are still unable to read and write, humanity relies on writing to an unprecedented extent. It is quite possible that, today, more communication takes place in the written than in the oral mode (Press, n.d.) .

The commanding relevance of writing for our life, notwithstanding, it is anything but easy to provide a clear definition of what writing is. Partly this is because of the multiple meanings of English words and partly because of the long history of writing and its great importance. At least six meanings of ‘writing’ can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation (Press, n.d.).

The principal concern is with (1) the relationships with the other meanings are not accidental or unimportant. The various uses of 'writing' reveal the many aspects of society and culture touched upon by what cultural anthropologist Jack Goody has aptly called the technology of the mind. It can be studied from a great variety of angles in several different scientific fields. Philologists, historians, educationalists, perceptual and cognitive psychologists, cultural anthropologists, typographers, computer programmers, and linguists, all have their own interest in writing based on their disciplines' specific understanding of how writing works, what functions it serves, and which methods can be applied to its investigation (Press, n.d.).

## **2.2. Writing Skill**

### **2.2.1. Development of the Writing Skill**

Writing is considered an active and productive skill. As Kumaravadivelu maintains, "during the heyday of language-centered methods, language skills were taught separately, a trend that has very little empirical or theoretical justification". As he furthers, "the nature of L2 learning involves not merely an integration of linguistic components of language, but also an integration of language skills (Mozayan, 2015)". Kumaravadivelu states that "we learn from the whole-language movement, language knowledge and language ability are best developed when language is learned and used holistically (Mozayan, 2015)".

Writing is a fundamental component of Language. Writing is one of the most important skills in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that each of the students learns in each class their teacher develops. Berman & Cheng say "students identify the skill of writing, as more difficult than listening and reading ( Jenny Cole & Jay Feng, 2015)". People need to learn how to manage the different micro skills of writing in order to get a better text that shows all the feelings and thoughts that the writer wants to communicate to the reader. To become a successful writer is too difficult that many people believed that they cannot write in English. For instance, a writer needs to be able to visualize an idea mentally and then write a correct message when communicating.

### **2.2.2. Micro-skills of Writing**

Micro skills also known as subskills need to follow the main skills because they cannot be taught separately. They require to be taught in close connection with the others skills. These

micro skills are abilities that a person must develop in order to be able to communicate in the target language. These skills help people to convey a clear message in the written form and to be understood by the readers in the target language. Thus, learning to write a language does not only require producing words, it does also require a set of micro skills that will help the writer to present a better and clearer text.

Moreover, it is important to mention that the micro skills that will be taken into account in this Action Research are the following: language use, mechanical skills, treatment of the content, stylistic skills, judgment skills, paraphrasing ability. All these aspects of the language will be taking into account in this Action Research with the purpose of helping the students involved in this project to improve their writing skill in the best way possible.

### **2.2.3. Subskills of Writing**

Cotton (n.d.) expresses that writing is a complex and nonlinear process that is very difficult to develop. She also expresses that there are some important stages that writers should follow to make their writing more meaningful and reliable for the readers. These stages are:

- **Language Use**

Language use is the ability to write correct and appropriate sentences.

- **Mechanical Skills**

Mechanical skills refer to punctuation and spelling.

- **Treatment of the Content**

Treatment of the content means having creative thought and developing ideas.

- **Stylistic Skills**

Stylistic skills refer to the ability to manipulate the content and language effectively.

- **Judgment Skills**

Judgment skills refer to the ability to write in an appropriate manner for particular audience and organize relevant information.

- **Paraphrasing Ability**

The ability to paraphrase is an important skill. It allows a person to present his understanding without copying someone else's ideas. Paraphrasing skills help students to understand and write the idea in their own words while providing proper references to ensure that it was not their idea.



- **Punctuation**

The most common punctuation marks in English are: capital letters and full stops, question marks, commas, colons and semi-colons, exclamation marks and quotation marks. Punctuation consists of both rules and conventions. There are rules of punctuation that have to be followed; but there are also punctuation conventions that give writers greater choice (Cambridge Dictionary).

Punctuation is used to create sense, clarity and stress in sentences. You use punctuation marks to structure and organize your writing (Education First).

### **PUNCTUATION RULES IN ENGLISH**

- ✓ the period
- ✓ the comma
- ✓ the exclamation mark
- ✓ the question mark
- ✓ the colon
- ✓ the semicolon
- ✓ the quotation mark
- ✓ the apostrophe
- ✓ the hyphen and the dash
- ✓ parentheses and brackets (Education First)

- **Spelling**

**Spelling is the study of:**

- **Phonics** as related to the grouping of words for spelling such as: *an, man, can*
- **Syllabication** learn to divide words and spell by syllabication such as: mul-ti-pli-ca-tion; dic-ta-tion; re-la-tion
- **Prefixes**, what they mean and how to use them
- **Suffixes**, what they mean and how to use them
- Rules for plurals and possessive and for adding suffixes such as: when the **y** is preceded by a consonant, change the **y** to **i** and add **es**
- Learning to spell words correctly
- Learning the basic sight words

- Spelling and Vocabulary mix when learning:
- Antonyms opposite meaning such as *hot* and *cold*
- Synonyms similar meaning such as *jog* and *trot*
- Homonyms alike in sound or spelling but not meaning such as *altar* and *alter*

One purpose of spelling is to learn to *decode* words so that every word will not have to be memorized. This is best done by grouping spelling words by sight and sound, such as night, light, bright and learning to spell by syllables. There are many sight words that do not fall into this category that will have to be memorized (*said* for example). A good spelling list will include a few sight words and a few words grouped phonically (Young).

- **Lexis and Grammar**

Lexis is all the words of a language. Lexis consists of collocations, chunks and formulaic expressions. It also includes certain patterns that were traditionally associated with the grammar of a language (Council, 2012).

Grammar is often defined as the rule system of a language, but it is also useful to think of it as a resource for expressing meaning. For example, when a person talks of someone ‘knowing’ the Present Perfect in English, she/he means that she/he knows how to form it (by combining the auxiliary verb have with the past participle of the relevant verb), but more importantly in which situations it is used and which meanings it can convey. Thinking of grammar as primarily ‘rules’ tends to make people think there is a one-to-one relationship between grammar and meaning (writing, 2017).

- **Vocabulary**

Vocabulary are all the words used by a particular person, or all the words that exist in a particular language or subject (Cambridge Dictionary, 2017). Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) pointed out “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies (Tesol).

- **Shift in Tense and Person**

- **Shift in Tense**

In English grammar, tense shift refers to the change from one verb tense to another (usually from past to present, or vice versa) within a sentence or paragraph (Knouse, 2007). There are three simple tenses of a verb: the present, past, and future. When a verb follows this very predictable pattern, it is said to be regular. When a verb deviates from this pattern, it is said to be irregular. Ultimately, like a palette of many colors, a writer could use different tenses. However, it is important to be consistent. To avoid an awkward or confusing composition, a writer should not unreasonably change verb tenses within a sentence or in a related group of sentences (University, 2017).

- **Shift in Person**

A pronoun is a word used in place of a noun or a noun phrase (called the pronoun antecedent). Moreover, a pronoun shift is a grammatical error in which the author starts a sentence, paragraph, or section of a paper using one particular type of pronoun and then suddenly shifts to another. This often confuses the reader (Wheeler, 2017). Consequently, the writer has to make differences among the person speaking (first person), the person spoken to (second person), and the person or thing being spoken about" to not cause a break in overall coherence.

### **2.3. Process Writing Approach**

The Process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning (A study of the process writing approach, 2017).

Brown states that writing is a thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking process (A study of the process writing approach, 2017).

Brown quotes Elbow as saying that writing should be thought of as an organic, developmental process not as a way to transmit a message but as a way to grow and cook a

message. Kroll also quotes Applebee as saying that the process approach “provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar (A study of the process writing approach, 2017).”

In the Process approach, learners are looked upon as central in learning, so that learners have needs, expectations, goals, learning styles, skills and knowledge. Indeed, all those aspects are taken into consideration. Consequently, the process writing approach encourages learners to feel free to convey their own thoughts or feelings in written messages by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step seeking assistance from outside resources like the instructor.

The writing process usually involves several steps. A typical sequence is comprised of three steps: prewriting, drafting, and revising. Some sequences, however, use four steps, such as thinking, planning, writing, and editing, while others use five steps, prewriting, drafting, revising, editing, and evaluating. In other words, each writer has a preferred way of approaching the writing process, from simpler to more complex depending on the level of the learners, and the purpose of writing (A study of the process writing approach, 2017).

These steps generally are implemented in sequence, but in the writing process is not necessarily a linear learning process, rather than a recursive or spiraling process as the learners move around these steps, sometimes going forward and retracing their steps. For example, brainstorming, one skill that is important particularly for the prewriting step, can be exercised again and again at different stages if the learner needs new ideas later in the process (A study of the process writing approach, 2017).

### **2.3.1. Brief Background to Process Writing**

ESL writing studies lag behind NES (Native English Speakers) composition research by one or two decades. That is, NES research has impacted the development of ESL writing to a great degree. This is partially because writing was not considered the most important skill in ESL learning, but just a sub-skill (A study of the process writing approach, 2017).

Until the 1980s, the focus of ESL writing was mainly accuracy. For example, up to the early 60s, the audio-lingual method (ALM), which emphasized practice, punctuation, and grammatical structures, was predominating. In this method, learners would have to copy

sentence structures provided by the teacher until they acquired it. At this point, teachers and researchers had little knowledge about or experience in teaching writing, so those people had no choice but stick to the ALM. This may sound like a vicious cycle, and, as a result, research into ESL writing gained little attention (A study of the process writing approach, 2017).

In the 70s, there was a gradual, but small change in ESL writing. The classes still focused on grammar and accuracy, which stemmed from the ALM, but learners would copy the provided sentences, and change them where necessary, or fill in the blanks. This is called controlled writing. According to Silva, controlled composition seems to have originated in Charles Frie's oral approach. Frie's approach is based on the notions that language is speech (from structural linguistics), and that learning is habit formation (from behaviorist psychology). This trend continued into the early 80s with value placed on grammatical structure, or with language-based writing (A study of the process writing approach, 2017).

Then some ESL teachers and researchers started with a pattern-product approach or writing-based approach, which focuses on creative composition and the organizational conventions used in U.S. academic prose. This approach is still applicable in the current academic setting because of its practicality (A study of the process writing approach, 2017).

In 1980s, ESL writing moved from a language-based approach to the process approach. It is not clear what brought the process approach to ESL. Reid claims that it arose for two reasons: researchers' recognition of the newly developing field of NES composition and teachers' realization of the needs of English L2 students in the academic environment (A study of the process writing approach, 2017).

During the 80s, NES composition research conducted prior to ESL became accessible. For example, Reid introduces the most remarkable approach at that time in NES: "The Expressive Approach". He regards this approach as the basis for the process approach in ESL, in which writing was taught as a process of self-discovery; writers express their feelings in a climate of encouragement. Kroll, on the other hand, points out that the introduction of the process approach to ESL composition seems to have been motivated by dissatisfaction with controlled composition and the current-traditional approach. He goes on to say that neither approach fosters thought or its expression nor encourages creative thinking and writing. For

those possible reasons, the process writing approach began to be embraced by various ESL researchers and teachers (A study of the process writing approach, 2017).

English as a second language (L2) writing classes were grammar-oriented up until the 60s. Since then various approaches and suggestions have been developed through laborious studies and research. More recently, some researchers have presented the post-process approach for L2 writing, which adds more social dimensions to writers, but the process approach seems to remain preferred and approved approach (A study of the process writing approach, 2017).

### **2.3.2. Advantages of the Process Writing Approach**

Since the 80s, the process approach has been accepted and applied to EFL and ESL writing classes because of its effectiveness. The effectiveness of the process approach can vary in many ways (A study of the process writing approach, 2017).

First, in the product approach, the focus is on the end result of the learning process, and the learner is expected to perform as a fluent and competent user of the language. The process approach, in contrast, stresses the process that writers go through in composing texts. Brown states that [in the product oriented approach] a great deal of attention was placed on model compositions that students would emulate and how well students final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (A study of the process writing approach, 2017).

The process approach, on the other hand, lets students manage their own writing by giving students a chance to think as they write. That is, students convey their messages to the readers in written form through the complex writing process; prewriting, drafting, revising, and editing (A study of the process writing approach, 2017).

The second point is related to what learners have internally. Brown claims that the process approach is advantageous to students in language learning because students are the creators of language, they need to focus on content and message, and their own intrinsic motives are valued. Language skills are best learned when learners have their own intrinsic motives. Raimes indicates that in the process approach, students do not write on a given topic in a restricted time and hand in the composition rather they explore a topic through writing. She goes on to say that through the process approach teachers find that the writing process is a process of

discovery for the students: discovery of new ideas and new language forms to express those ideas. In addition, the approach is beneficial to students because the approach focuses more on the various classroom activities (A study of the process writing approach, 2017).

This is believed to promote the development of skilled language use, and a number of interesting classroom techniques, including conferencing, have emerged from the process approach to writing. When various group activities are utilized in writing classes, the learners exchange comments or responses, or work together to write a paragraph or an essay. Nunan also affirms that the process approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing (A study of the process writing approach, 2017).

## **2.4. Paragraph**

A paragraph is a group of sentences that fleshes out a single idea. In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow (Services, 2017).

### **2.4.1. An Effective Paragraph**

- presents a single idea.
- begins with a topic sentence that makes this single idea evident.
- contains support in form of sentences that convey this single idea.
- is strategically organized to maintain flow.
- maintains your essay's objective.
- informs and entertains your reader about your paper's overall idea.

### **2.4.2. Essential Elements (in sequence)**

There are four essential elements that an effective paragraph should consistently contain: unity, coherence, a topic sentence, and sufficient development (Services, 2017).

- **Unity**

In order for a paragraph to maintain a sense of unity, the paragraph must focus solely on a single idea, point, or argument that is being discussed. Therefore, the paragraph should not begin

to stray and develop new ideas. If the writer begins to write a sentence that wander from the paragraph's main idea, then it is time to start a new paragraph (Services, 2017).

- **Coherence**

Coherence is more commonly referred to as the flow of the writing. When a paragraph flows, the reader will be able to understand the main idea that the writer has presented. After presenting the main idea in the topic sentence, each sentence following must build upon each other in an organized manner. After writing a paragraph, the writer should go back and read aloud what has written to make sure the ideas are clearly presented. If the ideas are correctly, the writer has developed a coherent paragraph (Services, 2017).

- **The Topic Sentence**

The topic sentence is the most important part of the paragraph; it tells the reader the general idea of about the paragraphs. The topic sentence helps to provide a “general summary” for the paragraph. A reader should encounter the topic sentence and have a general idea of what the paragraph will continue to discuss (Services, 2017).

