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Guided Writing strategies to Foster Writing Skills

Submitted to

Ph.D. Albert Francisco Sanchez Alvarado

In Fulfillment Of course Requirement for an English Degree

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Dedication

This has been a rigorous process that I could not have accomplished without the help of my Lord Jesus Christ. For this reason, I dedicate this achievement to my sweet and beloved Lord Jesus Christ, who has given me the life, health and wisdom to begin, develop and successfully complete this research. For His love and mercy that have always been with me, to Him be all honor and glory.

Then, I would like to express my gratitude to my parents, Thomas Bracamonte and Alba Hernandez, who have been my support and have contributed to the motivation that I need to not give up and fulfill this dream. I could never have done this without them.

Finally, I thank my teachers for their dedication and knowledge.

May God bless them all.

Ana Ester Bracamonte Hernandez.

Dedication

God has allowed me to achieve one of my greatest goals, so I thank Him who has given me the strength, the fortitude and the wisdom to get to where I am, who has filled me with health, who has always been with me. I would like to dedicate this research to him, my most important pillar.

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May the Lord, our God, bless you always.

Ena Concepcion Solis Vargas

Dedication

First of all, I would like to thank God for allowing me to get to this point in my life and career, it has been a long road but despite the adversities God has gone before me, without him none of this would have happened, thank you for always giving me a life full of many blessings.

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Finally, I thank all the teachers who have been part of the learning process from the beginning of my career to those who have helped me today, thank you very much.

Mabel de los Angeles Espinoza Lacayo

AVAL LETTER

GRADUATION SEMINAR. TUTOR'S REPORT

Dr. Alber Francisco Sánchez Alvarado, Professor of the Department of English at the National Autonomous University of Nicaragua, UNAN-Managua,

HEREBY STATES:

That the Seminar's work of research nature entitled: "*Guided Writing Strategies to Foster English Writing skills.*", whose author/s are; Ana Esther Bracamonte Hernandez, Ena Concepcion Solis Vargas and Mabel de los Angeles Espinoza Lacayo , has been carried out under the guidance and direction of the undersigned, within the framework of the English Department Teaching-training program.

That this Research Work, taking into account its scientific quality and its adequacy to the academic standards that regulate this Program, meets all the necessary requirements to be presented and defended before the Tribunal designated for this purpose.

In Managua, Nicaragua, on the 6nd day of December 2023.

Signed by: Dr. Alber Francisco Sánchez Alvarado

ABSTRACT

For years, writing skills has been considered a challenging task for English language learners due to the lack of practice and instruction dedicated to developing these skills. This issue is frequent and presented nationwide in Nicaraguan Public Schools including the Tomas Borges School. The students face difficulties in improving their English writing abilities due to lack of proper instruction and resources. Therefore, the aim of this research was to explore the outcomes of applying Guided Writing Strategies to Foster English Writing skills.

This research has followed a quasi-experimental with a non-equivalent, pretest-posttest design following to get information about the outcomes of applying Guided Writing Strategies to Foster English Writing skills. The subjects understudy were 56 students in 8th grade at Tomas Borge School during the second semester of 2023, Managua, Nicaragua. Two groups were understudied a comparison group (B) and a treatment group (A), where the second one received a treatment (2 weeks period) while the other (B) continued with the same strategies and methods employed before this study was executed, both researchers were in charge of the groups, each of them correspondently; taking the place of the teacher to gather as much data as possible during the experimental phase. At the end phase of this quasi-experimental study, the results from the group (A) and (B) were compared to conclude the aim of this research. The instruments employed to collect the data were a pre-test, a post-test to both groups, an observation, and a questionnaire to the experimental group (A).

The results found in the development of this study provide evidence that students in the treatment group (A) had more improvement based on the pretest-posttest statistical analysis (descriptive analysis) in contrast to the comparison group (B) where no therapy was implemented.

Content

1	Introduction	1
2	Literature review.....	2
3	Justification.....	6
4	Problem statement	8
5	Research objectives	9
5.1	General Objective.....	9
5.2	Specific Objectives.....	9
6	Research questions	10
7	Hypothesis	11
8	Theoretical framework	12
8.1	English Writing Skill.....	12
8.1.1	Definition of Writing	12
8.1.2	The process of Writing.....	12
8.1.3	Stages of Writing Process	15
8.1.4	Types of Writing Performance.....	16
8.1.5	Elements of paragraph writing.....	18
8.1.6	Teaching English Writing skills.....	23
8.2	Guided Writing skill.....	25
8.2.1	Definition of the Guided Writing skill.....	25
8.2.2	Benefits of Guided Writing Strategy	26
8.2.3	Guided writing offers lots of benefits for students who do not feel confident when writing. 26	
8.2.4	Steps of the Guided Writing	27
8.2.5	Guided writing offers lots of benefits for students who do not feel confident when writing. 28	
8.2.6	Steps of the Guided Writing	29

8.2.7	Implement the guided writing in small groups.	31
8.3	The importance of applying the guided writing strategies to foster writing skill.	31
8.3.1	Improving Writing through Quality First Teaching Using the Guided Writing Strategy.	32
8.4	The guided writing Strategy teaching methodology	34
8.4.1	Spelling	34
8.4.2	Punctuation	35
8.4.3	Capitalization Rules	35
8.4.4	Parts of Speech.....	35
8.5	Learning Strategies Of the guided Writing strategies	40
8.5.1	Classroom Activities	41
8.5.2	Teaching Material	42
8.5.3	Characteristics Of an effective paragraph Using the guided Writing skills.....	43
8.5.4	The Importance of applying the guided writing strategies to foster English.....	43
8.6	Guided Writing Strategy using reading skill.....	44
8.7	Guided Writing using the speaking skill.....	45
8.8	Independent Writing.....	46
8.9	Implementing learning experiences for independent writing.....	47
9	Methodological design	49
9.1	Population and sample size determination	50
9.2	Selection criteria.....	51
9.3	Study Variables	51
9.4	Study Instruments:.....	52
9.4.1	Pre-test and post-test.....	52
9.4.2	Observation.....	53
9.4.3	Questionnaire	53
9.5	Validation of instruments	54
9.6	<i>Procedures for data collection</i>	54
9.7	Procedures for treatment application:	55
9.8	Data analysis procedures.....	61
9.9	Data analysis	61

9.10	Discussion of data analysis.....	95
10	Limitations	98
11	Conclusion	99
12	Recomendations	100
13	References.....	102
14	Annexes.....	108
<i>14.1</i>	<i>GUIDED WRITING SKILLS PRE-TEST AND POST-TEST</i>	<i>108</i>
14.2	OBSERVATION GUIDE INSTRUMENT.....	119
14.3	Mixed Closed end and open questions as well as response formats	122
14.4	Dimensions	125
14.5	Illustrations	135

1 Introduction

Writing is a critical skill in the English language yet the most difficult to teach and develop since it requires not only the expression of ideas, but also the use of vocabulary, spelling, organization, and mechanics, all of which contribute to the development of effective writing skills. Written language is a product of speech and serves as a means of communication for people to interact with each other and express their ideas, thoughts, and feelings in a written way. Writing skills development is necessary at all levels of human life, from social to academic. The importance of this valuable skill is evident in the early formative years of education, as well as throughout all stages of schooling, from elementary school through junior high school, senior high school, and higher education. Hence, writing skills require more attention in the teaching and learning process. However, many students in public schools in Nicaragua struggle with developing their writing skills in English due to the lack of proper instruction. Thus, many students have difficulties in producing well-written texts in the English language. For that reason, this research has been carried out to provide a solution to these problems.

This research was conducted by fifth-year students of the English major at the University of UNAN-MANAGUA, the subjects under study were 8th-grade students during the second semester of 2023 at Tomas Borge Public School in Managua, Mateare following a quasi-experimental research design. Therefore, the aim of this study is to explore the outcomes of applying Guided Writing Strategies to Foster English Writing skills.

2 Literature review

Writing skills are the most challenging to develop for English language learners and one of the less frequently taught and trained by teachers to help their students overcome any writing difficulties. Several studies have been carried out regarding the Guided writing strategy for English learners' skills improvement and other aspects regarding writing skills. This section presents the most relevant research papers regarding that topic.

The first study on the effect of guided writing on writing skills of the tenth-grade students of MA Darul Ulum Palangka Raya (Hasanah, 2020). was carried out in Indonesia. The focus of this study was investigating the effect of guided writing technique on Students Writing Skills. This study took a quasi-experimental design. The participants were 60 tenth grade students of the second semester of MA Darul Ulum Palangka Raya. They were divided into two groups, experimental 28 and control group 32. The instruments applied to collect the data were a pre-test and a post-test were the students had to write an essay of 3 to 4 paragraphs. The pretest conducted in the first meeting of the research and treatment conducted in the next meeting. Post-test conducted in the final meeting. Hasanah (2020) found that there was significant effect of Guided Writing on Writing Skills in writing narrative text, he students narrative text writing taught by Guided Writing were better than those taught by non-Guided Writing technique. The researcher did not report any limitation however he suggests further research with better design and different object. In addition, it is noticeable that in this research only was applied one type of instruments. Furthermore, the treatment period was just one session.

The second study *Exploring the Impact of Guided Writing Strategies on Fifth Grade EFL Students' Narrative Writing Skills* Mustafa (2021) was carried out in the United Arab Emirates.

The focus of this study was investigating the effects of guided writing strategies on Arab students' EFL narrative writing skills and their perceptions. This research took a quasi-experimental design. The participants were 30 EFL fifth-grade students in an American curriculum school in Al Ain, UAE. Participants were divided into two groups: a control group and an experimental group. The instruments applied in this study were a questionnaire survey and a writing test containing a set of criteria for narrative writing skills. Mustafa (2021) found that students in the experimental group were positively affected by using guided writing strategies. The students indicated that they preferred the guided writing strategies and most of them found that the strategies were fun and stimulating to write. However, the findings did not show any significant difference when comparing the mean scores of the post-test data statistically. The researcher did not report any limitation, but he highlighted that the not significant improvement shown by the statistical data analysis was due to the small number of participants in the experimental group and control group, 15 each.

The third study on *The Effect of Guided Writing Strategy and Students' Achievement Motivation on Students' Writing Competency* (Handayani et al., 2013) was carried out in Indonesia. The focus of this study was to investigate whether the implementation of a guided writing strategy and the student's achievement motivation had a significant effect on the students' writing competency. This research took an experimental Post-Test-Only Control-Group design. The participants were 60 students from 10th-grade students at SMAN 1 Sukasada in the academic year 2012/2013 divided into 2 groups (control-30 and experimental-30). The instruments applied to collect the data were an achievement motivation test and a writing competency test. The research data were analyzed by using Statistical Two-Way ANOVA and Tukey Test. Handayani et al. (2013) found that first, there was a significant difference in the

student's writing competency between the students who were taught by using a guided-writing strategy and conventional writing strategy. Second, there was a significant interactional effect on the student's writing competency between the strategies applied and the student's achievement motivation. Third, there was a significant difference in the student's writing competency between the students who had high achievement motivation when they were taught by using guided writing strategy and conventional strategy. Fourth, there was a significant difference between the students' writing competency of the students who had low achievement motivation when they were taught by using guided writing strategy and conventional strategy. The findings also showed that the implementation of a guided writing strategy was more effective than the conventional writing strategy in making the students have better competency in writing simple written essays in the forms of descriptive, narrative, and news items in English class the students of SMAN 1 Sukasada in the academic year 2012/ 2013. The researcher did not report any limitations while conducting this study however a pre-test was not applied to the participants understudy, and only a post-test was applied to compare both groups' understudy.