- **Sufficient Development**

Now that the paragraph has a topic, it is essential that the topic be sufficiently developed. The paragraph should not be too short or too long, but it should be an appropriate length to flesh out the entirety of the paragraph idea. A reader should not be left with questions after a sufficiently development paragraph. In order to achieve this, the writer can provide examples, cite work, provide necessary definitions, describe, analyze, and organize the ideas (Services, 2017).

## **2.5. Brainstorming**

Brainstorming is a process for developing creative solutions to problems. Alex Faickney Osborn, an advertising manager, popularized the method in 1953 in his book, *Applied Imagination*. Ten years later, he proposed that teams could double their creative output with brainstorming (Brainstorming).

Brainstorming works by focusing on a problem, and then deliberately coming up with as many solutions as possible and by pushing the ideas as far as possible. One of the reasons it is so



effective is that the brainstormers not only come up with new ideas in a session, but also spark off from associations with other people's ideas by developing and refining them.

While some research has found brainstorming to be ineffective, this seems more of a problem with the research itself than with the brainstorming tool.

There are four basic rules in brainstorming intended to reduce social inhibitions among team members, stimulate idea generation, and increase overall creativity:

- **No criticism:** Criticism of ideas are withheld during the brainstorming session as the purpose is on generating varied and unusual ideals and extending or adding to these ideas. Criticism is reserved for the evaluation stage of the process. This allows the members to feel comfortable with the idea of generating unusual ideas.
- **Welcome unusual ideas:** Unusual ideas are welcomed as it is normally easier to "tame down" than to "tame up" as new ways of thinking and looking at the world may provide better solutions.
- **Quantity Wanted:** The greater the number of ideas generated the greater the chance of producing a radical and effective solution.
- **Combine and improve ideas:** Not only are a variety of ideals wanted, but also ways to combine ideas in order to make them better (Brainstorming).

## **2.7. Essential Resources for Using Technology outside the Classroom**

Incorporating technology outside the classroom has the potential to motivate a wired generation of students. However, beyond simply providing a way to engage the tech-savvy students, outside technology at its best can improve and streamline assessment, enrich and enhance traditional outside experiences, and help teachers to create individualized interventions for all types of learners at all levels of proficiency (Student Guide, 2013).

### **2.7.1. Online Interactive Activities**

According to Cambridge Dictionary, interactive means involving communication between people or an interactive system or computer program is designed to involve the user in the exchange of information. Moreover, activity means the work of a group or organization to achieve an aim; something that is done for enjoyment, especially an organized event. Consequently, based on these definitions can be stated that interactive activity is the enrollment

of conveying information through enjoyment. Adding this to the learning process especially focusing on the development of the writing skill through technology means pupils can improve their writing by having fun at the school or outside the classroom by using Technology.

## CHAPTER III

### HYPOTHESIS OF CHANGE

General Objective	Specific Objectives	Hypothesis	Units of Observation	Variables	Definition of Variables	Indicators	Instruments	Time
To improve the English writing skill of eighth graders section "C" of C.E. Cap. Gral. Gerardo Barrios, Coatepeque through the implementation of the Writing Approach during the school year 2017.	To increase eighth graders' writing skill section "C", at C.E. Cap. Gral. Gerardo Barrios, Coatepeque vocabulary and spelling of words through the implementation of writing activities in the English class during the school year 2017	Applying the process writing approach, the eighth graders section "C" of C.E. Cap. Gral, Gerardo Barrios, Coatepeque improved their English writing skill during 2017.	Eighth Grade students' writing skill of section "C" at C.E. Cap. Gral, Gerardo Barrios, Coatepeque	<b>Independent Variable</b> The Implementation of the Process Writing Approach	The Process Writing Approach in the classroom leads learners come to understand themselves more.	<b>Indicators of the independent variable:</b>  - use of two languages, the target and native language -Students' understanding -Students' ability to convey ideas coherently -Students use of English vocabulary	Written Test	30 min
	To enhance eighth graders section "C", at C.E. Cap. Gral. Gerardo Barrios, Coatepeque grammatical structures by means of using online interactive writing practices during the school year 2017.						Observation Guide	45 min
							Interview for teachers	
							Questionnaire for students	10 min

	To reinforce the micro writing skills of eighth graders section “C”, at C.E. Cap. Gral. Gerardo Barrios, Coatepeque to develop their writing skill during the school year 2017.			<b>Dependent Variable</b> The improvement of the writing skill	How people convey their ideas to others.	<b>Indicators of the dependent variable:</b> - -Students’ learning of vocabulary -Students appropriate grammatical structures -Students ability to create basic paragraphs -Students ability to generate ideas using brainstorming	Written Test Observation guide	30 min 45 min
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## **CHAPTER IV**

### **METHODOLOGICAL DESIGN**

In order to find the answer to the question: What can be done to improve the English writing skill of the eighth graders section “C”, at C.E. Cap. Gral. Gerardo Barrios, Coatepeque during the school year 2017, the research team carried out the Action Research “the Implementation of the Process Writing Approach to Improve Eighth Graders Writing Skill, section “C”, at C. E. Cap. Gral. Gerardo Barrios, Coatepeque through the Use of Online Interactive Writing Activities during the School Year 2017.

During the Action Research, some steps were taken. These steps were organized and described as follows: preliminary phase and execution phase. Also, the type of study and design, and sampling procedure of the Action Research were included.

#### **4.1. Type of Study**

In order to help eighth graders section “C”, at C.E. Cap. Gral. Gerardo Barrios, Coatepeque improve their writing skill, the research team thought it was necessary to carry out a course of action. Therefore, the type of study was an Action Research. Through this Action Research, the research team expected to obtain a significant change on the students’ writing skill after the three months of intervention.

Moreover, the research team used a mixed-method approach in order to get data through observations guides, interviews, questionnaires and tests (Appendices: A-N). So, through this mixed-method approach the research team collected both quantitative and qualitative data to have better results.

#### **4.2. Sampling Procedure**

The target population for this Action Research included a group of seventeen students of eighth graders section “C”, at C.E. Cap. Gral.

Gerardo Barrios, Coatepeque in the afternoon schedule. All the students were part of the study. They were encouraged to get involved in all the classes that were taught.

### **4.3. Preliminary Phase**

The preliminary phase includes important information describing the main reasons why the research team decided to select the topic of the thesis work. Besides, the preliminary phase includes a complete description of how the research team approached the field of the study in order to conduct a diagnosis to be able to define and describe the problematic situation. Moreover, an explanation on the reasons that lead the researchers to choose the topic presented in this project.

#### **4.3.1. Approaching the Field of the Study**

As it is known, learning a new language is not easy, especially if it is not taught with the appropriate methods to meet the students` needs. Furthermore, developing the English writing skill can be a challenge for many students and other people because it tends to have its compliances. It was observed that students of the middle school struggled when writing in the English language, so they did not have their writing skill well developed. Based on that, the researchers decided to work with eighth graders section “C”, at C.E. Cap. Gral. Gerardo Barrios, Coatepeque. The research team intended to help them improve their English writing skill through an Action Research.

In order to find out the problematic situation eighth graders section “C” had been facing, the research team asked for permission to observe some English classes. So, through these preliminary observations and diagnostic test, it was noticed that the students faced difficulties when writing in English.

Besides, through a written interview (Appendix A) the teacher in charge expressed that the students showed many difficulties to develop their writing skill. Moreover, he said that it is pretty difficult for the students to get ideas and writing them in English. Besides, most of the time, students do not develop activities for practicing the writing skill. Hence, the research team noticed the difficulties that the students faced in the classroom to develop their writing skill.

#### **4.3.2. Diagnostic Study**

The research team talked to the teacher in charge of the eighth graders' section "C", at C. E. Cap. Gral. Gerardo Barrios, Coatepeque to know if students presented problems with the different skills that English students had to develop when learning English. So, the English

teacher told the work team that students were presented some problems with the writing skill. Then, the work team needed to observe the students during the class in order to make sure, if effectively, they faced problems with the writing skill when writing in English. The work team observed the English students during a practice. And also they administered a diagnostic test (Appendix K) to know if students understood directions, wrote the words correctly, and used the grammatical structure in the correct manner. To create the diagnostic test, the researchers used the topics that the teacher had taught them in class.

Through that written test (Appendix K) the work team realized that the students faced problems to understand directions, to write the words correctly, and to use grammatical structures. Also, they struggled to provide the correct answer in the test. In fact, some of the students got frustrated when they tried to answer; some of them asked in Spanish the meaning of some words they did not know even though the teacher had taught them. Also they used L1 to ask about the different directions in the diagnostic test. To grade the students' performance in this diagnostic test, the research team gave a percentage to each part of the test.

#### **4.3.3. Definition of the Problem**

The results of this diagnosis helped the team define the problem and its scope. Through the diagnostic test administered to eighth graders section "C", at C. E. Cap. Gral. Gerardo Barrios, Coatepeque, the researchers realized that the students needed help with their writing skill because they were not able to express their ideas in English when they developed this kind of activities that involve writing. Besides, through the observations, the researchers noticed that the students did not have the appropriate writing activities during class.

In fact, one of the problems the students had was that they were not learning enough vocabulary to put it into practice during class activities; thus, they did not feel confident to use the correct vocabulary, and grammatical structures when writing in English.

The Data Collected helped the researchers conduct the Action Research: "The implementation of the process writing approach to improve eighth graders' writing skill, section "C", at C.E. Cap. Gral. Gerardo Barrios, Coatepeque through the use of online interactive writing activities during the School Year 2017"

Finally, the researchers told the students that they would help them with the different contents and the vocabulary to improve their writing skill through an Action Research. All the

students were willing to be part of the project and were anxious to begin to work with the team in a different way.

#### **4.4. Planning Phase**

To define the problem and the field of study, the researchers looked for reliable information to construct the State of Art that helped the researchers provide a definition of the variables that were measured in the Action Research. The literature review was made to figure out which variables were the most suitable to be measured. The operationalization of variables was important to create the different instruments that helped gather data for the Action Research. Moreover, it was essential to validate the instruments that were used to collect data since it was important for the outcome of the Action Research.

##### **4.4.1. Literature Review**

The researchers believe that it was important and necessary to support the project with real information related to the field of study. So the researchers decided to speak with the teacher in charge who had experienced and faced the problematic situation of the students' deficiency development of their writing skill. The information gathered was of great importance because the teacher could share his experience related to the problem. The interviewed teacher affirmed that students had problems to develop their writing skill effectively since they had not acquired the micro skill that were important to improve students' macro skill. Besides, the researchers made use of online interactive writing activities based on different websites like: [agendaweb.org](http://agendaweb.org) in order for students to improve their writing skill through an Action Research.

In addition, the work team looked for information in books, theses, and articles presented by many important sources. All the information was evaluated, discussed and analyzed in order to know how this information could be helpful to develop the project. The information gathered on search engines and internet, from organizations, governmental articles and relevant books is the most suitable information that the researchers believed contributed to develop this project. The researchers found different articles, reports, and other documents related to the main topic of the study. By these means, the researchers were able to support their opinions about the topic in study by gathering all the information from the different sources.



At last, all the literature review was taken into account and included in the State of Art, which together with the operationalization of variables supported and validated the study.

#### **4.4.2. Operationalization of Variables**

When a research is carried out, it is crucial to confirm if the variables are measurable and observable. That is why, each variable was evaluated and analyzed by the research team. This process was carried out objectively since the principal objective was not to confuse the variables with vague or ambiguous ideas but to go deeper into the main variables according to the State of Art. In addition, the independent and the dependent variables were very well defined with the factors described in the State of Art. Likewise, each of the variables was operationalized by identifying the indicators that each variable presented. Finally, each indicator was put in smaller structures to be the elements that helped measure and understand the main findings of the problem. Thus, the indicators were of great importance to the research team because they helped analyze the importance of the variables that were operationalized during this process.

#### **4.4.3. Data Collection Instruments**

In order to collect the data needed in this Action Research, the research team needed to design the most appropriate instruments to collect data through the whole project.

First of all, in order to define the problem, the researchers used an interview guide (Appendix A) addressed to the teacher in charge of eighth graders section “C”. The interview consisted of some questions about the students’ performance during the English class. Also, the researcher team observed three classes. Besides, the research team used a diagnostic written test (Appendix K) to gather the student’s knowledge about the simple present tense and its uses; this written test consisted of three parts in order to measure the students writing skill.

In each class, the researcher team used an observation guide (Appendices C-D-E) to observe the researcher in charge of delivering instructions to the class. This instrument had important aspects about the development of the class that the researchers had to take into account. Through these observation guides, the researchers gathered data that helped reflect on the students’ improvement after each class.

#### **4.4.4. Validation of Data Collection Instruments**

To validate the different research instruments for collecting the data, which is essential in any investigation, the research team asked experts to validate the instruments. Thus, after the research team elaborated the instruments and considered the different indicators, the research tools were validated by experts of the Foreign Language Department, at the Western Multidisciplinary Campus of the University of El Salvador. The researchers provided the experts with a validation sheet (Appendix J) containing different aspects that were considered when checking and validating the instruments. Then, by taking into account all the recommendations given by the experts, the researchers made all the necessary changes to improve the instruments so that these were valid and reliable.

The final phase of the validation of instruments consisted of providing the experts with the research tools with the incorporated suggestions for a second check. Once validated, the instruments were administered to the whole population.

#### **4.4.5. Validity and Reliability**

To make the instruments valid, the researchers created such instruments based on two main validity criteria: “Descriptive validity” and “Interpretative validity”, assuring that the instruments were designed taking into account the operationalization of variables. Also, the research team designed the instruments in a very detailed and careful manner to assure that any important detail was not skipped.

To make the results reliable, the research team built a positive atmosphere and good rapport with the students so that they felt willing and comfortable at the moment of being addressed, which helped the researchers get the information required for the study. The researchers also made sure that the conditions were suitable for the whole population that took part of the study.

##### **4.4.5.1. Descriptive Validity**

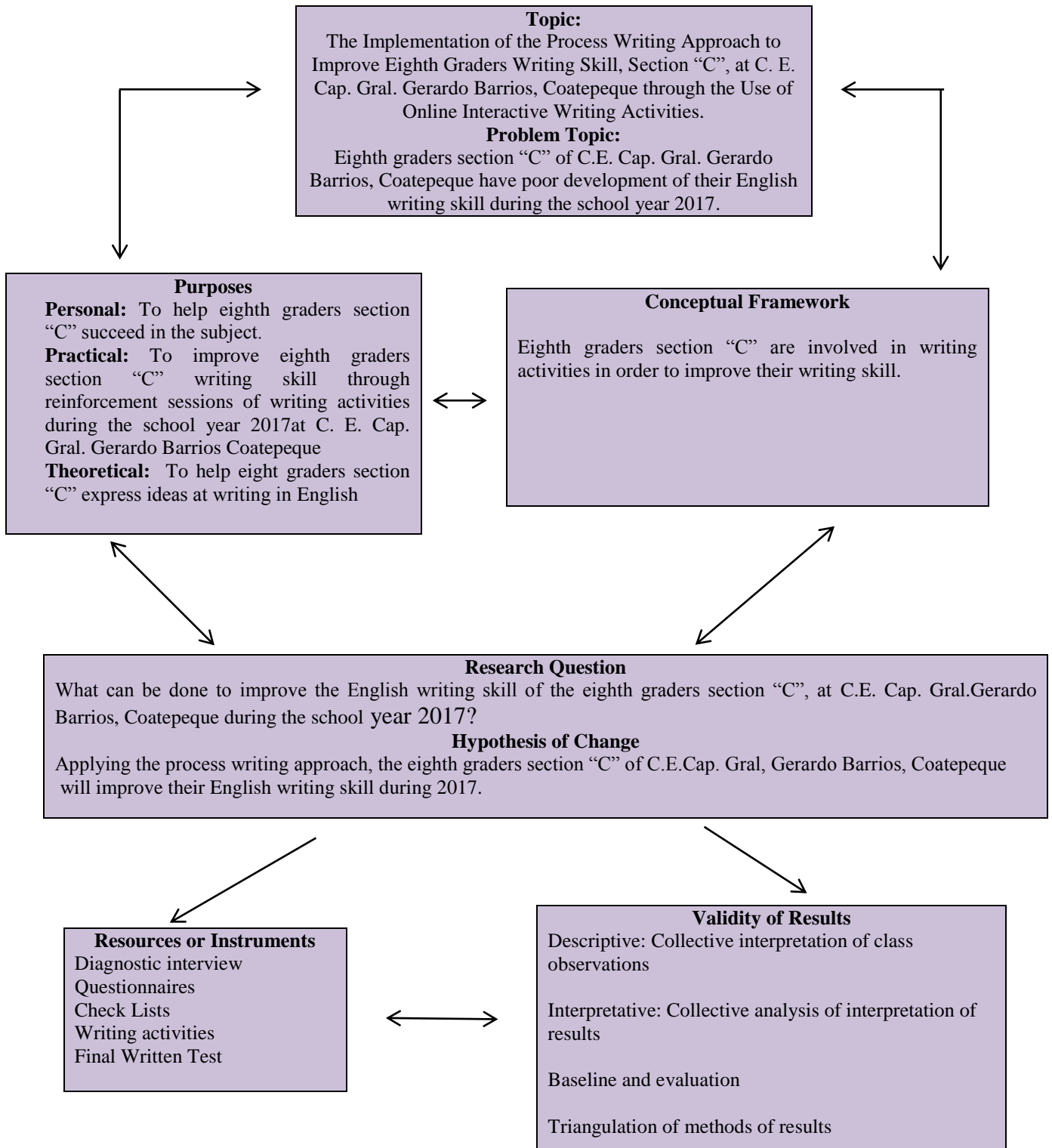
To ensure the validity of the tools, the researchers created them based on the content validity criteria which refer to the relationship between the variables and the content of the tools to support those variables. It is really important that the tools which researchers selected would be efficient enough to measure the variables to be studied.

To ensure consistency in the results, the data collection took place only if the target population was under the appropriate and suitable conditions; such conditions had to be created by researchers in order to obtain better results. Moreover, to make results reliable, the researchers created appropriate and suitable conditions for the target population so that the team obtained the expected data from the instruments.

#### **4.4.5.2 Interpretative Validity**

In the interpretative validity, the students, the English teacher in charge and the researchers' feelings were taken into account in this Action Research Project. The students felt uncomfortable and sometimes frustrated when being asked to participate in a writing activity due to the poor development of the micro writing skill. Besides, the teacher in charge was frustrated because the majority of the students were not able to express ideas in English. On the other hand, the teacher felt relieved because he would have the help of the research team. He said that it would be a challenge and great opportunity for the students to improve their writing skill. Even though, the researchers knew the challenge that represented helping the students improve their writing skill, they decided to implement different online interactive writing activities such as: watching videos fill in the blanks, scrambled sentences and building up. They thought it would be an unforgettable experience because they would be helping students who needed assistance.

#### 4.4.6. Triangulation as Validation Criteria of Results



This Triangulation of Data comprises a mixed-method. So the researchers took into account the descriptive and interpretative data. Besides, the triangulation in this action research consists of gathering data related to Eighth graders poor development of their English writing skill since they showed weaknesses in their micro writing skills such as: vocabulary, spelling, lexis and grammar, and punctuation, and so forth. The research team conducted an interview with the school teacher and realized that Eighth graders section “C” of C.E. Cap. Gral. Gerardo Barrios, Coatepeque had writing problems. After the observation, interviews, diagnostic test, questionnaires, check lists, and the data gathered they came up with the following hypothesis “Applying the process writing approach, the eighth graders section “C” of C.E. Cap. Gral. Gerardo Barrios, Coatepeque”. Moreover, the research team raised the question: What can be done to improve the English writing skill of the eighth graders section “C”, at C.E. Cap. Gral. Gerardo Barrios, Coatepeque during the school year 2017? The interviews and questionnaires with school students were an important source of data for a more broadly based analysis.

#### **4.4.7. Ethical Aspects**

The research team made sure to respect the basic ethical principles of an Action Research. For instance, they respected the “non-maleficence norm” because they did not damage anybody’s integrity during the process. They respected the “expectations of confidentiality” to keep the participants’ personal information anonymous and did not reveal information that the participants did not want to be revealed. Thus, each participant’s opinion was respected by the research team. Finally, the research team also respected the participants’ free willing to make choices at any time of the process since their rights as human beings deserved it.

#### **4.5. Execution Phase**

The execution phase included the data collection procedure and a thoroughly description of what the problem in study consisted about. This study was carried out by making use of the mixed method; it included the qualitative and quantitative paradigm; it meant that the research team collected both qualitative and quantitative data. All the data was processed and analyzed after having collected and put together the two last parts of this phase, which were data processing and data interpretation and analysis.

#### **4.5.1. Data Collection Procedure**

To gather the data through the intervention process, the researchers used different tools. After elaborating the instruments and validating them, the researchers administered the tools to the eighth graders section “C” at the C.E. Cap. Gral. Gerardo Barrios, Coatepeque. During the whole process of the Action Research, the research team gathered relevant data. Consequently, the research team observed the students’ participation during the class sessions that were held on Thursdays, two hours per week. For the observations the researchers used an observation guide (Appendix E).

Thereafter, the research team administered questionnaires (Appendix B) to the students after each class in order to collect the students’ opinions during the class implementations. Twice a month, the students were exposed to different written tests (Appendices L-M) so that the research team was able to notice if the students were improving with the help of the classes given by the research team.

At the end of the implementation of the Action Research, in August, the researchers administered a writing test (Appendix N) to the eighth graders section “C” so that the research team obtained data on the results that the Action Research had on the student whether positive or negative. Besides, the researchers asked students to answer a questionnaire (Appendix H) about the classes given by the researchers. Also, a questionnaire was administered (Appendix I) to the teacher in charge of the eighth graders section “C” so that the researchers knew the teacher’s opinion about the results of the Action Research.

#### **4.5.2. Execution of Plan of Action**

To improve the English writing skill of eighth graders section “C” through the use of online activities and the implementation of process writing approach during the school year 2017, the research team decided to carry out an Action Research. Through this Action Research, eighth graders section “C” participated in reinforcement sessions that the researchers held (starting on Tuesday June 6, and finishing on Thursday 31, 2017). In addition, the researcher team elaborated lesson plans (Appendix O: lessons 1-5) for each class according to the target contents they were studying.

Regular meetings were held once a week on Thursday from 1:00 p.m. to 2:30 p.m. In those meetings, eighth graders section “C” were exposed to the target language through different

writing activities that helped them improve their writing skill. Moreover, during the sessions, the researchers administered short evaluations (Appendices L-M-N) to the students according to what was developed in classes, and they graded those written test (Appendix D) in order to get some data about students' writing skill improvement. Consequently, the researchers gave students feedback and error correction after each evaluation.

#### 4.5.3. Data Gathering Chart for the Diagnostic Phase

<b>Research technique</b>	<b>Data Gathering Instrument</b>	<b>Source of Data</b>	<b>Possible Dates for Administering Data Gathering Instruments</b>	<b>Responsible Persons</b>
Interview	<b>Interview guide</b>	Licdo. César Ernesto Ramírez Barrera	<b>February 21, 2017</b>	Whole research team
Survey	<b>Preliminary Questionnaire</b>	Eighth graders section "C"	<b>February 28, 2017</b>	Whole research team
Survey	<b>Diagnosis Test</b>	Graders students section "C" at C.E. Cap. Gral. Gerardo Barrios, Coatepeque,	<b>March 7, 2017</b>	Whole research team



#### 4.5.4. Implementation Plan

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
To have students get familiar with the Writing Process Approach	<b>Teaching the use of writing process approach (10 minutes)</b>	Lesson plan Charts Flash cards Markers Diagnostics tests	Whole research team	Observing researchers and students' performance  Taking pictures	Checklist  Camera	Whole research team	<p><b>(class 1)</b> <b>BASELINE</b></p> <p>Tuesday, February 21, 28 and March 7, 2017 From 1:00 p.m. to 1:45 pm</p> <p>Eighth Graders Section "C"</p>
To establish the baseline	<b>Administering the diagnostic test to check the baseline (30 minutes)</b>	Diagnostic listening test	Whole research team	Observing researchers and students' performance  Taking pictures	Checklist  Camera	Whole research team	
To establish the baseline	<b>Reflection Section (5 minutes)</b>	Discussion guide sheet Reflection guide sheet	Whole research team	Observing researchers and students' performance Taking pictures	Checklist  Camera	Whole research team	

## FIRST MONTH

PURPOSE	IMPLEMENT ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	BEGINNING/ENDING
To recognize and use the verb "to be" in simple past	Grammar notes Fill in the blank	poster, whiteboard, markers, eraser, charts, flash cars,	Évila Joseline Olga Susana	To take pictures about researcher's performance and take notes in the checklist	Camera checklists	Dora	(Class 1) Thursday June 15 From 1:00 p.m. to 1:45p.m
To create sentences using was and were  To write all the pronouns with the correct form of the verb "to be"	Online activity Making sentences with affirmative, negative and interrogative form with the verb "to be"	poster, whiteboard, markers, eraser, charts, flash cars	Évila Dora Olga Susana	To take pictures about researcher's performance and take notes in the checklist	Camera checklists	Joseline	(Class 2) Thursday June 15 From 1:45 p.m. to 2:30 p.m.
To recognize the structure of the simple past tense, comprehend written English when reading sentences, and write the verb	Grammar notes Fill in the blank	whiteboard, markers, eraser, charts, photocopies	Dora Joseline Olga Susana	To take pictures about researcher's performance and take notes in the checklist	Camera checklists	Évila	(Class 3) Thursday June 29 From 1:00 p.m. to 1:45p.m.

in past tense when needed in the exercises							
<p>To reinforce the structure of the simple past</p> <p>To identify the regular verbs</p> <p>To practice their writing skill by making sentences and writing short paragraphs</p>	<p>Short review of simple past</p> <p>Arrangement sentences with simple past</p> <p>Writing a short paragraph using the simple past</p>	<p>whiteboard, markers, eraser, flashcards,</p>	<p>Évila Joseline Olga Susana</p>	<p>To take pictures about researcher`s performance and take notes in the checklist</p>	<p>Camera checklists</p>	<p>Dora</p>	<p>(Class 4) Thursday June 29 From 1:45 p.m. to 2:30 p.m.</p>
<p>To teach students write about the past events, create sentences using irregular verbs, and know the difference between</p>	<p>Grammar notes</p> <p>Shift in tense and meaning</p> <p>Writing activity</p>	<p>whiteboard, markers, eraser, charts, photocopies</p>	<p>Susana Olga Évila Dora</p>	<p>To take pictures about researchers when performing and take notes in the checklist</p>	<p>Camera checklists</p>	<p>Joseline</p>	<p>(Class 5) Thursday July 6 From 1:00 p.m. to 1:45 p.m.</p>

regular and irregular verbs.							
To recognize the spelling tips about the regular and irregular verbs in the simple past	Reading practice Writing activity	whiteboard, markers, eraser, charts, flashcards, photocopies	Joseline Dora Évila Susana	To take pictures  To observe students and researcher in charge of the class	Camera checklists	Olga	(Class 6) Thursday July 6 From 1:45 p.m. to 2:30 p.m.

## SECOND MONTH

PURPOSE	IMPLEMENT ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	BEGINNING/ENDING
To teach different tips to memorize the regular and irregular verbs of the simple past	Matching activity Fill in the blank Writing activities	whiteboard, markers, eraser, paper, photocopies, visual aids	Évila Dora Olga Susana	To take pictures about researcher's performance and take notes in the checklist	Camera checklists	Joseline	(Class 7) Thursday July 13 From 1:00 p.m. to 1:45p.m
To review the contents studied in the previous classes	Fill in the blank Writing activity ”	whiteboard, markers, eraser, paper, photocopies	Evila Joseline Olga Susana	To take pictures about researcher's performance and take notes in the checklist	Camera checklists	Dora	(Class 8) Thursday July 13 From 1:45 p.m. to 2:30 p.m.
To evaluate students' improvement in their writing skill after the classes taught.	Exam: Writing the correct verb Fill in the blank Shift in tense Writing sentences	markers, whiteboard, photocopies of the exam, eraser	All the members of the research group	To administer a written activity and a questionnaire	Writing grading criteria, questionnaires	All the members of the research group	<b>(Evaluation Class 9)</b> Thursday July 20 From 1:00 p.m. to 1:45p.m.

To recognize and use the structure of the simple future will	Grammar notes Fill in the blank	whiteboard, markers, eraser, paper, visual aids, photocopies	Évila Joseline Dora Susana	To take pictures about researcher's performance and take notes in the checklist	Camera Checklists	Olga	(Class 10) Thursday July 20 From 1:45 p.m. to 2:30 p.m.
To write sentences using the structure of the future will	Writing a paragraph Arrange sentences Write a short story	whiteboard, markers, eraser, photocopies, visual aids, paper	Susana Olga Joseline Dora	To take pictures about researchers when performing and take notes in the checklist	Camera checklists	Évila	(Class 11) Thursday July 27 From 1:00 p.m. to 1:45 p.m.
To create sentences using simple future To write about future plans	Writing activity Shift in tense	whiteboard, markers, eraser, charts, flashcards, pages	Olga Dora Évila Susana	To take pictures To observe students and researcher in charge of the class	Camera checklists	Joseline	(Class 12) Thursday July 27 From 1:45 p.m. to 2:30 p.m.
To practice the structure of the simple future, and write sentences	Fill in the blank Online activity Writing activity	whiteboard, markers, paper, photocopies, eraser, visual aids.	Olga Dora Évila Susana	To take pictures To observe students and researcher in charge of the class	Camera checklists	Évila	(Class 13) Thursday August 10 From 1:00 p.m. to 1:45 p.m.