The fourth study on *Teaching Writing a Descriptive Text by Using a Guided Writing Strategy* (Lestari & Arifin, 2015) was carried out in Indonesia. The focus of this study was to investigate the effectiveness of teaching writing a descriptive text by using a guided-writing strategy. This research took a pre-experimental, single-group pre-test and post-test design. The participants were 34 students from Class VIII C of SMP Negeri 17 Pontianak. The data were collected by applying a written test. This test was to measure students' ability to organize text, using language features, and mechanics. Lestari & Arifin (2015) found that the Guided Writing Strategy was highly effective in teaching writing a descriptive text as indicated by a statistically higher writing score in post-tests (70,44) than in pre-test (51,09). This difference was highly

significant with the effect size value 1,36. Based on the research findings, it can be concluded that the effectiveness of teaching writing a descriptive text by using guided writing is high. The researcher did not report any limitations while conducting this study however the treatment was too short only 4 weeks of application.

The fifth study on *Guided Writing to Improve the Students' Writing Ability of Junior High School Students* (Ningsih, 2016) was carried out in Indonesia. The focus of this study was to improve the student's writing ability of madrasah students. This research took an action research design. The participants were second-grade students of MTs Almuna Samarinda Cycle 1 and Cycle 2. The instruments applied in this study were observation and writing tests (applied at the end of the course). Ningsih (2016) found that there was an improvement in the student's writing ability as well as the quality of the teaching atmosphere from cycle 1 to cycle 2. The research did not report any limitations however the execution of this action research was poor.

Based on reviewing previous studies regarding the guided-writing strategies to improve writing skills it can be concluded that there is a research gap in well-executed research. Likewise, there is not research done regarding Nicaraguan public schools where the guided-writing strategy is applied to improve high school students' writing skills by carrying out quasi-experimental research with a non-equivalent group and pre-test, and post-test design. Therefore, it was decided to carry out this research to explore the outcomes of applying guided-writing strategies to foster English writing skill.

3 Justification

The present research is focused on the application of guided writing strategies on eighth-grade students from Tomas Borge Matinez School, considering the difficulties that the students have with their writing skills. The use of the guided writing strategy promotes the holistic development of students' writing skills by providing a structured and supportive approach to writing. This strategy promotes clarity in sentence and text structure, development of ideas, constructive feedback, confidence, and active participation. A detailed analysis of guided writing strategies will identify patterns, common challenges, and areas for improvement. This deeper understanding will be critical for adapting and customizing strategies to meet the specific needs of students, thereby promoting more effective learning.

It is necessary to adapt guided writing strategies to meet the different needs of students, some of whom may need more support than others. The range of topics that students find interesting can be extremely broad. Identifying topics that are relevant and engaging for all students can be a challenge, but it is essential to keep them motivated. Guiding students through the writing process with guided writing strategies involves teaching vocabulary, sentence structure, identifying main ideas, supporting ideas, and concluding ideas to enable well-crafted paragraphs that are coherent and cohesive. Meeting these challenges requires a thorough understanding of the unique dynamics of the classroom, as well as flexibility and patience. Because of the unique characteristics of each group of students, the strategy must be continually adapted to meet the evolving needs throughout the academic year. Adapting the strategy based on the individual needs of the students and the educational environment is critical to success.

The use of guided writing strategies is not only an effective pedagogical method. It also acts as a facilitator in the overall development of students. By providing a carefully designed

framework, it promotes the gradual acquisition of writing skills and fosters independence and confidence in self-expression. Guided writing facilitates meaningful and lasting learning by focusing on the process of writing rather than just the final product. This approach is essential in the classroom and helps prepare students to successfully meet the challenges of writing. Therefore, guided writing promotes more effective and sustained learning by providing a solid structure and ongoing support for writing development.

4 Problem statement

English language acquisition requires extensive effort and the use of various approaches, methods, strategies, and resources to develop the target language skills. Nowadays, the teaching of English as a foreign language in Nicaraguan high schools faces some challenges and difficulties in the writing skills students' development. Many English learners are not able to produce even simple sentences. Hence, they fail in writing texts. This setback affects many students, including those from Tomas Borge School in Mateare, Managua, 2023. Therefore, 8th grade students at this school have difficulty developing their English writing skills; they struggle to write paragraphs in English which causes them to get bad grades.

Due to this situation that is occurring in many Nicaraguan high schools including Tomas Borge School in Managua, it has been decided to carry out this research which had the purpose of exploring the outcomes of applying Guided Writing Strategies to Foster English Writing skills and provide a solution to the problem addressed in this research paper. Thus, the following question needs to be answered: -What is the level of students' writing skills before the application of guided writing strategies? -. What guided writing strategies can promote English writing skills? -How can guided writing strategies be applied to improve English writing skills? - How can the use of guided writing strategies improve the experimental group's writing skills? - What are the effects of using guided writing strategies to promote English writing skills?

5 Research objectives

5.1 General Objective

- To explore the outcomes of applying Guided Writing Strategies to Foster English Writing skills.

5.2 Specific Objectives

1. To identify the students' writing skills levels before applying the guided Writing Strategies.

2. To describe the guided Writing Strategies to Foster English Writing Skills.

3. To apply the guided Writing Strategies to Foster English Writing Skills.

4. To compare both group (comparison group A and experimental group B) pretest – post test results.

5. To evaluate the effectiveness of Guided Writing strategies applied in the experimental group.

6 Research questions

1. What are the students writing skills level before applying the guided writing strategies?
2. Which guided writing strategies can foster English writing skills?
3. How can be applied guided writing strategies to foster English writing skills?
4. How can the application of guided writing strategies foster the experimental group writing skills?
5. What are the effects of applying guided writing strategies to foster English writing skills?

7 Hypothesis

The 8th-grade students in group (A) at Tomas Borge Martinez School showed enhanced English writing skills after using the guided writing strategy as the independent variable. A comparison with the control group (B), who did not receive the treatment, was conducted to analyze the effectiveness of the treatment on developing writing skills as the dependent variable, revealing promising results.

8 Theoretical framework

8.1 English Writing Skill

8.1.1 Definition of Writing

Writing is an important productive skill and it serves as a mean of communication through which people can share ideas, arouse emotions, and defend opinions in a written form. According to Douglas (2023):

Writing skills refer to the ability to effectively communicate ideas and thoughts through written language. These skills encompass more than just grammar and spelling but also an understanding of language mechanics, audience awareness, and critical thinking. It means Strong writing skills can be invaluable for clear and persuasive expression, both professionally and personally.

Therefore, English language learners which are social agents as well need writing to communicate with others, for that reason they should work hard to improve these skills likewise, teachers should provide the proper instruction to the learners.

8.1.2 The process of Writing

When writing for academic purposes, it is important to involve students in the writing process. This typically includes planning the writing, drafting, reviewing and editing the written work, and finally producing a satisfactory final version. It is important to maintain objectivity, logical structure, conventional formatting, clear and objective language, and precise word choice while avoiding any biased language and grammatical errors. (The writing process, 2023) Many scholars previously believed that writing is a linear process. However, upon further examination of the writing practices of various writers, it can be observed that writers engage in the writing process in a non-linear manner. This involves repeatedly engaging in planning, drafting, re-

planning, editing, and re-editing activities until a final version is produced. According to The writing process (2023) said that "The writing process is something that no two people do the same way. There is no "right way" or "wrong way" to write. It can be a very messy and fluid process, and the following is only a representation of commonly used steps. " Writers have individual writing processes, following their own preferred steps naturally. When facing challenging topics, they apply familiar techniques to stimulate their ideas effectively. The writing process commences with prewriting and concludes with publishing, comprising five basic stages: prewriting, drafting, revising, editing, and publishing.

Each stage is precisely discussed here to represent a clear perception about the entire process of writing.

Step 1: Planning (Prewriting)

Think carefully about your assignment, brainstorm ideas about the subject, and organize those ideas in an outline. Center (The writing process, 2023) At this stage, the writing process involves planning and selecting the topics to be covered. The collection of information and ideas occurs through note-taking or mental planning while considering three significant factors: the purpose of the composition, the intended audience, and the sequence of facts, ideas, or arguments that will be included. Pre-writing is crucial as it is the initial stage where a writer selects the topic and outlines the main points. Identify your idea and then expand it while gathering relevant information that substantiates your argument. The subsequent step is organizing and structuring your thoughts.

Step 2: Drafting

Drafting is the initial step in writing where the students jot down their ideas on paper and create an outline to organize their research. (The writing process, 2023) This is the stage where they note down relevant ideas related to the topic they are going to write about, without worrying about the errors. It involves putting their points and ideas on paper in an organized and readable manner. Students typically conduct research during the prewriting stage and gather extensive information. Then, they create a rough draft and organize their points in the most effective manner before gradually preparing the final draft.

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. (Primary National Strategy, 2007) They will help the students to make a revision of their writing. Revising is looking back over what has been written. Revising is an essential stage in which a draft is carefully examined, and the points included are reorganized. New points may be added, while some points may be replaced or removed as needed. Revision is necessary to ensure that the writing is compelling and coherent.

Step 4: Editing

Refining and improving the organization of the content is critical in the editing process. (Primary National Strategy, 2007) This includes determining the appropriate language and thoroughly checking each line for spelling, grammar, punctuation, sentence structure, and document formatting errors. The entire content should be reviewed, as errors cannot be overlooked. In addition, editing allows writers to change not only their lines, but also their

themes. It is recommended to have a professional review of the writing. The creation of a successful written text involves various elements that cannot be isolated from each other, such as the importance of editing. This can lead to changes in the work, resulting in a different final product from the initial draft.

Step 5: Final Editing (Publishing)

Publishing is the culminating stage in which authors transmit their writing to the publisher. (Primary National Strategy, 2007) It is vital to ensure that the written document is finished before submission. Nonetheless, every writer's aspiration is to publish their work and engage with their audience.

8.1.3 *Stages of Writing Process*

According to Primary National Strategy (2007) said that **the writing process consists of three stages:**

" **Prewriting** is everything that takes place before you create a first draft. During this stage, you should think about the paper's subject and audience and gather your ideas and/or research. **Writing** is when you produce a draft of the paper. While this can be the most daunting part of the process, spending more quality time prewriting can help you save time and avoid frustration. "

It refers teaching writing involves the following three stages of the writing process: prewriting, writing, and rewriting. These stages allow writers to produce clear and effective written communication. Prewriting is the stage in which writers think, generate ideas, and design them and Writing involves creating a draft of your paper. While this step can be intimidating, dedicating more time to prewriting can save you time and prevent disappointment.

The next is rewriting. This stage is considered to be a process of making changes or revising what the writer has written so that **Rewriting** is the time you spend improving the draft of a paper. During this stage, you may conduct more research, rewrite parts of the paper, reorganize information, and conduct line-by-line editing (Texas Tech University departments). It means that the rewriting stage involves the revision and refinement of the written work. Prewriting is also the stage where writers assimilate the subject matter and writing is the stage when writers express their ideas on paper. And the writers write down what they are going to say or write.