To recognize the structure of the simple future through writing sentences using the structure of the future will.	Fill in the blank Writing activity Creating Sentences	whiteboard, markers, paper, photocopies, eraser, visual aids.	Olga Joseline Évila Susana	To take pictures  To observe students and researcher in charge of the class	Camera checklists	Dora	(Class 14) Thursday August 10 From 1:45 p.m. to 2:30 p.m.
To drill the structure of the simple future	Writing activity with color	whiteboard, markers, paper, photocopies, eraser, visual aids.	Olga Joseline Évila Dora	To take pictures  To observe students and researcher in charge of the class	Camera checklists	Susana	(Class 15) Thursday August 17 From 1:00 p.m. to 1:45 p.m.
To measure students` improvement in their writing skill using the simple future will after the classes taught.	Exam: Writing the correct verb Fill in the blank Shift in tense Writing sentences	markers, whiteboard, photocopies of the exam, eraser	All the members of the research group	To administer a written activity and a questionnaire	Writing grading criteria, questionnaires	All the members of the research group	<b>(Evaluation, Class 16)</b> Thursday August 17  From 1:45p.m. to 2:30 p.m.

### THIRD MONTH

PURPOSE	IMPLEMENT ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	BEGINNING/ENDING
To teach students to write about future plans (Intentions/pr edictions)	Grammar notes Going to: (Affirmative, negative, and interrogative form)	whiteboard, markers, eraser, paper, photocopies, visual aids	Évila Dora Joseline Susana	To take pictures about researcher's performance and take notes in the checklist	Camera checklists	Olga	(Class 17) Thursday August 24 From 1:00 p.m. to 1:45p.m
To create sentences using going to  To practice about certain action plans in the future	Writing about certain action plans  Building up sentences	whiteboard, markers, eraser, paper, photocopies	Évila Dora Olga Susana	To take pictures about researcher's performance and take notes in the checklist	Camera checklists	Joseline	(Class 18) Thursday August 24 From 1:45 p.m. to 2:30 p.m
To review the content studied in the previous classes.	Fill in the blank Writing sentences using new vocabulary	markers, whiteboard, photocopies, eraser	All the members of the research group	To take pictures about researcher's performance and take notes in the checklist	Camera checklists	Évila	(Class 19) Tuesday August 31 From 1:00 p.m. to 1:45 p.m.



To retrieve the structure of the future going to in a review	Writing and ordering sentences	whiteboard, markers, eraser, paper, visual aids, photocopies	Évila Joseline Dora Olga	To take pictures about researcher's performance and take notes in the checklist	Camera Checklists	Susana	(Class 20) Tuesday August 31 From 1:45 p.m. to 2:30 p.m
To have students write about summer plans through making predictions	Writing a dialog And writing about Christmas plans	whiteboard, markers, eraser, photocopies, visual aids, paper	Susana Olga Dora Évila	To take pictures about researchers when performing and take notes in the checklist	Camera checklists	Joseline	(Class 21) Thursday September 7 From 1:00 p.m. to 1:45 p.m.
To get students express their ideas through writing with going to	Arranging and writing sentences using going to	whiteboard, markers, eraser, charts, flashcards, pages	Olga Dora Évila Joseline	To take pictures To observe students and researcher in charge of the class	Camera checklists	Susana	(Class 22) Thursday September 7 From 1:45 p.m. to 2:30 p.m.
To review the contents studied in the previous classes	Reviewing going to	Whiteboard, markers, paper, photocopies, eraser, visual aids.	Olga Évila Olga Susana	To take pictures To observe students and researcher in charge of the class	Camera checklists	Dora	(Class 23) Thursday September 14 From 1:00 p.m. to 1:45 p.m.

To evaluate students' improvement in the writing skill after the classes taught	Writing evaluating through the administration of a questionnaire with different exercises	Photocopies	All the members of the research group	To administer a writing activity and a questionnaire	Writing Grading Criteria, Questionnaires	The whole group	<b>(Final Test)</b> Thursday September 14 From 1:45 p.m. to 2:30 p.m.
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#### **4.5.5. Data Processing**

To process the data obtained from the different tools, the researchers checked and analyzed the rubrics, the observation guide, the observation sheet, the surveys, and the lessons administered. Moreover, the researchers used the programs EXCEL, WORD, and SPSS (statistical package for social sciences). These programs helped researchers organize information as they generated tables and graphs to analyze, interpret, and compare the results that they obtained in the diagnosis test for the final results and in the different assessments that the students went through during the intervention process.

#### **4.5.6. Data Interpretation and Analysis**

All the data was interpreted and analyzed by the whole researcher team with the help of graphs and tables for a clearer comprehension. Different questionnaires, interviews, written examinations, and observation guides were implemented during the interventions to compare the results to make the analysis. After comparing these outcomes, the researchers analyzed to what extent the Action Research helped the students improve their English writing skill. The research team examined the outcomes obtained during the capture of the baseline, and the outcomes obtained through a written evaluation at the end of the plan of action. Besides, the data got through the questionnaire administered to eighth graders section “C”, was compared with the observation guides used in each class session.

Furthermore, to execute the analysis and interpretation of data, the research team took into account the different objectives and the research question in order to verify if a change was achieved regarding the students’ writing skill.

Finally, the research team compared and contrasted all the results that guided them to the final conclusions and recommendations addressed to all the interested readers, researchers, teachers and students.

### 4.6. Timeline

ACTIVITY	RESPONSIBLES	MONTH																				
		February	March	April	May	June	July	August	Sept	Oct	Nov	Dec										
<b>Preliminary Phase</b>	Research team																					
Approaching the Field of Study	Research team																					
Diagnostic Study (Baseline capture)	Research team																					
Statement of the Problem	Research team																					
Definition of the problem	Research team																					
<b>Planning Phase</b>	Research team																					
Theoretical Framework	Research team																					
Data Collection Instruments	Research team																					
Plan of Intervention	Research team																					
<b>Execution phase</b>	Research team																					
Execution of Plan of Action	Research team																					
Data Collection	Research team																					
Data Processing	Research team																					
Data Analysis and Interpretation	Research team																					
Presentation of Final Results	Research team																					

## 4.7. Budget

### 4.7.1. Supplies

Type of supply	Name	Cost per item	Number of items	Total
Office supplies	Pencils	\$0.25	17	\$4.25
	Whiteboard markers	\$1.25	8	\$10.00
	Permanent markers	\$1	10	\$10.00
	Paper	\$ 0.25	30	\$7.50
	Stapler	\$1.25	2	\$2.50
				<b>Total: \$34.25</b>

### 4.7.2. Services

Service	Cost	Total
Photocopies	\$0.03 / page * 290 copies	\$8.70
Internet	\$0.85 per hour *30 hours	\$ 25.50
Other expenses (Food,Transportation, etc.)	\$40.00 each researcher (5 researchers)	\$200.00
		<b>Total: \$234.20</b>

## CHAPTER V

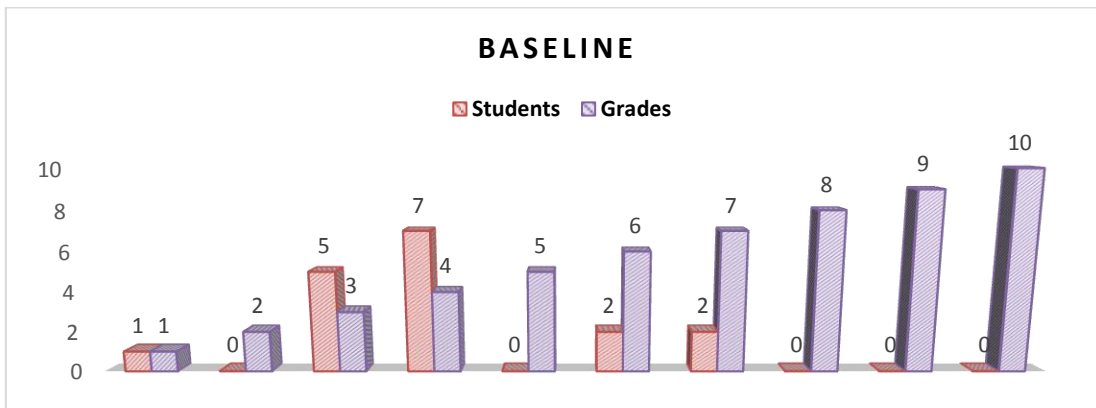
### DATA ANALISYS AND INTERPRETATION

In this section, the researchers present the results of the analysis and interpretation of the data gathered through the Action Research “The Implementation of the Process Writing Approach to Improve Eighth Graders Writing Skill, section “C”, at C.E. Cap. Gral. Gerardo Barrios, Coatepeque through the Use of Online Interactive Writing Activities” by means of using observation guides, interviews, written diagnostic tests. Researchers compared and contrasted the results obtained with the theory showed in the State of Art, the objectives and the research question.

#### 5.1. Interpretation of Graphs

##### Assessment of Eighth Graders Section “C” Writing Skill through the Written Diagnostic Test

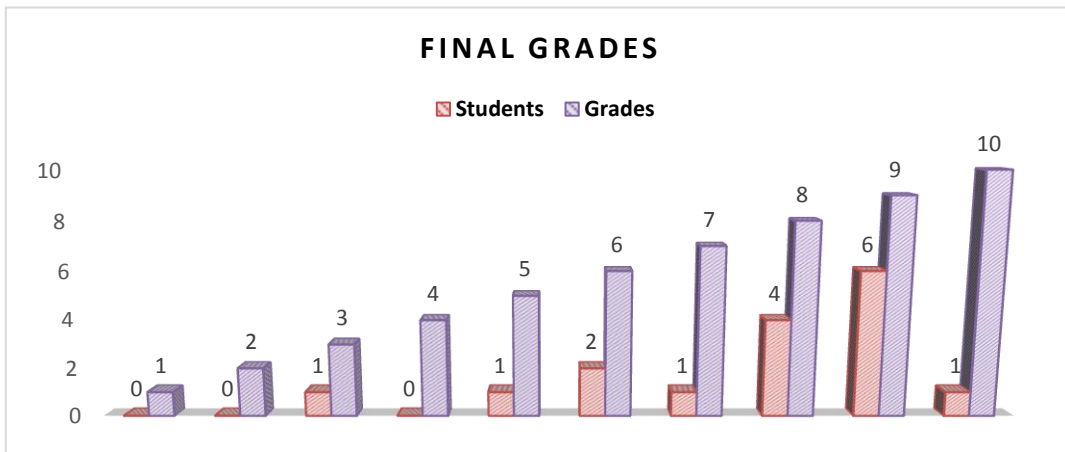
**Graph 1: Baseline Grades**



Grades	1	2	3	4	5	6	7	8	9	10
Students	1	0	5	7	0	2	2	0	0	0

**Source:** Written diagnostic test addressed at the beginning of the study to capture the baseline

**Graph 2: Final Grades**



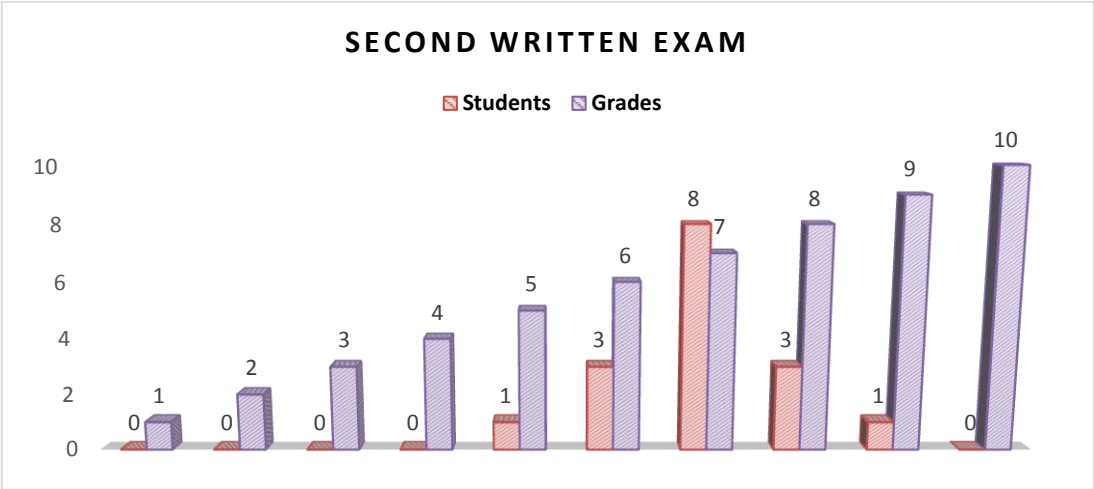
Grades	1	2	3	4	5	6	7	8	9	10
Students	0	0	1	0	1	2	1	4	6	1

**Source:** Written test addressed at the end of the study to evaluate the students’ improvement of the writing skill.

Throughout the whole Action Research, a variety of activities and evaluations were taken to measure the students’ writing skill. For example, during the capture of the baseline, eighth graders section “C” were exposed to a written diagnostic test in which they were asked questions about topics they had studied. All of them got grades between 3 and 7 as Graph 1 shows. These outcomes showed that the students’ writing ability needed to be improved in order for the students to express their ideas in English because they had many problems such as: coherence, shift in person and tense, and vocabulary when writing. Through that evaluation several aspects were assessed such as punctuation, spelling, grammar, and so forth.

Graph 2 shows the students’ grades gotten in the final written test. It displays that the students’ writing skill improved significantly since just one of them got 3, and the others students’ grades go by 5 and 10. During this final written test the pupils were able to write logical sentences and answer questions. In addition, it was perceived that students’ punctuation, spelling, and grammar had improved.