8.1.4 Types of Writing Performance

There are four categories of written performance:

1. Imitative

Imitative writing is focused strictly on the grammatical aspects of writing. The student simply reproduces what they see. This is a common way to teach children how to write. Additional examples of activities at this level include cloze task in which the student has to write the word in the blank from a list, spelling test, matching, and even converting numbers to their word equivalent. (Darrin, 2021) It means that to write proficiently, learners must acquire fundamental skills in writing letters, words, punctuation, and short sentences. These skills encompass correct spelling and the ability to recognize phoneme-grapheme relationships in the English spelling system. This is a stage of writing development at which learners strive to master writing mechanics. At this stage, form takes precedence, while context and meaning are of lesser concern.

2. Intensive (controlled)

According to Darrin (2021) " Intensive writing is more concern about selecting the appropriate word for a given context. Example activities include grammatical transformation, such as changing all verbs to past tense, sequencing pictures, describing pictures, completing short sentences, and ordering task. " It refers writing ensures the acquisition of skills necessary for producing accurate and appropriate vocabulary within a given context, utilizing collocation and idioms, and demonstrating proficiency in grammatical structures up to the length of a sentence. While meaning and context are important for determining accuracy, most assessment tasks prioritize a focus on form and adhere to strict test design criteria.

3. Responsive

According to Darrin (2021) "Responsive writing involves the development of sentences into paragraphs. The purpose depends almost exclusively on the context or function of writing. Form concerns are primarily at the discourse level which means how the sentences work together to make paragraphs and how the paragraphs work to support a thesis statement. Normally no more than 2-3 paragraphs at this level"

Example activities at the responsive level include short reports, interpreting visual aids, and summary. Assessment tasks require students to compose at a limited discourse level, by linking sentences to form a paragraph, and creating a logically connected sequence of two or three paragraphs.

Extensive

According to Darrin (2021) "Extensive writing is responsive writing over the course of an entire essay or research paper. The student is able to shape a purpose, objectives, main ideas, conclusions, etc. Into a coherent paper "Extensive writing involves effectively managing all

writing processes and strategies for various purposes ranging from essays to research project reports and theses.

According to Darrin (2021) "The goal of writers is to achieve a specific purpose by organizing and developing ideas logically, providing supporting details and illustrations, and demonstrating syntactic and lexical variety" They often engage in multiple draft processes to achieve the final product and the grammar receives limited attention and is primarily left to occasional editing or proofreading of drafts

8.1.5 Elements of paragraph writing

8.1.5.1 Organization.

The principal features to consider in paragraph organization are the topic sentence and controlling idea, supporting, details, organizational patterns, and signal words. (Topic sentence and paragraph organization, 2020) These features develop a topic and connect ideas from one point to the next, logically and fluidly. Paragraphs are organized with topic sentences, supporting details and concluding sentence so that They may also include multiple organizational patterns.

a. The Topic Sentence and Controlling Idea

The paragraph can be divided into two parts: the topic and the controlling idea. The language used should be clear, objective, and value-neutral, while adhering to formal register. Biased, figurative, or ornamental language should be avoided. (Topic sentence and paragraph organization, 2020). It refers that academic formatting conventions should be followed, including precise spelling, grammar, and punctuation and causal connections between statements should be established for the sake of logical flow and balance.

All subsequent sentences in the paragraph should elaborate on that point with supporting details, establishing a coherent and logical flow of information with causal connections between statements (Topic sentence and paragraph organization, 2020). It means that the subsequent sentences in the paragraph should be developed with supporting details, creating a coherent and logical sequence of information with logical connections between sentences.

Supporting Details

A paragraph typically consists of a topic sentence and a controlling idea that is supported by various types of details. (Topic sentence and paragraph organization, 2020). It is important to ensure that each detail relates and contributes to the development of the paragraph's main idea.

Several types of supporting details found in paragraphs are:

1. **Facts:** Statistics or research evidence that can be verified (Topic sentence and paragraph organization, 2020). It refers to several types of evidence that can be used to support ideas or arguments within a paragraph.
2. **Definitions:** Explanations of what a term or concept means.
3. **Anecdotes:** Narrative accounts of recurring events or specific experiences.
4. **Descriptions:** Detailed sensory or visual descriptions of people, places, events, activities, or concepts

b. Concluding Sentences

A concluding sentence is the last sentence of a paragraph. It should firmly close your paragraph or argument. These sentences support your thesis and mirror your topic sentence, but often go one step further by including a major point from the body of your paragraph. (Writing centre topic and concluding sentences - thompson rivers university) It means that a concluding sentence is a crucial final statement that effectively wraps up a paragraph or argument. It should

reinforce your thesis and reflect your topic sentence, while often adding an essential point from the paragraph's body. It reinforces the thesis and reflect the topic sentence, while often adding an essential point from the paragraph's body.

8.1.5.2 Coherence.

All of the parts of the paper should fit together in an order that makes sense and include all necessary information in each section needed to understand the other sections and do not repeat information unless it is necessary and ensure that the sentences are grammatically and logically coherent. (Writing an Effective Research Paper: Structure & Content ,2022) Coherence entails that a paragraph is easily readable and understandable. The sentences within the paragraph should be logically structured so that the reader can understand the information.

8.1.5.3 Cohesion

A well-written paragraph is one where every supporting sentence adheres to the topic sentence. This is known as cohesion. Additionally, unity is fundamental in every good paragraph where only one main idea is discussed. (Writing an Effective Research Paper: Structure & Content ,2022) It means that it is essential that every supporting sentence in the paragraph directly relates to the primary topic when a writer begins to introduce a new idea, they should start a new paragraph.

8.1.5.4 Relevance.

There are a great many pieces of information and data to include in the paper. However, you need to conform to length guidelines and keep the paper focused. The same applies to the Introduction and the choose what background, context, and relevant literature to include. The information that gives readers should be a focused and relevant understanding of your area of study. (Writing an Effective Research Paper: Structure & Content ,2022). There is a considerable

amount of information and data to include in this paper; nonetheless, it is crucial to comply with length guidelines and maintain focus to apply to the introduction. The information presented to readers should provide a concise and relevant understanding of the field of study.

8.1.5.5 Clarity

Clarity relates to coherence, organization, and relevance. It ensures each sentence and paragraph in your paper is natural and easy to read while being understood. (Writing an Effective Research Paper: Structure & Content ,2022) Proper grammar, phrasing, and style are vital for writing a comprehensible paper for both experts and non-experts, depending on your intended audience. Most important is to adhere to the formatting guidelines and other style conventions of the journal to which you are submitting.

8.1.5.6 Language

a. **Sentence structure** is how the basic grammatical elements (a subject, predicate, and sometimes direct or indirect objects) of a sentence are put together. The rules for how sentences are constructed are simple but firm. These include the necessity for a subject, predicate, and object (in that order) in every sentence. (what is sentence structure, 2022) so that Sentence structure involves arranging the fundamental grammatical elements such as a subject, predicate, and sometimes direct or indirect objects.

b. **Grammar** is the most important aspect of writing; it is essential for effective communication. Poor grammar can render your content irrelevant, and illegible. (what is sentence structure, 2022) It makes texts clearer, more concise, and enjoyable to read. Whether you are writing a novel, an essay, an email, a booklet, or online content, correct grammar is paramount.

There several principles in English grammar such as:

word order

English language uses word order to determine the relationship between different words. In a basic declarative statement, the subject should always come first, the verb-second, and the objects and adverbial phrases (if any) third. (seo1, 2022) In a basic declarative statement in English, word order determines the relationship between different words. The subject should always come first, followed by the verb and then the objects and any adverbial phrases.

Punctuation

In written English, punctuation marks are used to indicate pauses, intonation, and word stress. (seo1, 2022) These marks include commas, periods, question marks, exclamation points, semicolons, colons, dashes, hyphens, brackets, braces, parentheses, apostrophes, ellipsis, and quotation marks. The use of proper punctuation is crucial because it can greatly impact the meaning of a sentence.

Tense and aspect

Tenses indicate whether a statement refers to the present, past, or future through applied parameters to verbs (seo1, 2022). It means that aspect reveals whether a statement refers to a single instant action, a regular or repeated action, or an ongoing or progressive action or state.

Determiners

According to seo1. (2022) "Utilizing determiners accurately is essential for creating significant questions or statements. " So that the nouns rarely stand on their own without previous context, determiners such as "which," "how many," "what," "my," and so on are necessary to give them meaning.

Connectors

Connectors link phrases, words, or clauses to one another. (seo1, 2022). They express subordination (such as if, who, that, when, because, although), coordination (such as but, and, yet, nor), or correlation (such as either, or, both, and) between the linked units.

8.1.5.7 **Mechanics**

In writing, mechanics and conventions are rules and systems for how things should be written down in order to ensure that what ends up on the written is what one means to express. Areas that are governed by mechanics and conventions include grammar, punctuation, spelling, and capitalization. Writing mechanics are important because they help writers make sure that they are understood by their readers. (Writing Mechanics & Grammar | Definition, Rules & Examples - study.com ,2003) Understanding the mechanics of writing in English allows writers to write with care and to express themselves with accuracy. The general category of writing mechanics are:

-**Spelling** ensures that words are spelled correctly when writing.

-**Punctuation** marks are symbols that connect and separate words to clarify meanings and relationships.

-**Capitalization** involves using uppercase letters when appropriate.

8.1.6 *Teaching English Writing skills*

a. **Definition Approach in Writing skills**

The approach in the writing skill is that students know how to make sentences using all the part of speech such as pronouns, plural, verbs, conjunction, etc. (*Approaches to process writing*, s.f.) explain that There are three stages that writing skill focused like:

- **Pre- writing:** in this stage is that teacher should motivate the students create idea for their writing or the teacher have to contribute with ideas too.

- **Focusing ideas:** The teacher has to pay attention and check their ideas to start write the essay or paragraph is important to take into account the coherent.
- **Evaluating, structuring and editing:** once the students have the principal idea for their work, they need to produce to finish but the teacher need to errors correction and give feedback to improve their work

b. Definition of Method in writing skills

Writing skill is an art that requires imagination and expression of the writer. According to (*Creative Writing – Three methods to improve your writing skills*) There 3 methods to develop the writing skills.

1. Freewriting: the writer has the option to write what you want to transmit your thoughts to the audience.
2. Storyboard: make the outline once the writer has the idea is something important to start the writing.
3. The three- act structure: it involves dividing in three pieces which are: setup; it includes the principal characters of the essay, Confrontation; it is about the main problem or main character that you want to show to the reader, and Resolution; Here focused on the end of the story of essay.

c. Definition Strategies in Writing

The strategies are the method use it or implement it the classroom to achieve the learning process of the students and in the writing skills. According to (Richards y Schmidt (2010) defines that strategies are the method that teacher apply in the classroom to teach writing

skills focus in the organization of ideas and original creation of text using the part of speech and the correct use of structure of sentences.

8.2 Guided Writing skill

8.2.1 *Definition of the Guided Writing skill*

Guided Writing is an approach that assists students in writing through a series of steps that involve guided writing. (DiGilio 2021) The teacher guides the students through the writing process, ensuring adherence to spelling, punctuation, and capitalization rules while also addressing the specific needs of each student.

Guided writing is a strategy that helps students improve their writing skills by giving them a set of steps or guidelines to follow while writing. Therefore, teachers will give students specific instructions to guide their focus and organize their ideas more effectively. According to DiGilio (2021) "Guided Writing is a teaching approach that allows students to write together in a small group as a mini-lesson. This is one step towards writing completely independently as students are encouraged to take on individual writing that will provide useful practice and improve their skills." Thus, students get instant feedback about their writing. Giving them more of a chance to enhance their work in a positive way. It means that is a first step toward fully independent writing, as students are encouraged to take on individual writing assignments that provide useful practice and improve their skills.

Thus, guided writing will help students feel more confident, and it is the key to why Guided Writing is an effective method (twinkl, n.d.). It means that Guided writing is an instructional strategy in which students receive support, guidance, and feedback as they write.

8.2.2 *Benefits of Guided Writing Strategy*

Guided Writing is an approach that helps students write through a series of steps that involve guided writing. The teacher guides students through the writing process, ensuring that spelling, punctuation, and capitalization rules are being followed, while also focusing on the needs of the students. (Guided Writing, 2021) Guided writing is a strategy that helps students improve their writing skills by providing them with a set of steps or guidelines to follow while they write. Therefore, the teacher gives students specific instructions to guide them in focusing their thoughts and organizing their ideas more effectively. Guided Writing is a teaching approach that allows students to write together in a small group as a mini-lesson. Hence, it is one step towards writing completely independently. As students are encouraged to take on individual writing, they gain useful practice and improve their skills (Guided Writing, 2021) Students receive instant feedback about their writing. Giving them more of a chance to enhance their work in a positive way, it is an excellent idea for students to write independently. Thus, guided writing will help students feel more confident; hence it is the key to why Guided Writing is an effective method. This means that Guided Writing is an instructional strategy in which students receive support, guidance, and feedback as they write.

8.2.3 *Guided writing offers lots of benefits for students who do not feel confident when writing.*

Firstly, immediate feedback and guidance: this refers to the fact that students can receive instant and individual feedback which is valuable to them. Students get help right away so that they can resolve any problems with their writing. (Write, 2009). In other words, guided writing permits differentiation of each student's needs. For instance, certain students may require more guidance or help than others when it refers to organizing their thoughts or using specific

vocabulary words. According Write. (2009)" With guided writing, students can get tailored feedback. Also, Guided writing can help students who are difficult with organization or expressing their ideas coherently" It means that students learn how to brainstorm effectively and construct sentences in a coherent way. This process builds confidence and reduces anxiety around writing for those who find it difficult.

Another benefit of guided writing is peer support: it fosters collaboration between peers. Students feel encouraged to work together in pairs or groups. They also want to discuss their ideas and share feedback between themselves, which improves critical thinking skills as they learn from different perspectives. (Write, 2009) This gives students confidence to express their ideas and grow their creativity through writing. Helping the teaching and learning of individual students means that the teacher is able to respond to the needs of individuals within the group. Guided writing is a significant stage in teaching as it permits the teacher to guide students towards independence in writing. (Primary, 2008) Therefore, guided writing contributes to learning by allowing the teacher to adapt the teaching to the needs of the group and facilitate the teaching and learning of each student.

8.2.4 Steps of the Guided Writing

It is important to encourage students during the process of Guided Writing lessons. (Education and Behavior, 2022) It is important to keep students motivated by recognizing their small successes along the way and giving positive feedback about what the student did. Including choices and interests can help keep students motivated.

According to Education and Behavior (2022) There are steps in the Guided Writing Strategy that help teachers effectively teach writing in a lesson, and they are as follows:

1. "Ask your students to give you some information about a topic of interest to them", for example, what they did over the weekend." It means that encourage your students to provide specific details about the event in this way. It will attract their attention and make them feel confident expressing their ideas. And sometimes visuals such as pictures, drawings, or actual images can help students describe or remember their experiences. (Education and Behavior, 2022) Although sometimes students need to answer many questions to get the necessary details for the writing assignment, other students will give these kinds of details without much guidance.

2. According to Education and Behavior (2022) "After you get the specific information from your students, ask them to write about what they did over the weekend or any topic of interest to them "It refers giving them all the help, they need so that students learning to improve their written expression can verbalize their thoughts, ideas and feelings out loud before writing them on paper.

3. When your student starts writing the first sentence, teacher can ask them questions about capitalization and punctuation (Education and Behavior, 2022) For instance, Questions such as: you start with a capital letter? What should go at the end of your sentence? If your need help, tell/show them the rules therefore students can say the first letter of a sentence should be capitalized.", "You end your sentence with a period", etc. then Provide examples if it is needed.

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8.2.7 *Implement the guided writing in small groups.*

Guided writing lessons are small-group lessons teaching those strategies that a group of students most need to practice with immediate guidance from you. Guided writing lessons can be taught after a whole-class lesson once other students are actively engaged in independent writing. (Guided writing, 2023) It means that the Guided writing lessons can be taught after a whole-class lesson. To increase students' writing competence, the guided writing technique is used as a means of learning. Through guided writing, students are supported during the different stages of the writing process. Thus, guided writing can build students' motivation and confidence to write. According Writing Guided (2023)” Guided writing gives the teacher an opportunity to reach out and challenge groups of students and allows the teacher to give feedback.” It means that through guided writing, teachers can create an interactive method that engages students. Therefore, the teaching and learning process is not monotonous but interesting.

8.3 *The importance of applying the guided writing strategies to foster writing skill.*

According to primary national strategy (2007)” The implementation of guided writing strategies plays an essential role in the educational process, providing a structured framework that benefits both students and teachers.” By providing step-by-step guidance, these strategies enable students to develop their writing skills more effectively.

Pedagogically, guided writing serves as a bridge between direct instruction and student independence, gradually cultivating the ability to express oneself clearly and coherently. (primary national strategy ,2007) Guided writing strategies allow the teacher to adapt the lesson to the needs of the group, that means the guided writing guide is adaptable to the student's context.

The importance of using the guided writing strategy is that it facilitates teaching and learning in a group and individual way, while still allowing the teacher to respond to the needs of each student. (primary national strategy ,2007) It provides an opportunity for the teacher to extend knowledge in order to create more capable learners. Also, using these writing strategies encourages and motivates students to use their own ideas to develop short paragraphs. Students gain confidence, write their own ideas, ask questions and take pride in their work through the guided writing process.

Moreover, these strategies focus not only on the final product but also on the writing process. (primary national strategy ,2007) They provide opportunities for reflection, revision and refinement, thus encouraging continuous improvement. This methodological approach not only benefits students' language skills, but also contributes to the development of critical thinking skills by requiring planning and organization of ideas. According to primary national strategy (2007)” From the teacher's point of view, guided writing facilitates formative assessment, allowing for more specific and targeted feedback.” It means that the importance of guided writing strategies lies in their ability to promote strong writing skills, encourage critical thinking and provide a structured approach that benefits both students and teachers in the educational process.

8.3.1 Improving Writing through Quality First Teaching Using the Guided Writing Strategy.

A structured sequence to planning where the children and teachers began by familiarizing themselves with a text type, capturing ideas for their own writing followed by scaffolded writing experiences resulting in independent written outcomes (Primary National Strategy, 2007) This strategy that aims to improve writing skills through a structured sequence of guided writing steps.

A lesson plan can be designed using the guided writing strategy for improved writing quality. (Primary National Strategy, 2007) The strategy recommends a structured sequence of planning, starting with familiarization of a text type by both the children and the teachers. The next step is capturing ideas for writing, followed by scaffolded writing experiences resulting in independent written outcomes. The planning model supports learning across short-term, five-day units or longer four- to five-week units. The amount of time dedicated to a unit varies based on text type and children's needs.

Here are key considerations to address when designing a unit plan to meet the students' learning needs. Successful planning to support writing involves identifying students' needs and understanding the prior learning necessary for the lesson. (Primary National Strategy, 2007) Decisions must also be made concerning the number and structure of phases and the expected number of days required to secure learning at each point during the unit, with adjustments made as necessary to allow for revisiting and securing aspects of the student's learning. In addition, intervention through guided writing sessions is crucial to address specific learning needs within student groups.

Familiarization is the first phase. (Primary National Strategy, 2007) Familiarizing oneself with a text and reading for pleasure and enjoyment is one aspect of developing reading skills. Other important skills include reading on-screen and higher-order comprehension, such as identifying the author's intent and analyzing structures, vocabulary, and techniques for use in one's own writing. These reading skills are crucial during this phase.

The second phase captures ideas by delving into the text type/genre after the children have a solid understanding of it. According to Primary National Strategy, (2007) "This stage facilitates the transfer of patterns, structures, and cadences of the text into their spoken language

through enriching experiences. It is commonly referred to as "talk for writing." The process of generating and developing ideas may use diverse techniques, such as role-playing, visualization, drama, planning with drawing, mapping, diagramming, flow charting, or photography.

The teacher will demonstrate the writing process in the third phase. Familiarization with the chosen text type/genre and capturing ideas are valid learning processes, but they also provide models and content for independent writing. (Primary National Strategy, 2007) A combination of learning and teaching approaches will prepare students for guided writing cycles in different stages of the writing process.

During the fourth phase, students will develop their own written work over a series of sessions. It is imperative to support them in transferring their ideas into writing while applying reader-based strategies and skills that address their needs. (Primary National Strategy, 2007) They should also draft their writing to ensure that it conveys meaning and content that is appropriate for the selected text type, with additional support provided to proofread their written work. At every stage of the planning process, educators can use drama, role-play, media, and speaking and listening techniques to assist children in meeting their learning goals.

8.4 The guided writing Strategy teaching methodology

8.4.1 *Spelling*

Spelling is the ability to spell a word and join the letter to form a word it can be developed through a wide variety during the class Van Staden (2011) Spelling is difficult forms because it involves not just spelling words but also phonological, and morphological, semantic relations and the rules of a spell. Therefore, spelling is an important activity to understand a new language which can be developed by means of images, games, using a ball, working with a worksheet, or just using the whiteboard.

8.4.2 Punctuation

Punctuation is the use of symbols and marks to write sentences and join ideas from a paragraph also it indicates the structure of this. According to Waugh et al. (2019) Learning to punctuate is something we continue to do as we become more sophisticated writers. Punctuation in guided writing is essential to clarify the meaning of a sentence and the relation between words and phrases also punctuation is crucial to have an understanding text. Punctuation includes step by step to have positive results; Period, Comma, Question mark, Exclamation mark, colon, semicolon, hyphen, dash, parenthesis. Apostrophe.

8.4.3 Capitalization Rules

Capitalization refers to the use of capital letters (uppercase) in a guided writing strategy which covers several aspects as well as the first letter of a sentence. According to (Pathan, 2021) Capitalization it's the use of capital letter to begin a word in a sentence which is essential in writing form also in some cases capitalization serve to highlight certain type of words for example, proper nouns, proper adjectives, Places, Countries, Months, days and holiday, title of books, articles and movies, names of language, nationalities and religion besides its importance is to focus on separate specific word from general words in a sentence as well convey a clear word and ambiguous meaning.

Example: Maria, Paris, October, Catholic, Morocco beach, Valentin's Day.

8.4.4 Parts of Speech

The role of the part of speech is to play a word in sentences using the different part of speech also helps to organize the words function in a sentence and improve the writing. The part of speech is divided into main formal criteria: Noun, verbs, participles, articles, pronoun, prepositions, adverbs, and conjunctions. According to Aitchison (2000), part of speech seems to

occur in every natural Language, and the most valid criteria for parts of speech seem to be grammatical (rather than semantic): (i) syntactic distribution, (ii) syntactic function and (iii) the morphological and syntactic classes that different parts of speech can be assigned to. **Stuckardt (2005)**.