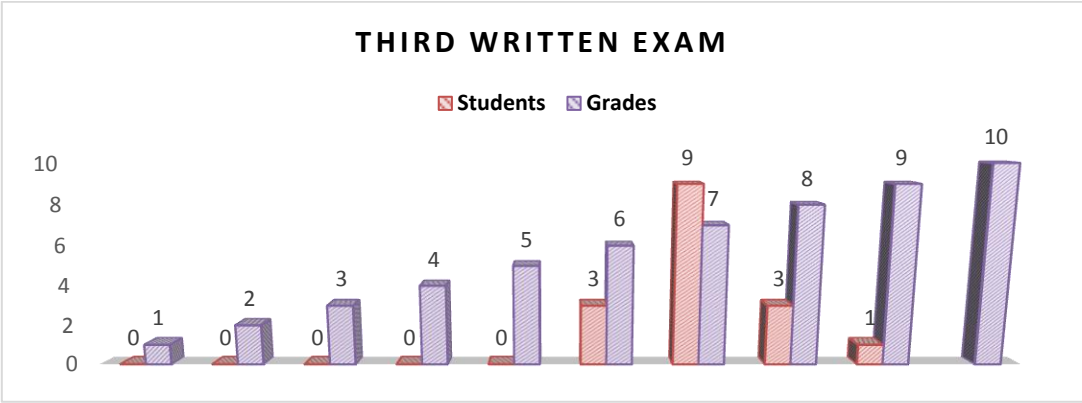
**Graph 3: Improvement during the Interventions (second written test)**



<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>0</b>

**Source:** Second written exam addressed to eighth graders on July 20

**Graph 4: Third Written Exam during the interventions**



<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>0</b>

**Source:** Third written exam addressed to eighth graders on August 17

During the interventions, the research team implemented two additional written tests to measure the students’ improvement in their writing ability. Graph 3 discloses the grades between 5 and 9, and graph 4 discloses the grades from 6 and 9; therefore, there was an important margin of improvement in their learning process especially in punctuation and grammar.

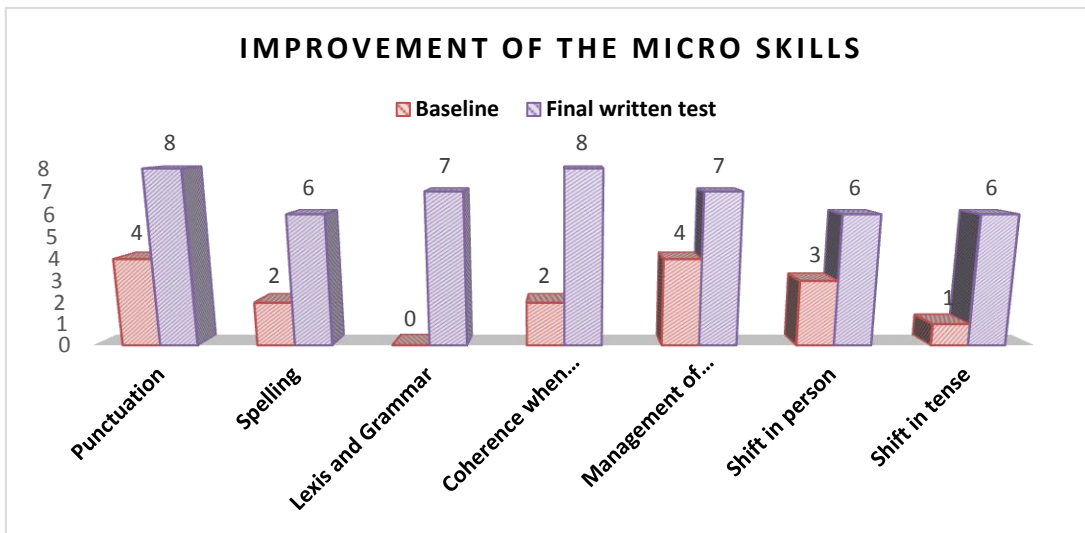


**Table 1: Improvement of the Students' Micro Writing Skills**

Micro Writing Skills	Average of Grades	
	Baseline	Final Written Test
<b>Punctuation</b>	4	8
<b>Spelling</b>	2	6
<b>Lexis and Grammar</b>	0	7
<b>Coherence when writing</b>	2	8
<b>Management of Vocabulary</b>	4	7
<b>Shift in Person</b>	3	6
<b>Shift in Tense</b>	1	6

**Source:** Written evaluations during the baseline and final evaluation

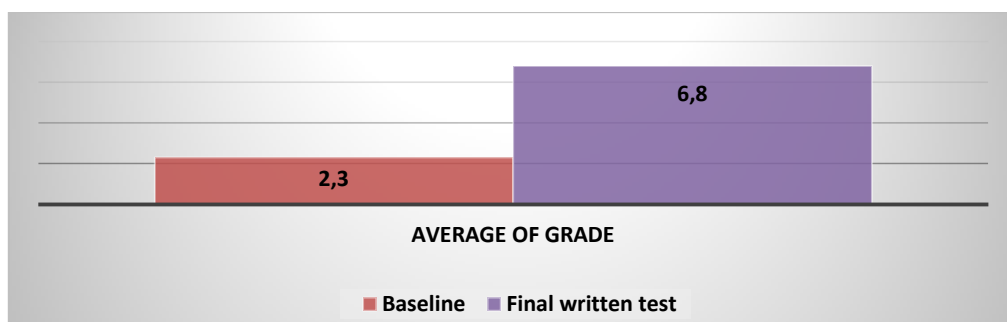
**Graph 5: Improvement of the Students Writing Skill**



**Source:** Written evaluations during the baseline and the final test

Graph 5 points out a comparison of how the students' micro writing skills were at the beginning and at the end of the intervention.

**Graph 6: Comparison of Micro Skills**



**Source:** Written evaluations during the baseline and final test

Graph 6 shows the average grade of all the micro writing skill in the baseline and final written test.

The data from the evaluations the students had before and during the interventions pointed out that the majority of the micro skills were improved to some extent according to the students' English level.

➤ **Punctuation**

Relating to pronunciation, there was a really good improvement during the implementation. The students were feeling more interested and enthusiastic with the language. The use of the different writing and online activities in which they used punctuation was so helpful for them. At the beginning, the majority of them had many problems when using the period, comma, and questions marks, but at the end of the implementation, they used them more easily. Therefore, they had a significant improvement in punctuation.

➤ **Spelling**

As it is known, spelling is the process of writing or naming the letters of a word so that spelling is necessary when writing. The eighth graders showed a little improvement in this micro skill. At the beginning, it was complicated for them to use the suffixes of the words especially in verbs, but after the researchers' interventions, pupils had a better idea of their use and enhanced the use of them in a good manner according to their English level.

➤ **Lexis and Grammar**

By practicing the Process Writing Approach, students could develop their writing skills better. The Process Writing Approach states that learners focus on the process by

which they produce their written products rather than on the product themselves (A study of the process writing approach, 2017). The implementation of this approach during the interventions was useful because the students learned more how to use accurate grammar structures.

Besides, during this Action Research, the investigators also took advantage of visual aids, writing activities and online interactive activities to teach the Writing Approach better. These sources helped students have a better idea of the grammar structures. Moreover, students' grammar was also developed through the use of online interactive activities by forming personal sentences or writing the correct words in sentences given which helped them recognize and identify the correct form of the structures.

➤ **Coherence when Writing**

During writing activities such as build up sentences, fill in the blanks, dictations, creating paragraphs, answering an exam, the students had to connect ideas to make themselves understood because they needed to convey a message coherently. Besides, after the data gathered, the researcher team noticed students were able to express their ideas better because in the interventions they learned how to create accurate sentences. Consequently, at the end, pupils wrote coherently sentences and they could convey a message.

➤ **Vocabulary**

In regards to vocabulary, the students had evident improvement since, at the beginning of the interventions, they could hardly write a word or sentence in class. The students had poor vocabulary, and they did not usually use it in their writings. Indeed, their written texts and activities were limited to a small amount of words. Nonetheless, during the interventions the pupils practiced writing new words and sentences and worked in groups or individually which helped them manage the vocabulary of topics and structures studied. The use of technology and interaction of teacher- student and student- student was really helpful to improve that micro skill because it allowed them to practice their writing skill.

➤ **Shift in Person and Tense**

When writing, it is necessary to be consistent in the tenses and person in order to not cause confusion in the readers. Through this project, the investigators found out that this skill was partially improved. At the beginning of the interventions, the students could not add the "s"

to the verbs in the simple present for the third person or the “ed” for the verbs in the past. They could not differentiate the nouns from the subject pronouns. However, through the implementation of various writing activities during the interventions, the pupils recognized the importance of the suffixes of the verbs and the difference among the person speaking, the person spoken to and the person or thing being spoken about. These results are reflected on Table 1.

**Table 2: Students' and Teacher's Opinion about the Reinforcement Classes**

STUDENTS' COMMENTS	TEACHER'S COMMENTS
Nos ayudaban a escribir bien las oraciones.	Students can write sentences with the verb tenses easily.(future will and going to)
Aprendimos como usar las estructuras.	The students use the new vocabulary in class and in the written test.
Hubo más aprendizaje de vocabulario y hubo más oportunidad para reforzar conocimientos previos.	The students understood the grammar and vocabulary, and they enjoyed the English classes.
No nos gustó el uso de las computadoras porque no todos podíamos usarlas.	Maybe the use of technology in the class can help students understand the English better.
Aprendimos a utilizar vocabulario en oraciones y a comprender preguntas.	Students acquired some skills to build up sentences, and they enjoyed the English classes.
Lo que más me gusto fue las actividades de rellenos de palabras y los juegos.	Not all the students acquired the abilities. So, it is not easy the writing skill.
Nos ayudaron mucho con los refuerzo	The Online writing activities were helpful, but students have problems with typing.
Enseñaron bien y explicaron bien y nos ayudaron a comprender más cosas en inglés.	I think the students enjoyed the classes and the activities.
Es un proyecto agradable en el que se aprendió mucho y me pareció excelente.	It was a good experience for the students.

**Source:** Students' and teacher's comments through questionnaires (September 2017)

In the implementation of the plan of action, the researcher team used the Process Writing Approach which aided student to enhance their writing skill. The researches chose the writing

activities they considered more effective for the students' English level and needs. All of them were emphasized on the day by day situations. When the researchers developed the writing activities, they figured out the students were able to make accurate sentences according to their level. Besides, the students looked more positive and enthusiastic when participating in the writing activities. Therefore, the teacher in charge of the subject noticed that the students improved their writing skill, and that they were willing to participate in the reinforcement sessions. According to the students' and teacher's comments stated in Table 2, the researchers concurred that the Action Research helped the students improve their writing skill.

## **5.2. Discussion of Results**

With the outcomes gathered from the baseline established at the beginning of this research study, the researchers could figure out that before the intervention process, Eighth Graders Section "C" faced problems in their writing skill. After the implementation process, the researcher team decided to carry out the same observations and to administer the same questionnaires to update the baseline. With the results from the final observations and questionnaires, the investigators could compare and analyze both results: the results from the previous baseline and the results from the final one. Through this comparison and contrast, the researchers noticed that, indeed, there was some improvement in the students' writing skill because, at the beginning, the students did not have enough vocabulary, management of grammar structures and punctuation. This change was due to two factors.

First, during the intervention process, the researcher team implemented the Process Writing Approach through various writing activities such as scramble words, fill in the blanks, build up sentences, creating simple sentences, and spelling hints. The investigators, also, created an English atmosphere in which the students responded only to English use.

Second, based on some observations carried out to diagnose the problematic situation, the investigators found out that one of the main factors that students faced was that they could not write accurate sentences in the written practice since the teacher did not provide enough writing activities in the English classes. The researchers could confirm that the implementation of the Process Writing Approach helped students in a 50%, for the research team decided to focus on developing the micro skills first due to their English level.

Furthermore, the researchers corroborated that the Process Writing Approach is the discovery of new ideas and new language forms to express those ideas. Consequently, it helped students convey accurate thoughts in their writing as it was reflected in the outcomes of the questionnaires administered to students during the project. On the other hand, the students' English level made the research team focus on reinforcing the micro writing skills instead of the writing ability. The investigators centered on the following sub-skills of writing: spelling, punctuation, shifts in tense and person, lexis and grammar when writing. As shown in Graph 2, the implementation of this approach helped students enhance their micro writing skill. The use of online interactive activities in the class aided not only the students but also the teacher. Nevertheless, the implementation of the online interactive writing activities worked to some degree as there were some difficulties when using the Computer Laboratory; for example, class time was not enough to cover the contents; the Computer Laboratory was not always available. Also, students had not ability in typing; the Wi-Fi connection was not working all the time.

Meaning comes alive, and it brings the outside world into the classroom and gives your teaching "reality". Also, the Process Writing Approach aided to bring a realistic environment into the classroom so that the improvement of pupils' writing skill was almost successfully.

### **5.2.1. Hypothesis**

After comparing and contrasting the results gathered from the baseline and intervention process, the researchers confirmed that exposing students to know the grammar structures, punctuation, vocabulary, shift in tense and person through writing activities did increase their writing skill. Hence, the outcomes of this action project showed that the hypothesis "Applying the Process Writing Approach, the eighth graders section "C" of C. E. Cap. Gral, Gerardo Barrios, Coatepeque will improve their English writing skill during 2017" was partially accepted. The research team compared the outcomes of the baseline and the final written test, and there was some improvement in the students' ability to write in English.

Additionally, the general objective "To improve the English writing skill of eighth graders section "C" of C. E. Cap. Gral. Gerardo Barrios, Coatepeque through the implementation of the Writing Process Approach during the school year 2017" was successfully achieved since the students' final grades were positive.

Furthermore, the researchers selected activities in which the students could learn the writing of specific words and structures. Consequently, the researchers point out that the specific objectives were successfully reached as the students learned vocabulary, spelling of words and grammatical structures.

As a result of the implementation of the Writing Process Approach, the researchers noticed that eight graders section “C” were more self-confident of what they were expressing when writing in English. They were able to write basic ideas in English, to use new vocabulary in sentences, to conjugate common verbs and to use basic grammar structures according to their English level.

### **5.2.2. Research Question**

The whole process of this study led the researcher team to answer the following question: “What can be done to improve the English writing skill of the eighth graders section “C”, at C. E. Cap. Gral. Gerardo Barrios, Coatepeque during the school year 2017?”

The question above was elaborated after the diagnostic of this study; the researcher team identified the following factors: Students faced difficulties in English because of punctuation, spelling, grammar, coherence, vocabulary and shift in person and tense when writing. Moreover, the research team observed that the students hardly ever used their narrow English vocabulary that they knew. Besides, their written texts or writing activities were limited to a small amount of words.

Consequently, all these factors showed their English writing skill was poorly developed since they could not understand or convey basic ideas when writing in English. When analyzing the results gathered, the researcher team found out that the Process Writing Approach was useful for the improvement of this important skill. Besides, the implementation of the writing activities and online interactive activities allowed students to activate their writing skill.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

In this chapter the research team presents some conclusions and recommendations considering the analysis of data and the discussion of results. They have been drawn after the three months of interventions of the Action Research “The Implementation of the Process Writing Approach to Improve Eighth Graders’ Writing skill, section “C”, at C. E. Cap. Gral Gerardo Barrios, Coatepeque through the Use of Online Interactive Writing Activities during 2017.

#### 6.1. Conclusions

- ✓ The research team concluded that the variety of writing activities developed during the intervention classes improved their lexicon in English. Consequently, the vocabulary they learned helped students power up their writing ability.
- ✓ Adding writing activities during the elaboration of lesson plans was so helpful to since it permitted the students to strength their weaknesses in writing micro skill.
- ✓ The researchers also conclude that different strategies such as: online interactive writing activities, writing drills, and arrange and form sentences were very meaningful to motivate the students to write in English.
- ✓ The research team can also say that the hypothesis for this Action Research was partially achieved because some of the students showed a certain improvement in the use of grammar structure to form sentences. Also, some of them better their punctuation and spelling.
- ✓ The implementation of the process writing approach during the interventions was helpful for the students since it helps them convey their own thoughts in written messages. Consequently, the investigators could achieve to some extent the main objective of this Action Research.

#### 6.2. Recommendations

After finishing this Action Research, the investigators give the following recommendations to teachers, students, and future researchers, based on the results they had gotten after helping eighth graders’ section “C” improve their wring skill.



### **6.2.1. To Teachers**

- ✓ The teacher in charge of eighth graders' section "C" should take into account the Process Writing Approach to motivate the student to develop their writing skill.
- ✓ The teacher should give the students more practices related with writing such as: write sentences, fill in the blanks, complete sentences with verbs or new vocabulary, and online activities.
- ✓ The teacher should encourage students by giving them a positive feedback after any activity they work up during the English classes.
- ✓ The teacher should motivate students to get involved in all the different activities that include the four macro skills (listening, speaking, reading and writing) to make sure they will learn the English language in a better way.

### **6.2.2. To Students**

- ✓ They should make more effort and interest on the English subject by writing and participating energetic in classroom activities.
- ✓ The students should continue developing the writing skill in the classroom.
- ✓ The students should take advantage of the activities they develop in the classroom.
- ✓ Pupils should continue practicing the language not only inside the classroom but also outside the classroom.

### **6.2.3. To Future Researchers**

- ✓ Future researchers should continue using the Process Writing Approach in any Action Research when needed to help students improve their writing skill.
- ✓ Future researchers should look for more innovative strategies to apply in classes.
- ✓ Future researcher should teach more classes per week to get better outcomes.
- ✓ Future researcher should help students develop the writing micro skills to improve the writing skill.

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# APPENDICES

**APPENDIX A**  
**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**



**INTERVIEW ADDRESSED TO:** the teacher in charge of eighth graders' section "C", at C.E.

Cap. Gral. Gerardo Barrios, Coatepeque.

**OBJECTIVE:** To gather information about the problems students are facing in their English learning process

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

1. Do you consider students have difficulties to express ideas when writing in English?
2. Do you implement different writing activities such as paragraphs, dictation practices and written stories to help students develop their writing skill?
3. If you implement these activities, do they work to make the students improve their writing skill?
4. Do you face any difficulty at the moment of developing writing activities? Which ones?
5. Do all of the students have the opportunity to write sentences, conversation, or short stories in the class?
6. Do you consider students feel comfortable to write in English during class?
7. What could be done to help students improve their writing skill?

**APPENDIX B**  
**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**



**QUESTIONNAIRE ADDRESSED TO:** Eighth graders' section "C", at C. E. Cap. Gral. Gerardo Barrios, Coatepeque.

**OBJECTIVE:** To gather information about the students' perceptions about the English subject.

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

**Indicación:** Marque con una X la respuesta que le satisfaga.

**1. ¿Es importante para usted el inglés?**

SI \_\_\_\_\_ NO \_\_\_\_\_ ¿Porqué? \_\_\_\_\_  
\_\_\_\_\_

**2. Aprender el idioma inglés le parece:**

1. Aburrido \_\_\_\_\_ 2. Difícil \_\_\_\_\_ 3. Fácil \_\_\_\_\_ 4. Interesante \_\_\_\_\_ 5. Importante \_\_\_\_\_

**3. En su opinión, ¿Qué es más importante aprender en la clase de inglés?**

1. Hablar \_\_\_\_\_ 2. Leer \_\_\_\_\_ 3. Escribir \_\_\_\_\_ 4. Escuchar \_\_\_\_\_

**4. ¿Qué habilidad considera que ha desarrollado más a lo largo de su aprendizaje del inglés?**

1. Escuchar \_\_\_\_\_ 2. Hablar \_\_\_\_\_ 3. Leer \_\_\_\_\_ 4. Escribir \_\_\_\_\_

**5. En su opinión, ¿En qué componente encuentra mayor dificultad?**

1. Hablar \_\_\_\_\_ 2. Leer \_\_\_\_\_ 3. Escribir \_\_\_\_\_ 4. Escuchar \_\_\_\_\_

**6. De qué manera le gustaría trabajar durante las clases de inglés:**

1. Actividades individuales \_\_\_\_\_
2. Actividades en parejas \_\_\_\_\_
3. Actividades grupales \_\_\_\_\_

**7. Le gustaría ser evaluado mediante:**

1. Exámenes escritos \_\_\_\_\_
2. Exámenes cortos sin previo aviso \_\_\_\_\_
3. Actividades escritas \_\_\_\_\_
4. Otras \_\_\_\_\_



**APPENDIX C**  
**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**

**CUESTIONARIO DIRIGIDO A: Estudiantes de Octavo grado sección "C", del C.E. Cap. Gral. Gerardo Barrios, Coatepeque.**

**OBJETIVO:** Recolectar información acerca de las opiniones de los estudiantes sobre cada clase.

FECHA: \_\_\_\_\_

**Datos personales**

GENERO: F  M

EDAD: \_\_\_\_\_

CURSO: \_\_\_\_\_

**PRIMERA PARTE**

Indicaciones: Marque con una X la respuesta que le satisfaga.

1. ¿Disfruto de la clase de inglés? SI  NO

2. ¿Quedó todo claro en la clase de inglés? SI  NO

3. ¿Aprendió algo nuevo en la clase de inglés? SI

4. ¿Se sintió incluido en la clase de inglés? SI  NO

5. ¿Se sintió motivado a participar en la clase de inglés? SI  NO

6. ¿Le ayudaron las actividades desarrolladas en la clase a mejorar su habilidad para escribir en inglés? SI

**SEGUNDA PARTE**



Indicaciones: Conteste las siguientes preguntas:

1. ¿Hubo algo que no le gusto con respecto a la clase de inglés? Si su respuesta es NO, ¿Qué fue lo que no le gustó?

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2. ¿Cambiaría algo sobre la clase? Si su repuesta es SI, ¿Qué cambiaría?

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3. ¿Qué es lo que más le gustó de la clase de inglés?

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4. ¿Qué es lo nuevo que aprendió?

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COMENTARIOS:

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**APPENDIX D**  
**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**



**WRITTEN TEST GRADING CRITERIA**

**OBJECTIVE:** To evaluate eighth graders' section "C", at C. E. Gral. Gerardo Barrios Coatepeque during writing activities.

**DATE:** \_\_\_\_\_

Student's name: \_\_\_\_\_

<b>CRITERIA</b>	1	2	3	4	5	6	7	8	9	10
1. Punctuation										
2. Spelling										
3. Lexis and Grammar										
4. Coherence when Writing										
5. Management of Vocabulary										
6. Shift in Person										
7. Shift in Tense										
<b>FINAL AVERAGE</b>										

**Observations:** \_\_\_\_\_

\_\_\_\_\_

**APPENDIX E**  
**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**  
**OBSERVATION GUIDE**



REINFORCEMENT SESSION: \_\_\_\_\_ DATE: \_\_\_\_\_

OBJECTIVE: To evaluate the development of the class carried out by the researchers

<b>CRITERIA</b>	1	2	3	4	5	6	7	8	9	10
1. Beginning and ending of the class at the required time										
2. Clear and concise instructions and explanations										
3. Monitoring students' involvement in class										
4. Effective classroom management										
5. Fluent use of the target language										
6. Use of board and other resources										
<b>FINAL AVERAGE</b>										

**OBSERVATIONS:**

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**APPENDIX F**  
**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**

**CHECKLIST**

REINFORCEMENT SESSION: \_\_\_\_\_ DATE: \_\_\_\_\_

OBJECTIVE: To gather information of the development of eighth graders section “C”, at C.E. Cap. Gral. Gerardo Barrios, Coatepeque during the development of the reinforcement classes

	<b>ASPECTS TO BE OBSERVED</b>	YES	NO
1	the majority of the students participate in the classes		
2	all the students are attentive to the class		
3	the students give their opinions voluntarily		
4	all the students are included in the class		
5	the students use vocabulary (grammatical structures) learned in previous classes		
6	the students write sentences appropriately		
7	the students show improvement in their writing skill		
8	the students understand directions		

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

**APPENDIX G**  
**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**



**REFLECTION GUIDE**

REINFORCEMENT SESSION: \_\_\_\_\_ DATE: \_\_\_\_\_

**Objective:** To assess students' writing improvement during the reinforcement sessions of writing activities.

**1. How do students react when they are given instructions?**

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**2. Were the objectives of the class reached? How?**

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**3. How was students' performance during the activities?**

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**4. Do students use the grammar structures during the writing activities?**

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**5. Do students use the target content during writing activities?**

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**APPENDIX H**  
**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**



**CUESTIONARIO DIRIGIDO A:** Octavo grado sección “C” del C. E. Gral. Gerardo Barrios,  
Coatepeque

**OBJETIVO:** Recolectar información acerca de las opiniones de los estudiantes al finalizar el proyecto.

**FECHA:** \_\_\_\_\_ N° \_\_\_\_\_

**DATOS PERSONALES**

**GENERO:** Femenino  Masculino

**EDAD** \_\_\_\_\_ **CURSO** \_\_\_\_\_

**Indicaciones:** Conteste las siguientes preguntas:

**1. ¿Considera que este proyecto le ayudó a mejorar su habilidad para expresar ideas en inglés?**

1. SI  2. NO

**2. En su opinión, ¿En qué habilidad del idioma inglés ha mejorado más durante la intervención?**

1. Escuchar  2. Hablar  3. Escribir  4. Leer

**3. Basado en sus conocimientos, ¿En qué habilidad del Idioma se siente más preparado para utilizar en clase?**

1. Escuchar  2. Hablar  3. Escribir  4. Leer

**4. ¿Qué ventajas puede mencionar de este proyecto?**

1. Hubo más aprendizaje de vocabulario
2. Adquirió más habilidad para expresar ideas en la forma escrita
3. Hubo más oportunidad para reforzar conocimientos previos
4. Adquirió más habilidad para comprender direcciones

**5. ¿Qué aprendió con las clases de refuerzo?**

1. Utilizar vocabulario en oraciones
2. Expresar ideas claras
3. Comprender preguntas

**6. ¿Cuáles actividades le ayudaron más a practicar y mejorar su habilidad para hablar inglés?**

1. Ejercicios en clases
2. Complementar y corregir oraciones
3. Actividades de relleno
4. Ejercicios online

**7. ¿Cuáles actividades no fueron de su agrado?**

1. Ejercicios en clases
2. Complementar y corregir oraciones
3. Actividades de relleno
4. Ejercicios online

**8. ¿Qué desventajas puede mencionar de este proyecto?**

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**9. ¿Cuál es su opinión general sobre el proyecto?**

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**10. ¿Qué recomendaciones puede mencionar para mejorar el proyecto?**

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**APPENDIX I**  
**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**  
**ENGLISH LANGUAGE DEPARTMENT**



**QUESTIONNAIRE ADDRESSED TO:** The teacher in charge of eighth graders section “C”, at C. E. Gral. Gerardo Barrios, Coatepeque.

**OBJECTIVE:** To gather opinions about the results at the end of the action research

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

**Direction:** Answer the next questions according to your experience as part of this action research project.

1. Have you noticed any change in students’ writing ability? If yes, which ones?

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2. Has students’ willingness to participate in writing activities increased?

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3. Have you noticed if students have acquired new vocabulary?

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4. Do they use new vocabulary in writing activities?

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5. In which ways have students improved after the development of the classes?

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6. Were the activities developed in the classes helpful for students to improve their writing skill?



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7. Is there any change you would make to the development of the classes?

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8. Which advantages can you mention about the implementation of the Writing Approach?

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9. Which disadvantages can you mention about the implementation of the Writing Approach?

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10. What is your general opinion about the results of the implementation classes?

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11. Do you consider that the Online writing activities were helpful to students improve their writing skill?

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## APPENDIX J



### VALIDATION SHEET FOR THE TOOLS TO BE EVALUATED

**Name of Validator:** \_\_\_\_\_

**Degree:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**N° of years in teaching:** \_\_\_\_\_

To the evaluator: Please check the appropriate box for your ratings.

**Scale:** 5-Excellent      4-Very Good      3- Good      2- Needs Improvement      1- Poor

<b>SCALE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>ASPECTS TO VALIDATE</b>					
<p><b>Clarity and directions of items</b></p> <p>The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.</p>					
<p><b>Presentation and Organization of items</b></p> <p>The items are presented and organized in logical manner.</p>					
<p><b>Suitability of items</b></p> <p>The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.</p>					
<p><b>Adequateness of the Content</b></p> <p>The number of the questions per area is a representative enough of all the questions needed for the research.</p>					
<p><b>Attainment of Purpose</b></p> <p>The instrument as a whole fulfills the objectives needed for the research</p>					

Remarks:

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**Signature:** \_\_\_\_\_

## APPENDIX K

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT



**DIAGNOSTIC TEST ADDRESSED TO EIGHTH GRADERS' SECTION "C" STUDENTS, AT C. E. CAP. GRAL. GERARDO BARRIOS COATEPEQUE**

**Part 1. Directions: Write the verbs according to the person. (Escriba los verbos de acuerdo a las personas)(40%)**

**Example:** Tom and I => *We* (cook) cook on Tuesday => Tom and I cook on Tuesday  
**Example:** Tom and Amy => *They* (cook) cook on Tuesday => Tom and Amy cook on Tuesday

- 1) Tom and Amy (cook) on Wednesday. \_\_\_\_\_
- 2) Herbert (cook) on Sunday. \_\_\_\_\_
- 3) Jovita (wash) the car on Saturday. \_\_\_\_\_
- 4) Ko, Uri, and I (study) English on Monday. \_\_\_\_\_
- 5) The students (study) English on Thursday. \_\_\_\_\_
- 6) I (wash) the car on Thursday. \_\_\_\_\_

**Part 2. Directions: Put the verbs between brackets in the correct form: ( Cloque los verbos en la forma correcta afirmativa, negativa, pregunta). (30%)**

1. Jane (not/drink)  tea very often.
2. What time (the banks/open)  in El Salvador?
3. Where (John/come)  from?
4. It (take)  me an hour to get to work.
5. She (not/wake)  up early on Sundays.