In linguistics, "part of speech" (POS) refers to the grammatical category or classification of a word based on its function within a sentence. Parts of speech are essential for understanding how words are used in sentences and how they relate to one another, **according to Napitupulu et al. (2019)** the most common parts of speech in English are:

➤ **Nouns**

A noun is a simple word that can be a person, place or thing also develop as common or proper

Common noun: this word does not mention a particular person, place or thing and does not begin with an upper letter.

Example: students, car, cat, holiday, park, instruments,

But A proper noun refers to the name of a particular person, place, or thing, and this starts with an upper letter.

Example: Julia, Chicago, Honda, Thanksgiving, Quickshop

Nouns can be singular or plural. There are many rules for making singular to plural nouns.

Examples:

Add -s to the end of most nouns: cat/ cats, umbrella/ umbrellas, car/ cars

Add -es to the end of a noun ending in ch, s, sh, x, or z: church/ churches, loss/ losses

Change the letter -y for -ies: penny/ pennies, candy/ candies

Change f to v and add -es to many nouns ending in f for fe; knife/ knives, thief/ thieves

Nouns that are unpredictable forms change in plural form; child/ children, foot/feet

But some nouns do not change in plural nouns; deer/ deer, Sheep/ sheep. Kellaher (2002)

➤ **Pronouns**

Pronouns are used to replace a noun to avoid repetition in sentences, the most common pronouns are: He, She, It, They, and We, but pronouns include demonstratives, interrogatives, indefinites, relatives, and correlatives words too. **According to** Bhat (2007) Commonly the pronouns are defined as word standards for nouns but in linguistics are not satisfactory this means this is due to personal pronouns do not stand for any adjectives, adverbs, or even verbs. Pronouns also are included in guided writing because they help develop the structure of sentences or paragraphs. Here are some examples of pronouns in linguistics:

- **Demonstrative pronoun:** Demonstrative pronouns are those words that represent something that has already been mentioned before to not repeat the same word used the demonstrative pronouns; singular is this and that, plural are these and those:

for example, (This) Julia is my sister and this is her bike

(That) I like the color blue, that is my purse in blue.

(These) My mom likes all kinds of chocolates but these are her favorites.

(Those) Today I have 4 classes and those are my books.

- **Interrogative pronouns:** it is used to ask questions in an easy form, there just five interrogative pronouns which are what, which, who, whom, and whose. Here are examples and definition of it.

What: Commonly to ask questions about people or objects. Examples:

What do you want for breakfast?

What is your favorite animal?

Which: Used to ask questions about people or objects: examples:

Which pants do you wear?

Which house do you live?

Who: traditionally used to ask for people Example:

Who is your mom?

Who is in the kitchen?

Who is that boy?

Whom: this pronoun is rarely used but it refers to ask questions about people. Example:

Whom do you prefer to go out?

Whom do you live with?

Whom do you invite?

Whose. Used to ask questions about people and objects, always

Whose house is this?

Whose pens was stolen in the classroom?

➤ **Verb:** A verb is a word that expresses an action, occurrence, or state of being. Examples include "run," "sing," "is," and "become."

➤ **Adjective:** An adjective is a word that describes or modifies a noun. Adjectives provide more information about the noun. Examples include "red," "happy," "tall," and "delicious."

➤ **Adverb:** An adverb is a word that modifies a verb, adjective, or another adverb. Adverbs often provide information about how, when, where, or to what extent something happens. Examples include "quickly," "very," "here," and "often."

➤ **Preposition:** A preposition is a word that shows the relationship between a noun (or pronoun) and other words in a sentence. Prepositions are often used to indicate location, direction, time, or manner. Examples include "in," "on," "under," and "between."

➤ **Conjunction:** Conjunctions are used to connect words, phrases, or clauses. There are two main types of conjunctions:

- **Coordinating conjunctions** (e.g., "and," "but," "or") connect elements of equal grammatical importance.

- **Subordinating conjunctions** (e.g., "although," "because," "if") connect a dependent clause to an independent clause.

➤ **Interjection:** An interjection is an expressive word or phrase that conveys strong emotion or sudden exclamation. Examples include "wow," "ouch," "oh," and "bravo."

➤ **Article:** Articles are words like "a," "an," and "the" that are used with nouns to specify whether the noun is definite (the) or indefinite (a or an).

These are the primary parts of speech in English. Understanding the role of each part of speech is fundamental to understanding sentence structure and grammar. Additionally, some words can function as different parts of speech depending on their usage in a sentence, which adds flexibility and nuance to language.

8.5 Learning Strategies Of the guided Writing strategies

Learning strategies are techniques that help the teacher transmits knowledge in an orderly and coherent manner. A learning strategy helps students learn in an organized way. The teacher's role is to know to apply knowledge and can perform activities with an efficient and effective results. These strategies are guided by the objectives of each content, which indicate which strategies to use and how to implement them in the classroom. (Montaño-González, 2017) refers that learning strategies are sets of tactics that people use to control their own learning process.

Based on explanation before, the guided writing strategies are designed to serve as a guide for students' first writings, to ensure that the ideas are coherent and that all the grammatical rules are followed in each sentence. According to (Tanjung,2017) The guided writing are strategies that give to students the opportunity to improve their writing skill in group or with the whole class. Also, when the teacher applies this guided writing, is necessary to follow instructions or following a process.

To get good results from the writing guide, it is necessary to follow a process and apply the strategies with models, examples and practice, so that the teacher demonstrates the steps to follow, while students learn, share their ideas and can capture it in a short paragraph. The writing guide process begins with the teaching of sentence structure. In this phase, the student is taught about personal pronouns, verbs, vocabulary that is part of the complement of sentences

and connectors of ideas. Also, look for topics of interest to students, as this makes them feel motivated to undertake the journey of writing and thus get better results.

8.5.1 Classroom Activities

The guided writing strategies in the classroom. In order to learn these strategies well, it is necessary to prepare the planning and material that the teacher will use. Prepare activities that help to students to follow step by step the writing process,

According to Reid (1993: 25) in Dyan (2010:31) states there are some steps in guided writing that the teacher uses in the classroom and they are:

➤ **Engage to read**

Before learning to write, the student is made to read a little, always according to the needs of the group, from there they go on to discuss ideas according to what they have read, in this way they acquire the vocabulary, a fundamental part of the writing process.

➤ **Specific Strategies**

At this stage, the teacher teaches the specific strategies required for the guided writing process, which may include sentence structure, spelling and grammar, connectors to be used according to the topic being explained.

➤ **Practice in the Classroom**

The student will be able to use these strategies and put them into practice individually or in a team. The student will be able to decode sentences and use connectors to join sentences together. This will help them to start their first short lessons in English.

➤ **Modelled writing**

Base on Department education and training (2007) the teacher uses writing modelling as a very effective strategy in the classroom to help the student to acquire knowledge of vocabulary, grammar, above all, how to structure a paragraph. The teacher is explicitly involved in the process of composing a paragraph.

➤ **Written Text**

Department education and training (2007) determines that for the editing of a paragraph, it is important that the teacher is involved in the writing process. once the strategies and model writing have been explained, the next step is the writing of the text, always based on the context of the students, to make the writing of the text enjoyable and effective. at this stage, the teacher becomes a monitor and supervises the writing process and makes sure that the students apply the guided writing strategies.

8.5.2 *Teaching Material*

The materials for teaching these strategies must be clear and that the student can use as an example. According to Tomlinson (1998) “Materials are anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake” Anything that is used to help the student learn is called learning material. The didactic material can be presented in different ways, such as of a textbook, a workbook, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, flashcards, posters, worksheets etc.

In the teaching-learning process, there are different stages, stages that need different activities and materials to be carried out successfully and that the teacher has to adapt according to the stage the students are in. International conference of linguistic (2018) expresses that the teacher has to adjust the teaching material to the needs of the group.

Materials Evaluation: Evaluation materials are all those materials that are used to evaluate, either at the beginning or at the end of a learning process, such as tests, exams or oral presentations.

In the case of guided writing strategies, the teacher needs to evaluate if the student is able to organize his ideas and write them with the correct use of grammar

8.5.3 Characteristics Of an effective paragraph Using the guided Writing skills

Here the role of the teacher as a facilitator will help her students to find what they want to write about and how to write a paragraph clearly, systematically, and interestingly. The aim is to provide support that can help the student to write more. Also, a paragraph consists of expressing in written form the ideas with cohesion and coherence.

There are characteristics of a good paragraph according to (Titisari, 2015)

- ❖ Coherence, a paragraph must have coherence, the ideas must have an order so that the reader can understand its content.
- ❖ Cohesion, every good paragraph must have cohesion, there must be a connection between one idea and another, so that it is easier to understand
- ❖ Unity, this last characteristic shows that all the ideas are related to the main topic.

Applying the guided writing strategies in the writing of the paragraph, it can be observed that spelling, sentence structure, punctuation and vocabulary are used in an order that expresses the writer's ideas

8.5.4 The Importance of applying the guided writing strategies to foster English

The implementation of guided writing strategies plays an essential role in the educational process, providing a structured framework that benefits both students and teachers. By providing step-by-step guidance, these strategies enable students to develop their writing skills more effectively. Pedagogically, guided writing serves as a bridge between direct instruction and

student independence, gradually cultivating the ability to express oneself clearly and coherently. According to primary national strategy (2007) guided writing strategies allow the teacher to adapt the lesson to the needs of the group, that means the guided writing guide is adaptable to the student's context.

The importance of using the guided writing strategy is that it facilitates teaching and learning in a group and individual way, while still allowing the teacher to respond to the needs of each student. It provides an opportunity for the teacher to extend knowledge in order to create more capable learners. Also, using these writing strategies encourages and motivates students to use their own ideas to develop short paragraphs. Students gain confidence, write their own ideas, ask questions and take pride in their work through the guided writing process.

Moreover, these strategies focus not only on the final product but also on the writing process. They provide opportunities for reflection, revision and refinement, thus encouraging continuous improvement. This methodological approach not only benefits students' language skills, but also contributes to the development of critical thinking skills by requiring planning and organization of ideas. From the teacher's point of view, guided writing facilitates formative assessment, allowing for more specific and targeted feedback. In summary, the importance of guided writing strategies lies in their ability to promote strong writing skills, encourage critical thinking and provide a structured approach that benefits both students and teachers in the educational process.

8.6 Guided Writing Strategy using reading skill

Getting the learner's attention is one of the biggest challenges in learning a foreign language. This is achieved through activities that relate to their context in order to achieve better learning outcomes. In the case of the Guided Writing strategy, the teacher tries to attract

attention by using topics of interest. Therefore, guided writing is complemented with other skills to achieve better results in writing, and one of the skills used to improve writing skills is reading, capturing students' attention through reading that is of interest to them and that involves them in the process of identifying main ideas, supporting ideas and concluding ideas.

According to Learning assistance program (2007) Types of reading that are part of the reading familiarisation process

- Reading for pleasure: Reading that is of interest to the students.
- Different reading media: Reading that can be done with either physical books or digital books.
- Reading comprehension: Understanding the intention or purpose of writing.
- Paragraph structure: Identifying the content and structure of a paragraph, such as vocabulary, sentences, connectors, punctuation.

The writing process for students begins once they feel confident with the topics that the teacher has selected to capture their interest in reading and to motivate them to put their ideas into written way.