**Part 3. Directions: Choose the right verbs to complete the sentences. Sometimes you need the negative: (Escoja el verbo correcto para completar las oraciones, algunas veces necesitará la forma negativa).(30%)**

write - turn - eat - tell - rise

1. The earth  around the sun.
2. The sun  in the east.
3. Vegetarians  meat.

4. A liar is someone who  the truth.
5. A novelist  novels.

**APPENDIX L**  
**UNIVERSIDAD DE EL SALVADOR**  
**FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE**  
**LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA**  
**SECOND WRITTEN TEST**

**OBJETIVO:** Medir el mejoramiento de los alumnos de octavo grado sección “C”, del Centro Escolar Cap. Gral. Gerardo Barrios, Coatepeque- Santa Ana en el reconocimiento de la escritura del pasado simple utilizando el verbo to be y los verbos regulares e irregulares.

**PART I**

**Directions:** write the correct form of the verb to be next to the noun or pronoun that corresponds.

**Indicaciones:** Escriba la forma correcta del verbo “ser o estar” junto al nombre o pronombre que corresponda.

Examples/ Ejemplos

- ✓ Eugenia **was**
- ✓ Rogelio and his girlfriend **were**

- |                           |                            |
|---------------------------|----------------------------|
| 1. I _____                | 9. The dog _____           |
| 2. You _____              | 10. My parents _____       |
| 3. He _____               | 11. My sister _____        |
| 4. She _____              | 12. My brother I and _____ |
| 5. We _____               | 13. The teacher _____      |
| 6. They _____             | 14. The students _____     |
| 7. Maria _____            | 15. The children _____     |
| 8. Jorge and Sandra _____ |                            |

**PART II**

**Directions:** Complete the following sentences with was or were.

**Indicaciones:** Complete las siguientes oraciones con was o were

1. I \_\_\_\_\_ hungry.
2. The boy \_\_\_\_\_ sleeping.
3. We \_\_\_\_\_ waiting for them.
4. The girls \_\_\_\_\_ singing.
5. The peacock \_\_\_\_\_ dancing.
6. It \_\_\_\_\_ getting dark.
7. She \_\_\_\_\_ upset.
8. You \_\_\_\_\_ playing with your friends.
9. They \_\_\_\_\_ working on an important project.
10. Samuel \_\_\_\_\_ anxious to leave.
11. James and John \_\_\_\_\_ playing chess.
12. Maria \_\_\_\_\_ listening to a song.
13. The dogs \_\_\_\_\_ barking.
14. I \_\_\_\_\_ reading a detective novel.
15. He \_\_\_\_\_ playing with his daughter.

### PART III

**Directions:** Write the correct form of the verb in its past form.

**Indicaciones:** Escriba la forma correcta del verbo en su forma pasada.

Examples/ Ejemplos

✓ Play----**Played** / Go-----**Went**

#### REGULAR VERBS

1. Listen\_\_\_\_\_
2. Paint\_\_\_\_\_
3. Walk\_\_\_\_\_
4. Jump\_\_\_\_\_
5. Work\_\_\_\_\_
6. Play\_\_\_\_\_
7. Learn\_\_\_\_\_
8. Move\_\_\_\_\_
9. Love\_\_\_\_\_
10. Like\_\_\_\_\_

#### IRREGULAR VERBS

1. Buy\_\_\_\_\_
2. Speak \_\_\_\_\_
3. Eat\_\_\_\_\_
4. Wake \_\_\_\_\_
5. Drink \_\_\_\_\_
6. Write \_\_\_\_\_
7. Go\_\_\_\_\_
8. Draw \_\_\_\_\_
9. Drive \_\_\_\_\_
10. Wear \_\_\_\_\_

### PART IV

**Directions:** Change the sentences into interrogative and negative sentences as indicated.

**Indicaciones:** Cambie las oraciones a forma interrogativa y negativa como se le indica.

Examples/ Ejemplos

**She visited the art museum.**

**Interrogative:** Did she visit the art museum?

**Negative:** She didn't visit the art museum.

1. He went to the post office.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

2. They bought a car.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

3. You ate a banana.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

4. He painted a house.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

5. They played basketball.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

6. She worked the whole day.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

## PART V

**Directions:** write sentences in the simple past. Use the verbs and nouns and pronouns in the square.

**Indicaciones:** Escribe oraciones en pasado simple. Usa los verbos, nombres y pronombres en el cuadro.

<del>Watch</del> listen play paint drive	She <del>He</del> Mario Jose Carlos
--	-------------------------------------



Example/Ejemplo:

1. He watched TV



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

5. \_\_\_\_\_





## APPENDIX M

University of El Salvador  
Western Multidisciplinary Campus  
Foreign Language Department



### THIRD WRITTEN TEST

#### Unit 9

Target structures: use of the simple future will (Exam)

**Student's teachers` name:** Dora Alicia Gonzales Mejia

**Time:** 45 minutes

**Objective:** To measure the improvement and the use of the structure of the simple future will

#### PART I

**Directions:** Write affirmative sentences in will Future.

**Indicaciones:** Escriba oraciones afirmativas en futuro “will”

Examples/ ejemplos

- My mom (give) **will give** me a new computer.
  
- 1. We (help) \_\_\_\_\_ you.
- 2. I (get) \_\_\_\_\_ you a drink.
- 3. I think our team (win) \_\_\_\_\_ the match.
- 4. Maybe she (do) \_\_\_\_\_ a language course in Malta.
- 5. I (buy) \_\_\_\_\_ the ticket.
- 6. Perhaps she (do) \_\_\_\_\_ this for you.
- 7. Maybe we (stay) \_\_\_\_\_ at home.
- 8. She hopes that he (cook) \_\_\_\_\_ dinner tonight.
- 9. I'm sure they (understand) \_\_\_\_\_ your problem.
- 10. They (go / probably) \_\_\_\_\_ to the party.

#### PART II

**Directions:** Complete the sentences with will in negative form.

**Indicaciones:** Completa las oraciones con will en su forma negativa (will not or won't)

Example/ejemplo

- I (answer) **will not answer** the question.

1. My brother (lock) \_\_\_\_\_ the door.
2. The boy (catch) \_\_\_\_\_ the ball.
3. I (read) \_\_\_\_\_ that magazine.
4. We (send) \_\_\_\_\_ that present to my uncle.
5. My grandmother (open) \_\_\_\_\_ the door
6. The children (eat) \_\_\_\_\_ fish.
7. He (listen) \_\_\_\_\_ to the radio.
8. I (drink) \_\_\_\_\_ beer.
9. It (rain) \_\_\_\_\_.
10. The teacher (test) \_\_\_\_\_ our English.

### PART III

**Directions:** Complete the sentences with will in interrogative form.

**Indicaciones:** Completa las oraciones con will en su forma interrogativa.

Example/ejemplo

- (you / go / to the party) **Will you go to the party?**

1. (James / open / the window) \_\_\_\_\_ ?
2. (your mother / cook / a cake) \_\_\_\_\_ ?
3. (she / get / married) \_\_\_\_\_ ?
4. (you / help / me / with my homework) \_\_\_\_\_ ?
5. (What / we / eat) \_\_\_\_\_ ?
6. (When / Megan / be / famous) \_\_\_\_\_ ?
7. (they/ visit/ their grandparents) \_\_\_\_\_ ?
8. (I / earn/ lots of money) \_\_\_\_\_ ?
9. (Who / drive / us / into town) \_\_\_\_\_ ?
10. (you / meet / that boy) \_\_\_\_\_ ?

### PART IV

**Directions:** Choose the correct form of the verb.

**Indicaciones:** Elija la forma correcta del verbo.

Example/ejemplo

People will \_\_\_\_\_ on the moon in the future.

- living
- live

- are live
- be live

1. I \_\_\_\_\_ return the book after I read it.

- will
- am
- not
- going to

2. Tom \_\_\_\_\_ at eight tomorrow morning.

- will arrives
- arrives
- will going to arrive
- will arrive

3. When Tom arrives we \_\_\_\_\_ a party.

- will has
- have
- are going to has
- will have

4. A: This letter is in French, and I don't know French. Can you help me? B: Sure, I \_\_\_\_\_ it for you.

- am going to translate
- won't translate
- will translate
- am translate

A: Can you give Ann a message for me? B: Sure, Probably \_\_\_\_\_ him at the meeting this evening.

- will see

## APPENDIX N

**University of El Salvador**  
**Western Multidisciplinary Campus**  
**Foreign Language Department**



**Unit 10**

**FINAL WRITTEN TEST**

**Part I.**

**Directions:** Write the verbs according to the person. (Escribir los verbos de acuerdo a las personas)

**Example:** Maria =>*she* (cook) fish.                   => Maria **cooks** fish.

**Example:** Tom and Amy =>*They* (watch) TV.           => Tom and Amy **watch** TV.

1) Tom and Amy (cook) lasagna

\_\_\_\_\_

2) Herbert (play)

soccer. \_\_\_\_\_

3) Jennifer (wash) her

clothes. \_\_\_\_\_

4) Carlos, Juan , and I (study) English on

Monday. \_\_\_\_\_

5) Renata (go) to the movie

theater. \_\_\_\_\_

6) I (wash) my car every

Thursday. \_\_\_\_\_

**Part II**

**Directions:** Complete the following sentences with was or were.

**Indicaciones:** complete las siguientes oraciones con was o were.

Examples/ Ejemplos

✓ Eugenia **was** / Rogelio and his girlfriend **were**

1. I \_\_\_\_\_ hungry.
2. The boy \_\_\_\_\_ sleeping.
3. We \_\_\_\_\_ waiting for them.
4. The girls \_\_\_\_\_ singing.
5. The peacock \_\_\_\_\_ dancing.
6. It \_\_\_\_\_ getting dark.
7. She \_\_\_\_\_ upset.

8. You \_\_\_\_\_ playing with your friends.
9. They \_\_\_\_\_ working on an important project.
10. Samuel \_\_\_\_\_ anxious to leave.
11. James and John \_\_\_\_\_ playing chess.
12. Maria \_\_\_\_\_ listening to a

### Part III

**Directions:** write the correct form of the verb in its past form.

**Indicaciones:** Escriba la forma correcta del verbo en su forma pasada.

Examples/ Ejemplos

✓ Play----**Played** / Go-----**Went**

#### REGULAR VERBS

11. Play \_\_\_\_\_
12. Learn \_\_\_\_\_
13. Move \_\_\_\_\_
14. Love \_\_\_\_\_
15. Like \_\_\_\_\_

#### IRREGULAR VERBS

6. Eat \_\_\_\_\_
7. Write \_\_\_\_\_
8. Drive \_\_\_\_\_
9. Speak \_\_\_\_\_
10. Draw \_\_\_\_\_

### PART IV

**Directions:** change the sentences into interrogative and negative sentences as indicated.

**Indicaciones:** Cambie las oraciones a forma interrogativa y negativa como se le indica.

Examples/ Ejemplos

**She visited the art museum.**

**Interrogative:** Did she visit the art museum?

**Negative:** She didn't visit the art museum.

1. He went to the post office.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

2. They bought a car.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

3. You ate a banana.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

4. He painted a house.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

5. They played basketball.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

6. She worked the whole day.

Interrogative: \_\_\_\_\_

Negative: \_\_\_\_\_

### Part V

**Directions:** Answer the following question using the future will.

**Indicaciones:** Responda las siguientes preguntas utilizando el futuro will.

Example: What will you do this summer? (I / travel/ to New York) **I will travel to New York**

1. What will Maria do this summer? (Maria / visit/ her uncle in Italy )  
\_\_\_\_\_
2. What will Jeff and Susan do this summer? (They / get / married)  
\_\_\_\_\_
3. What will you do this summer? (I / help / in my home)  
\_\_\_\_\_
4. What will Martha and you do this summer? ( we / go/ to a Chinese restaurant)  
\_\_\_\_\_
5. What will Megan do this summer? (Megan / meet/ a famous actor in Korea)  
\_\_\_\_\_
6. What will Sonia and Nancy do this summer? (they/ visit/ their grandparents)  
\_\_\_\_\_
7. What will you do this summer? (I / earn/ lots of money)  
\_\_\_\_\_
8. What will you do this summer? (I / drive / to a Mexico)  
\_\_\_\_\_
9. What will you do this summer? (I / meet / my aunt Karla in the airport)  
\_\_\_\_\_
10. What will Mr. Smith do this summer? (Mr. Smith/go to/Coatepeque lake)  
\_\_\_\_\_

### Part VI

**Directions:** Write positive sentences with *going to*

**Indicaciones:** Escribe oraciones utilizando going to.

Example: I/work I **am going to work tomorrow.**

1. You/dance \_\_\_\_\_
2. It/ rain \_\_\_\_\_
3. They/travel \_\_\_\_\_
4. He/ drive \_\_\_\_\_
5. We/speak \_\_\_\_\_
6. I/ give \_\_\_\_\_

7. She/try \_\_\_\_\_
8. They/help \_\_\_\_\_
9. John / visit \_\_\_\_\_

**APPENDIX O**  
**LESSON 1**  
**University of El Salvador**  
**Western Multidisciplinary Campus**  
**Foreign Language Department**



**Unit: 8**

**Target Structure:** The Simple past of the verb to be (was and were)

**Student teachers` name:** Joseline Zuleima Barillas Moreira

**Time:** forty minutes

**Objectives:** At the end of the class students will be able to:

- ✓ create sentences using was and were
- ✓ Write all the pronouns with the correct form of the verb to be

**Materials:** charts, board, and markers, eraser, balloons, flash cards.

**Warm up Activity: “The Flying Paper” -10 minutes-**

The purpose of this activity is to get students review the past form of the verb to be (was and were).

1. Spread some pieces of paper with all the pronouns and some singular and plural nouns on the floor.
2. After, have the students stand up and form three groups.
3. The teacher will give them a flying paper with different color.
4. Explain to the students that when you show the flash card with the verb to be (was or were) they have to run and to stick the flying paper with the correct pronoun on the floor.
5. The groups with more points will win the game.
6. Correct any mistake as needed.

**Teacher’s notes: 15min**

- Review for the students the use of simple past of the verb to be
- Show the difference between was and were
- Explain that we use “was” with the following pronouns

**he / she / I**



- Explain that we use “were” with the following pronouns

**You / we / they**

Examples.

My sister was at the park yesterday.

They were happy with their gifts.

**1. INTERROGATIVE FORM:**

Was my sister at the park yesterday?

Were they happy with their gifts?

**2. NEGATIVE FORM:**

My sister **wasn't** at the park yesterday.