8.7 Guided Writing using the speaking skill

Writing and speaking are similar skills that are hand and hand to work in the English language. Fathali y Sotoudehnama (2015) explain that it involves in the four skills but writing and speaking skills have a great impact in function of the language and its improvement on it. Therefore these two skills need to work together to be a complement in the learning process of the students, once the students know how to write words, sentences or even paragraph is essential that they continue to say those words, sentences or paragraph to practice their speaking fluency.

8.8 Independent Writing

Encouraging young people to write independently is beneficial in a number of ways. It allows them to express their thoughts and feelings in an authentic way, developing their identity and creativity. It also promotes intellectual autonomy by allowing them to explore and communicate their ideas in a unique way. Independent writing also improves written communication skills, an essential skill in education and future careers. (Learning Assistance Program, 2007) Writing allows young people to express their thoughts freely, to develop their creativity and to demonstrate their Skills in composing a variety of text types.

According to Learning assistance program (2007) when writing independently, students should be encouraged to:

- define their purpose
- identify their audience
- engage in further research if necessary
- jot down ideas and notes
- think about how to organize ideas effectively
- write drafts
- share drafts with peers and the teacher
- rework drafts in the light of comments about text organization, cohesion, grammatical choices, sentence structure, spelling, punctuation and layout

- prepare and edit a final draft
- publish and present their work for further feedback

Writing Strategies to support independent writing

- Modeling writing; Demonstrate how to start introduction, develop paragraph and conclude. Provide examples to illustrate effective sentences structure and vocabulary.
- Topic selection: Begin by selecting a broad topic relevant to the writer's interests.
- Writing together: Begin the writing process collaborative, discussing choice made along the way.
- Individual scaffolding: Refers to support your work by another individual, in this case is a student and a teacher.
- Independent writing: Assign an independent writing task related to the discussed topic, allowing the writer to apply the skills learned.
- Revision and editing: Guide the writer through the revision process. Discuss the importance of refining ideas, improving clarity and editing for grammar and style.

8.9 Implementing learning experiences for independent writing

Incorporating personal experiences and preferences into freelance writing adds quality and authenticity. By allowing writers to express their experiences and preferences, a deeper sense of connection to the material is fostered. This personal connection not only enhances originality and creativity in writing, but also facilitates a more intuitive and passionate

understanding of the subject matter. Ultimately, integrating personal experiences and preferences into freelance writing promotes a space where writers can highlight their unique voice and build a stronger connection with their audience.

9 Methodological design

The following paragraphs provide an objective definition of the overall **study perspective**. Then, a concise overview of the Thomas Borge Martinez School as the primary **location for this study** is presented to provide context likewise, the **population** under study and the **sample size**. Furthermore, **the instruments** used to collect data, including document analysis, observation, and questionnaires, are described in detail, along with the **data analysis techniques**.

In *quantitative research*, the investigator *identifies a research problem* based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people (Creswell, 2020). Analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research. This research followed a quasi-experimental approach according to Creswell (2020) these types of research designs “are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment” (p.626). Hence, due to the characteristics of the educational settings, it was decided that the most suitable design for this study was a quasi-experimental with non-equivalent, applying a pre-test, treatment, and post-test. In situations where randomized trials are not feasible, such as in field settings, quasi-experiments are the only choice (Reichardt, 2019).

The reason why it was decided to carry this type of research, quasi-experimental, was that it is the most suitable way to explore the outcomes based on a Guided Writing Strategy on the development of the students' language skills, which requires the application of a treatment to one

of the groups and evaluate the outcomes of it, and this type of research allows get in-depth information about it.

The setting where this study was conducted is Thomas Borge Martinez School, Los Brasiles, Mateare, Valle Sandino Urbanization, Nicaragua; where the students had English writing difficulties, therefore, two groups from the 8th-grade level were selected, non-randomized samples were taken from those and one was labeled the control group (B) and another the experimental group (A) both groups were asked to do a pre-test and a post-test meanwhile, a treatment based on Guided Writing Strategy where applied to the experimental group and data were collected to explore the outcomes of it.

9.1 Population and sample size determination

The population under study was composed of 56 (28 in the control group and 28 in the treatment group) students of the 8th-grade level at Tomas Borge School during the second semester of 2023. The sample size was 21 students from the control group (B) and 21 students from the treatment group (A).

Due to the quantitative nature of this study, the sample size was calculated using a statistical formula; with a margin of error of 10% and a confidence level of 90%, the sample size for each group was equal to 21 in each group.

$$n = \frac{N}{(1 + Ne^2)}$$

Due to this study design which is quasi-experimental with non-equivalent pre- and post-test designs, the

SAMPLE	
<i>Control group (B)</i>	21 students
<i>Experimental group (A)</i>	21 students

sample was not

selected randomly; then purposeful sampling technique was employed to determine the students (subjects) that were going to be taken as a sample. According to Creswell (2020), “purposeful sampling is a qualitative sampling procedure in which researchers intentionally select individuals and sites to learn or understand the central phenomenon” (p.66). Thus, the sample distribution was the following:

9.2 Selection criteria

Since the purposive sampling technique was applied in this quasi-experimental research to explore the outcomes of applying Guided Writing Strategies to Foster English Writing skills, it needed to establish inclusion and exclusion criteria to select the participants’ understudy.

Hence these criteria are the following:

SELECTION CRITERIA	
<i>Inclusion Criteria</i>	<ol style="list-style-type: none">1. 8th-grade level high school students from Tomas Borge School.2. A1-A2 students.3. Students with English writing difficulties.4. Students that attend in a regular basis to classes.5. Females/males.
<i>Exclusion Criteria</i>	<ol style="list-style-type: none">1. Students that do not attend in a regular basis to classes.2. Students without English writing difficulties.

9.3 Study Variables

The most important variables that can be highlighted and analyzed in this study are the independent variable *The guided writing strategy* and the dependent variable is *writing skills of Thomas Borge Martinez School 8th grade level students*. Independent Variable is the variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is methodically manipulated by the investigator. It is the presumed cause. Meanwhile, the dependent variable is the variable that depends on other factors

that are measured. These variables are expected to change because of experimental manipulation of the independent variable or variables (*Research Guides: Organizing Your Social Sciences*

Research Paper: Independent and Dependent Variables, 2023).

STUDY VARIABLES	
<i>Independent Variable</i>	-The guided writing strategy
<i>Dependent Variable</i>	-Writing skills of Thomas Borge Martinez School 8 th grade level students

9.4 Study Instruments:

9.4.1 Pre-test and post-test

The first data collection instrument that was applied to collect the data was the pre-test meanwhile the post-test was the third one to be applied. Oxford Advanced Learner’s Dictionary (2023) defines a test as “an examination of somebody’s knowledge or ability, consisting of questions for them to answer or activities for them to perform”. Therefore, a pre-test and post-test were employed for both groups the control group (B) and the

experimental group (A) before applying the treatment to the experimental group (A). Meanwhile, the post-test was applied after the treatment application period to both groups as well. Stratton (2019) explains that in assessments of participants' attitudes or perceptions regarding an event, or to measure their comfort level applying the knowledge imparted during a training session or when introducing new concepts (acceptance and efficacy study), pre-test and post-test designs are employed. The reason for applying these instruments was to answer the following objectives and research questions:

PRE-TEST INSTRUMENT	
<i>Research Objective</i>	-To identify the students' writing skills levels before applying the guided Writing Strategies.
<i>Research Question</i>	- What are the students writing skills level before applying the guided writing strategies?
POST-TEST INSTRUMENT	
<i>Research Objective</i>	-To compare both group (comparison group A and experimental group B) pretest – post test results.
<i>Research Question</i>	-How can the application of guided writing strategies foster the experimental group writing skills?

9.4.2 Observation

This is the second instrument for data collection that was applied to this study. According to Creswell (2020) “observation is the process of gathering firsthand information by observing people and places at a research site” (p.624). This tool was applied to the experimental group (A) only during the treatment phase. The reason for applying this instrument was to answer the following objective and research question:

OBSERVATION INSTRUMENT	
<i>Research Objective</i>	- To evaluate the effectiveness of Guided Writing strategies applied in the experimental group.
<i>Research Question</i>	- What are the effects of applying guided writing strategies to foster English writing skills?

9.4.3 Questionnaire

This is the third instrument for data collection that was applied to this study. Creswell (2020) explains that questionnaires are survey forms that study participants fill out and give back to the researcher; they mark responses to questions and can provide demographic, personal, and/or basic information about themselves (p.626). This tool was applied to the experimental

group (A) only after the treatment phase. The reason for applying this instrument was to answer the following objective and research question:

QUESTIONNAIRE INSTRUMENT	
<i>Research Objective</i>	- To evaluate the effectiveness of Guided Writing strategies applied in the experimental group.
<i>Research Question</i>	- What are the effects of applying guided writing strategies to foster English writing skills?

9.5 Validation of instruments

The experts who validated the instruments applied to this research consisted of MSC. Estela Hernandez Cajina and Yelsin Ramirez Cruz, professors from the English Department at UNAN-MANAGUA University. The advice and observations made by the experts were used to improve the instruments applied to this research.

9.6 Procedures for data collection

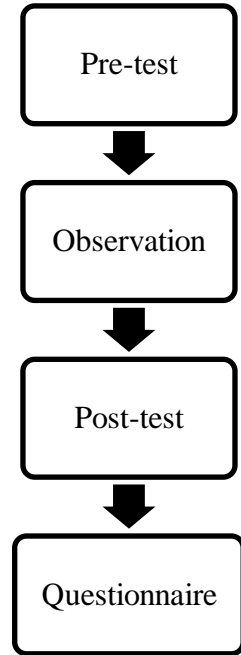
The following steps for data collection were taken because this study used a quasi-experimental, non-equivalent pre-and post-test design:

First step: A pre-test test was applied to both groups samples, control (B) and experimental (A).

Second step: An observation during the treatment phase was applied to the experimental group (A).

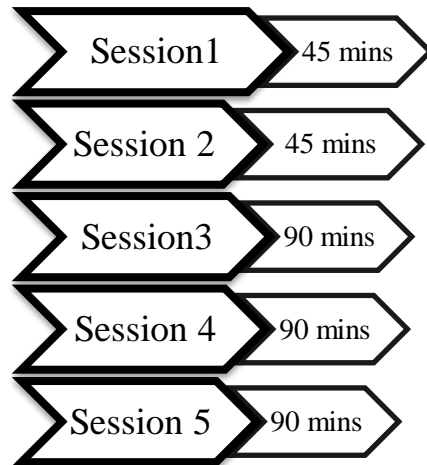
Third step: A post-test was applied to both groups, control and experimental after the treatment phase.

Fourth step: A questionnaire was applied to the experimental group (A) after the treatment phase.



9.7 Procedures for treatment application:

The treatment period had a length of two weeks in total, consisting of five sessions where Guided Writing Strategies were applied to the experimental group (A) only to explore the outcomes of applying Guided Writing Strategies to Foster English Writing skills. Two of those sessions had a length of 45 minutes each meanwhile the other three sessions had a length of ninety minutes each.



The strategies applied in the treatment phase were the following:

Type of Strategy	Activity included in the lesson plan
<p><i>Teacher modeling and explanation before writing to a sentence level.</i></p>	<p>1. The teacher explains the structure of a sentences. Pronouns (I, you, we, they, she, he) + verb + complement</p> <p>Example.</p> <p>I get up at 7 am</p> <p>I go to school at 8 am</p> <p>2. The students repeat the examples before.</p>
<p><i>Teacher modeling and explanation before writing to a paragraph level.</i></p>	<p>The teacher explains about the structure of a paragraph through a picture With exam</p> <div data-bbox="683 953 1256 1436" data-label="Image"> </div> <p>My Perfect day</p> <p>I spend my day doing different activities like go to the school. I help to my mother in the house. In the afternoon I play with my friends in the park. And at night I do my homework. After all I enjoy my day because I do What I like.</p>
<p><i>Sentence completion.</i></p>	<p>Activity with the vocabulary:</p> <p>Read and Compete the sentences using the vocabulary about</p>

leisure time. (en esta actividad se pueden
ayudar con las imagenes)

- I have new cellphone. I like to _____.
- She loves buying things all the time. She always
_____.
- His favorite soccer player is Messi. He likes
_____.
- I like to pop music. In my free time I
_____.

Development activities

Middle Activities: Controlled/ Free practice

Exercises: Write the right connectors in the following sentences.

- I don't like to sing ____ I like listening music. (but)
- She likes go shopping ____ hang out with her friends. (or)
- I always taking pictures ____ I feel good.

Closing Activities

Reading
Activities.



Perfect Vacation

Every year we go to Rivas. We like to go to the beach.
 My favorite beach is called Playa El Gigante. It is very long, with soft sand and palm trees beautiful. I like to make sandcastles and watch the sailboats go by. There are so much fish in the water!
 Every morning we look for sunrise also I found fifteen big shells last year. I put them in a box in my room. This year I want to learn to surf in San Juan del Sur I know it is hard to surf but fun! My sister is a good surfer. She says that she can teach me. ¡I hope I can do it!

Unscramble
sentences

Students will unscramble the sentences and past it in the whiteboard using a picture.

- Marcos name My is ---- My name is Marcos
- 15 am old year I ----- I am 15 years old
- Ice cream like I ---- I like ice cream

Chart completion
pre-writing activity

Comple the chart about activities that you like or don't like using leisure time. (puede ser en la pizarra o en el cuaderno)

Like	Don't Like

<p><i>Answering questions as pre-writing activity</i></p>	<p>Activities during the day.</p> <ol style="list-style-type: none"> 1. What do you do in your free time? 2. What do you do in the morning? 3. What do you do in the afternoon? 4. What do you do at night?
<p><i>Collaborative Activities.</i></p>	<p>Wrap up: _</p> <p>Reinforce knowledge of connectors and punctuation in English</p> <ul style="list-style-type: none"> • Divide the students into two small groups. • Provide each group with a series of sentences where they must use the correct connector and place the punctuation in the correct place.
<p><i>Vocabulary and linking devices instructions.</i></p>	<p>III. Students will learn about connectors to connect two ideas using simple present and vocabulary about leisure time.</p> <p>Explain about each connector.</p> <p>Connectors Meaning: words or short phrases that link ideas or statements together across different sentences or paragraphs</p> <p>They are: And, but, because, for, Nor, Or, So _</p> <p>For: Shows a reason or purpose</p> <p>And: Connects two similar ideas</p> <p>Nor: contrasting Idea</p> <p>But: Compares to contrasting ideas</p> <p>Or: two choices</p>

Yet: show an exception or a contrast to an idea

So: to show a reaction or consequence.

Because: To give a reason.

Examples with grammar, connectors and vocabulary about leisure time.

- I like playing soccer for I practice every day.
- I love listening music and sing karaoke.
- I don't like hanging out with my friends, nor chatting with them.

Present the full topic. Write the vocabulary on the board.

- Vocabulary: Personal Information
What is your name?
How old are you?
What do you do in your free time?
How many brothers and / or sister do you have?

During the first encounter was used a series of pictures according to the likes about leisure time to improve the vocabulary in the written way in order to attract the ideas of the students in the development of English text. The guided writing strategy steps such as spelling, sentence structure, punctuation, connectors, and paragraph structure were developed on each lesson during the treatment phase. During the last session it was given free topics related to leisure time for the students to write their own English text by using the guided writing strategies.

9.8 Data analysis procedures

Given that this was a quasi-experimental study utilizing a non-equivalent pre-test and post-test design, quantitative data was analyzed using statistical software (SPSS) for both the pre-and post-test data as well as questionnaire data. Meanwhile, the thematic analysis method was utilized to process the information gathered from the observation instrument. Thematic analysis is a method used to analyze the data coming from qualitative sources, in the case of this study the open-ended questions from the questionnaire (it was composed of open and close-ended questions) and the observation. Thematic analysis includes both aspects reviewing the literature (such as guided writing strategies in this case) and extracting themes from that revision. Creswell (2020) explains that “thematic review of the literature includes a theme and supporting literature found by the researcher to document the theme” (p.629). He also states that “Themes in qualitative research are similar codes aggregated together to form a major idea in the database” (p.629). Both qualitative and quantitative data collection tools were employed in this study to get in-depth information about the outcomes of applying Guided Writing Strategies to Foster English Writing skills.

9.9 Data analysis

This section presents the information obtained from the data analysis. The instruments that were applied to collect the data were the following:

Pre-test, post-test, an observation guide and open and closed ended questionnaire to explore the outcomes of applying Guided Writing Strategies to Foster English Writing skills.

Pre-test: A writing test was applied to the students to identify the students’ writing skills levels before applying the guided Writing Strategies treatment (The treatment was applied only to the experimental group A). To analyze this quantitative data SPSS software was employed.

The results from the pre-test applied to the Thomas Borge Martinez School 8th grade students (Group A and group B) are the following:

Table 1: Pre-test results experimental group A.

<i>N</i>	<i>Participant Gender</i>	<i>Group</i>	<i>Pretest</i>
1	Female	ExperimentalGroupA	18.54
2	Male	ExperimentalGroupA	5.7
3	Male	ExperimentalGroupA	0
4	Male	ExperimentalGroupA	64.89
5	Female	ExperimentalGroupA	27.09
6	Female	ExperimentalGroupA	0
7	Male	ExperimentalGroupA	18.54
8	Male	ExperimentalGroupA	36.65
9	Female	ExperimentalGroupA	11.4
10	Female	ExperimentalGroupA	15.69
11	Male	ExperimentalGroupA	15.69
12	Male	ExperimentalGroupA	27.09
13	Male	ExperimentalGroupA	51.09
14	Female	ExperimentalGroupA	58.9
15	Female	ExperimentalGroupA	2.85
16	Male	ExperimentalGroupA	29.99
17	Female	ExperimentalGroupA	29.99
18	Female	ExperimentalGroupA	8.55
19	Male	ExperimentalGroupA	14.25

20	Male	ExperimentalGroupA	29.23
21	Female	ExperimentalGroupA	12.54

This circle graph shows the students from the experimental group (A) writing performance according to the scores they got in the pre-test. The scores are presented in the right side differentiated with colors and in inside the circle graph is represented the frequency which indicates the scores repeated among students results.

Graph 1: Experimental Group A pre-test results

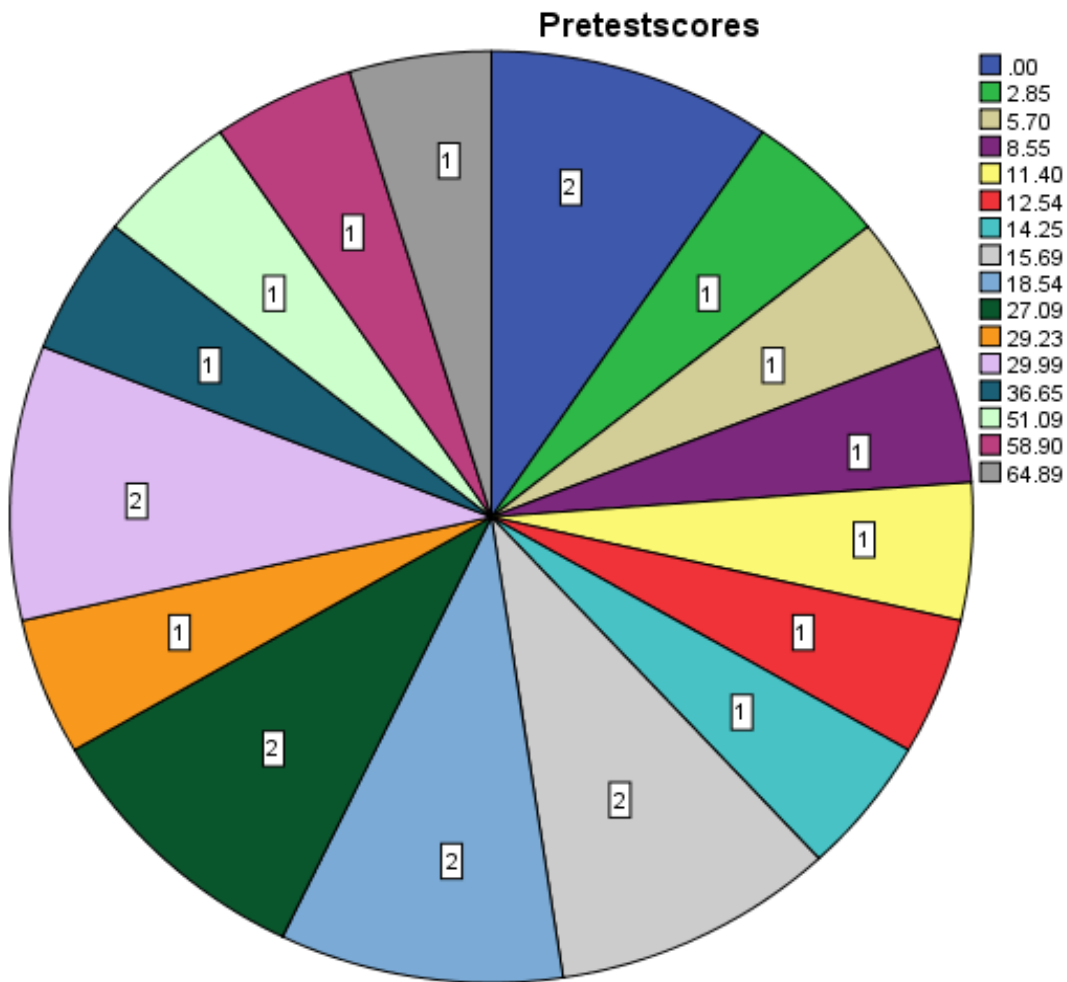
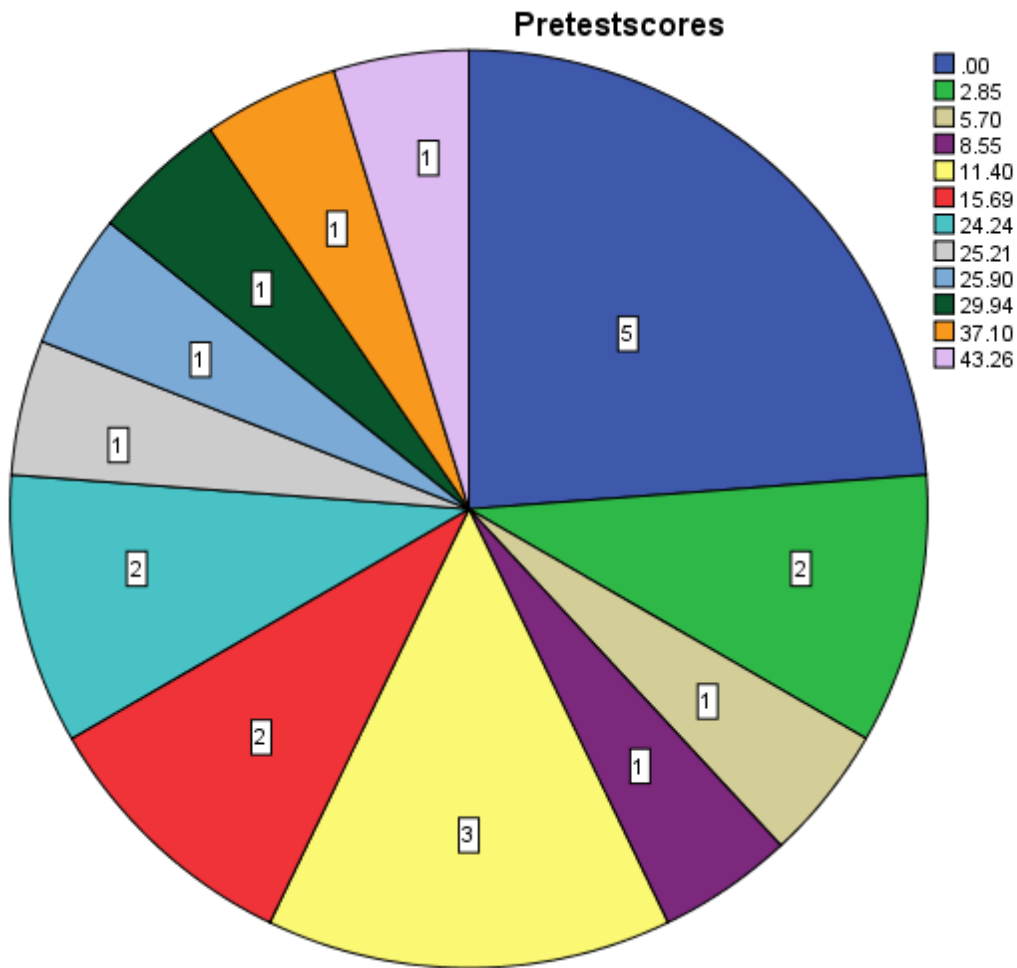