They **weren't** happy with their gifts.

**Listening Activity 10 min**

**Online Activity**

**Pre-listening**

- ✓ Ask the students what is a skater boy to
- ✓ Explain that every student should fill in the blank the form of the verb to be that is missing.
- ✓ The students have to work in the computer and fill the spaces in blank.

**During listening:**

- ✓ Ask the students to listen “skater boy”.
- ✓ Play the song (3.49 mins) twice.
- ✓ Tell the students to listen carefully in order to label the spaces of the song.
- ✓ Correct any mistake as needed

**Post-listening**

- Ask the student to underline with red color the verb to be in the song
- Have the student to work with a partner and discuss why they wrote “was or were” in the spaces of the song.

## *Skater boy (Avril Lavigne)*

He \_\_\_\_ a boy, she was a girl  
Can I make it any more obvious?  
He \_\_\_\_ a punk, she did ballet  
What more can I say?  
He wanted her, she'd never tell  
Secretly she wanted him as well  
And all of her friends stuck up their  
nose  
They had a problem with his baggy  
clothes  
He \_\_\_\_ a skater boy, she said "see  
you later boy"  
He \_\_\_\_ good enough for her  
She had a pretty face  
But her head \_\_\_\_ up in space  
She needed to come back down to  
earth  
Five years from now, she sits at home  
Feeding the baby, she's all alone  
She turns on tv, guess who she sees?  
Skater boy rockin' up MTV  
She calls up her friends, they already  
know  
And they've all got tickets to see his  
show  
She tags along, stands in the crowd  
Looks up at the man that she turned  
down

He \_\_\_\_ a skater boy  
She said "see you later boy"  
He \_\_\_\_ good enough for her  
Now he's a superstar  
Slammin' on his guitar  
Does your pretty face see what he's  
worth?  
He \_\_\_\_ a skater boy  
She said "see you later boy"  
He \_\_\_\_ good enough for her  
Now he's a superstar  
Slammin' on his guitar  
Does your pretty face see what he's  
worth?  
Sorry girl, but you missed out  
Well, tough luck, that boy's mine now  
We are more than just good friends  
This is how the story ends  
Too bad that you couldn't see  
See the man that boy could be  
There is more than meets the eye  
I see the soul that has in inside  
He's just a boy and I'm just a girl  
Can I make it anymore obvious?  
We are in love, haven't you heard  
How we rock each others world?  
I'm with the skater boy

I said "see you later boy"  
I'll be backstage after the show  
I'll be at the studio  
Singing the song we wrote  
About the girl you used to know  
I'm with the skater boy  
I said "see you later boy"  
I'll be backstage after the show  
I'll be at the studio  
Singing the song we wrote  
About the girl you used to know  
I'm with the skater boy  
I said "see you later boy"  
I'll be backstage after the show  
I'll be at the studio  
Singing the song we wrote  
About the girl you used to know  
I'm with the skater boy  
I said "see you later boy"  
I'll be backstage after the show  
I'll be at the studio  
Singing the song we wrote  
About the girl you used to know

**LESSON 2**  
**University of El Salvador**  
**Western Multidisciplinary Campus**  
**Foreign Language Department**



**Unit 8**

**Target structures:** use of the simple past

**Student teachers` name:** Dora Alicia Gonzalez Mejia

**Time:** 45 minutes

**Objective:** At the end of the class students will be able to:

- ✓ review the contents studied in the previous classes

**Materials:** whiteboard, markers, paper, photocopies, eraser.

**Warm up Activity: “The Explosion”** -10 minutes-

The purpose of this activity is to get students to try to recognize the verbs in their past form.

- ❖ Have the students stand up and form a circle.
- ❖ The teacher will give them 4 balloons of different colors which contain pieces of paper with a verb.
- ❖ Students will pass the balloons while the teacher is playing a song.
- ❖ When the teacher stops the song, he or she will say a color the one who has the balloon with that color in her/his hands will have to burst it and to pick the piece of paper that is inside.
- ❖ So the student has to say the past of that verb.

**Activity 1: Fill in the blanks (20 minutes)**

Ask the students to complete the sentences with the right verb.



## Past Simple

### Regular / Irregular Verbs

A- Complete with the right form of the verb and use the word ago. Follow the example.

Example I saw (see) her two weeks ago.

1. He \_\_\_\_\_ (catch) a bus an hour \_\_\_\_\_.
2. I \_\_\_\_\_ (drink) a cup of tea ten minutes \_\_\_\_\_.
3. He \_\_\_\_\_ (speak) to the director two days \_\_\_\_\_.
4. She \_\_\_\_\_ (meet) them a month \_\_\_\_\_.
5. They \_\_\_\_\_ (have) lunch two hours \_\_\_\_\_.
6. John \_\_\_\_\_ (open) the window half an hour \_\_\_\_\_.
7. My sister \_\_\_\_\_ (cook) dinner an hour \_\_\_\_\_.
8. Mr. Field \_\_\_\_\_ (telephone) just a minute \_\_\_\_\_.
9. they \_\_\_\_\_ (be) in Paris a year \_\_\_\_\_.
10. I \_\_\_\_\_ (eat) a sandwich an hour \_\_\_\_\_.

B- Fill in the blank spaces with the past simple of the verbs in brackets.

1. She \_\_\_\_\_ (ask) me questions.
2. \_\_\_\_\_ (she / arrive) in time?

3. They \_\_\_\_\_ (not/ eat) any chocolate.
4. \_\_\_\_\_ (you/see) anybody there?
5. He \_\_\_\_\_ (know) something about it.
6. We \_\_\_\_\_ (meet) her last week.
7. Why \_\_\_\_\_ (they / to be) so angry?
8. \_\_\_\_\_ (she / clean) the blackboard?
9. Two years ago we \_\_\_\_\_ (visit) Italy.
10. They \_\_\_\_\_ (not / look) after the little girl.
11. The doctor \_\_\_\_\_ (not / tell) her to stay in bed.
12. Who \_\_\_\_\_ (you / give) it to?
13. \_\_\_\_\_ (there to be) many people in front of the place?
14. It \_\_\_\_\_ (not / rain) yesterday.
15. \_\_\_\_\_ (he / not/ find) the key?
16. \_\_\_\_\_ ( Tom / to be) at work?
17. Why \_\_\_\_\_ ( they / not / tell) me the truth about it?
18. He \_\_\_\_\_ (never / drive) faster than he should.
19. We \_\_\_\_\_ (not/ walk) a long way.
20. \_\_\_\_\_ (you/have) a comfortable trip?
21. When \_\_\_\_\_ She / wash her car?
22. \_\_\_\_\_ (you / visit) your grandparents last week?
23. \_\_\_\_\_ (the teacher / not / talk) to Peter after the lesson?
24. \_\_\_\_\_ (she / not / buy) a blue jacket?
25. What colour \_\_\_\_\_ (they/paint) their room?
26. He \_\_\_\_\_ (find) the key on his way home?
27. \_\_\_\_\_ (she / know) all the students' names?
28. They \_\_\_\_\_ (not / return) at 9.
29. They \_\_\_\_\_ (not/leave) the books at home. They \_\_\_\_\_ (leave) them at school.
30. He \_\_\_\_\_ (not / wear) the old jeans. He \_\_\_\_\_ (wear) the new ones.

### Activity 2: Writing Activity (10 minutes)

- Make the students write 5 affirmative sentences and 5 negative sentences using regular and irregular verbs.

### Activity 3: (10 minutes)

- Ask the students to work in pairs
- ❖ The student will write what his/ her classmate did during the weekend, and then they will share it with the whole class.

## LESSON 3

University of El Salvador  
Western Multidisciplinary Campus  
Foreign Language Department



### Unit 9

**Target structures:** use of the simple future will.

**Student's teachers' name:** Olga Marina Viana Monterrosa

**Time:** 45 minutes

**Objective:** At the end of the class students will be able to  
To recognize and use the structure of the simple future "will"

**Materials:** whiteboard, markers, paper, photocopies, eraser, visual aids.

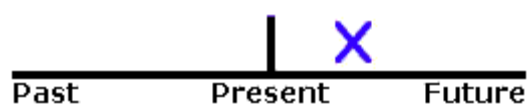
**Warm up Activity:** the hot balloon (time 10 minutes)

- ✓ The teacher will pass the hot balloon to the students while she is playing music.
- ✓ Student will pass the hot balloon and stop passing it when the teacher stops the music.
- ✓ Students will explode the hot balloon and read the sentence that is inside the hot balloon.

### Part A Grammar Rules (time 20 minutes)

#### Simple Future "Will"

The simple future refers to a time later than now, and expresses certainty.



#### Affirmative Form Will

subject + will + verb + c

Examples:

- ✓ You will help him later.
- ✓ I will send you the information when I get it.
- ✓ I will translate the email, so Mr. Smith can read it.

## Negative Form Will

subject + will + not + verb+c

Examples:

- ✓ You will not help him later.
- ✓ I will not do your homework for you.
- ✓ I won't do all the housework myself.

## Interrogative Form Will

will + subject + verb + c +?

Examples:

- ✓ Will you help him later?
- ✓ Will you help me move this heavy table?

### Contractions

I will = I'll

We will = we'll

You will = you'll

He will = he'll

She will = she'll

They will = they'll

Will not = won't

### Use 1 "WILL" To Express a Voluntary Action

Will often suggests that a speaker will do something voluntarily.

Examples:

- ✓ Will you make dinner?
- ✓ I will not do your homework for you.
- ✓ I won't do all the housework myself.
- ✓ Will you help me move this heavy table?

### Use 2 "Will" to Express a Promise

"Will" is usually used in promises.

Examples:

- ✓ I will call you when I arrive.
- ✓ I promise I will not tell him about the surprise party
- ✓ Don't worry. I will be careful
- ✓ I will not tell anyone your secret.

### Part B (time 10 minutes)

## Exercises

**Directions:** Complete the sentences with Will, in the affirmative and negative form.

1. The boy (catch /not) \_\_\_\_\_ the ball.
2. I (call) \_\_\_\_\_ you.
3. They (help) \_\_\_\_\_ you.
4. We (send / not) \_\_\_\_\_ that present to my uncle
5. Maybe he (stay) \_\_\_\_\_ at home tonight.
6. I (read / not ) \_\_\_\_\_ that magazine.
7. Peter (buy) \_\_\_\_\_ the tickets.
8. I hope that my boyfriend (cook) \_\_\_\_\_ dinner tonight.
9. We think FCB (win) \_\_\_\_\_ the match.
10. I'm sure my boss (understand) \_\_\_\_\_ my problem.

## Part C (time 5 minutes)

**Directions:** Complete the sentences with will in interrogative form:

Example:

1. (James / open / the window) Will James open the window ?
2. (your mother / cook / a cake) \_\_\_\_\_ ?
3. (she / get / married) \_\_\_\_\_ ?
4. (you / help / me / with my homework) \_\_\_\_\_ ?
5. (you / go / to the party) \_\_\_\_\_ ?

## LESSON 4

**University of El Salvador**  
**Western Multidisciplinary Campus**  
**Foreign Language Department**



### Unit 9

**Target structures:** use of the simple future will

**Student's teachers' name:** Susana Elizabeth Arias

**Time:** 45 minutes

**Objective:** At the end of the class students will be able to:

- ✓ drill the structure of the simple future

**Materials:** whiteboard, markers, paper, photocopies of a song, eraser, visual aids, speakers.

**Warm up Activity:** “say 1, 2, 3 and go” ( time 10 minutes)

- ✓ First, the teacher will ask a student to make an affirmative sentence using “will“ with a verb that another student will provide and so on.
- ✓ Then, the teacher will pass 2 markers of different color (black and blue) the blue one is for affirmative sentence and the black one is for negative sentence and this activity is for practicing and using the sentences using “will”.
- ✓ Finally, the students will write down the sentences using will (affirmative, negative, interrogative)
- ✓ **Activity 2**(35 minutes)

This is the second activity- The teacher will divide the students in 3 groups of 6 and the students will make interrogative sentences using these verbs (play, answer, cook, visit, write, mop, eat, sleep, swim, chat) and each group will ask the questions to another group. Then, the students will choose a representative for writing down the sentences on the board. And the teacher will check them out.



## LESSON 5

University of El Salvador  
Western Multidisciplinary Campus  
Foreign Language Department



### Unit 10

**Target structures:** use of going to

**Student's teachers' name:** Evila Emilda Ávila Valle

**Time:** 45 minutes

**Objective:** At the end of the class students will be able to:

- ✓ To review the content studied in the previous classes.

**Materials:** whiteboard, markers, paper, photocopies, eraser, visual aids.

**Warm up Activity:** the hot balloon (time 5 minutes)

#### Directions:

- Students have to pass a little balloon while the teacher is playing a piece of music.
- When the teacher stops the music, the student with the balloon has to say a sentence using the structure going to.
- The student will take a piece of paper with the kind of sentence that he or she will form.

**Exercise A:** (time 8 minutes)

**Directions:** complete the following sentences using going to.

Ex: She (buy) \_\_\_\_\_ a new dress.

She is going to buy a new dress.

1. Mr. Potts (sell) \_\_\_\_\_ his house.
2. Our neighbors (spend) \_\_\_\_\_ their next holidays in Los Angeles.
3. I (move) \_\_\_\_\_ to another town.
4. My husband (build) \_\_\_\_\_ a tree house for the kids.
5. His friends (learn) \_\_\_\_\_ English.

**Exercise B** (time 15 minutes)

Directions: Put the verbs into the correct form using going to

Ex: We (sell/not) \_\_\_\_\_ our house.

We are not going to sell our house.

1. It (rain) \_\_\_\_\_.
2. They (eat) \_\_\_\_\_ pizza.
3. I (wear) \_\_\_\_\_ blue shoes tonight.
4. We (help/ not) \_\_\_\_\_ you.
5. Jack (walk/ not) \_\_\_\_\_ home.
6. \_\_\_\_\_ you (cook) \_\_\_\_\_ dinner?
7. Sue (share/ not) \_\_\_\_\_ her biscuits.
8. \_\_\_\_\_ they (leave) \_\_\_\_\_ the house?
9. \_\_\_\_\_ she (take part) \_\_\_\_\_ in the contest?
10. I (paint/not) \_\_\_\_\_ my house.

**Exercise C:** (time 10 minutes)

**Directions:** write sentences using the following words and using the structure going to.

Ex: You/ read/the book

You are going to read the book.

1. I / play/ tennis/ with/ my/ friends

\_\_\_\_\_

2. She/finish / her/ homework

\_\_\_\_\_

3. He/clean/ his bedroom

\_\_\_\_\_

4. We/ bake/ a cake

\_\_\_\_\_

5. They /paint /the house.

\_\_\_\_\_

APPENDIX P