Table 2: Pre-test results control group B.

<i>N</i>	<i>Participant Gender</i>	<i>Group</i>	<i>Pretest</i>
1	Female	ControlGroupB	11.4
2	Female	ControlGroupB	29.94
3	Female	ControlGroupB	0
4	Male	ControlGroupB	25.21
5	Female	ControlGroupB	0
6	Female	ControlGroupB	15.69
7	Female	ControlGroupB	24.24
8	Male	ControlGroupB	2.85
9	Male	ControlGroupB	25.9
10	Male	ControlGroupB	11.4
11	Female	ControlGroupB	11.4
12	Male	ControlGroupB	15.69
13	Male	ControlGroupB	37.1
14	Male	ControlGroupB	24.24
15	Male	ControlGroupB	0
16	Female	ControlGroupB	2.85
17	Female	ControlGroupB	8.55
18	Male	ControlGroupB	0
19	Male	ControlGroupB	0
20	Female	ControlGroupB	5.7
21	Female	ControlGroupB	43.26

This circle graph shows the students from the control group (B) writing performance according to the scores they got in the pre-test. The scores are presented in the right side differentiated with colors and in inside the circle graph is represented the frequency which indicates the scores repeated among students results.

Graph 2: Experimental Group B pre-test results



Since this research study followed a pre-test and post-test quasi-experimental design after the treatment phase a post-test designed for this study was applied to the participant's understudy.

Post-test: A writing test was applied to compare both group (comparison group A and experimental group B) pretest – post test results. This instrument was applied after the treatment phase. The results from the post-test applied to the Thomas Borge Martinez School students (Group A and group B) are the following:

Table 3: Post-test results experimental group A.

<i>N</i>	<i>Participant</i>	<i>Group</i>	<i>Posttest</i>
<i>Gender</i>			
1	Female	ExperimentalGroupA	63.29
2	Male	ExperimentalGroupA	44.55
3	Male	ExperimentalGroupA	81.6
4	Male	ExperimentalGroupA	53.48
5	Female	ExperimentalGroupA	76.2
6	Female	ExperimentalGroupA	65.2
7	Male	ExperimentalGroupA	63.49
8	Male	ExperimentalGroupA	76.2
9	Female	ExperimentalGroupA	39.48
10	Female	ExperimentalGroupA	66.19
11	Male	ExperimentalGroupA	50.78
12	Male	ExperimentalGroupA	31.38
13	Male	ExperimentalGroupA	63.29
14	Female	ExperimentalGroupA	76.2
15	Female	ExperimentalGroupA	69.52
16	Male	ExperimentalGroupA	66.19

17	Female	ExperimentalGroupA	76.2
18	Female	ExperimentalGroupA	66.19
19	Male	ExperimentalGroupA	60.44
20	Male	ExperimentalGroupA	69.35
21	Female	ExperimentalGroupA	69.52

This circle graph shows the students from the experimental group (A) writing performance according to the scores they got in the post-test. The scores are presented in the right side differentiated with colors and in inside the circle graph is represented the frequency which indicates the scores repeated among students results.

Graph 3: Experimental Group A post-test results.

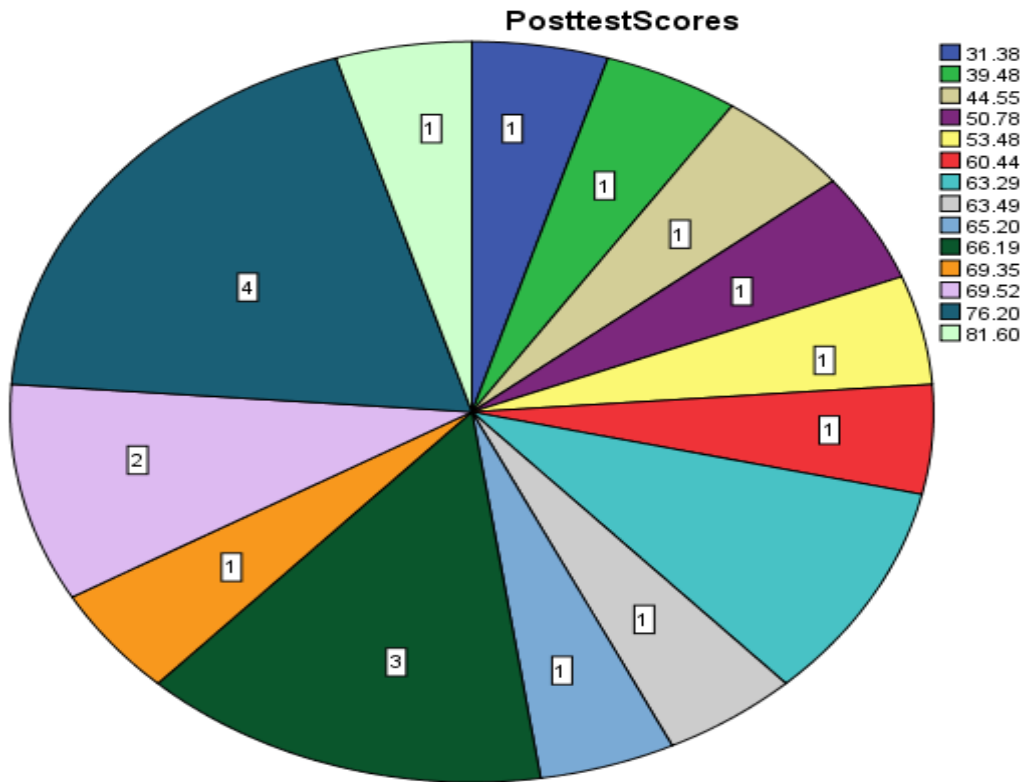


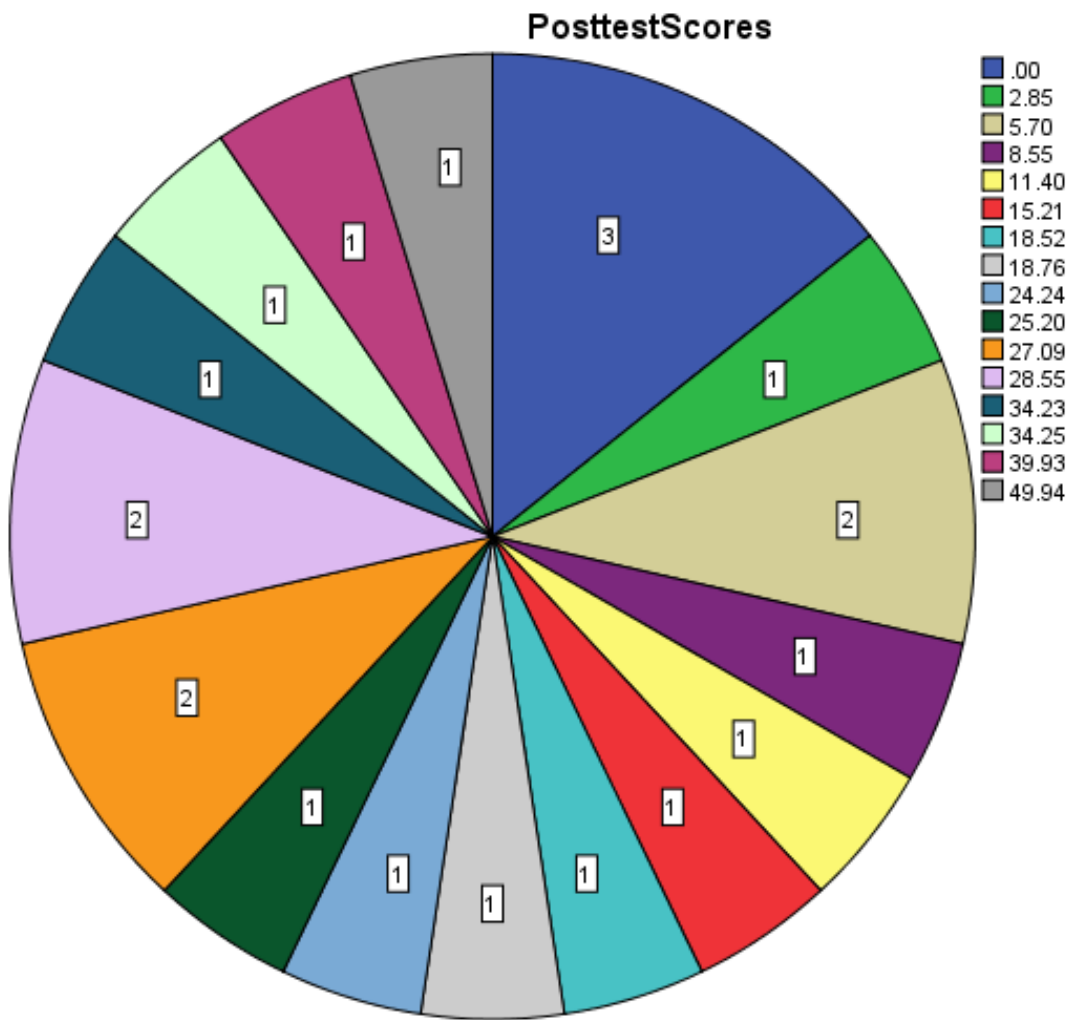
Table 4: Post-test results experimental group B.

<i>N</i>	<i>Participant</i>	<i>Group</i>	<i>Posttest</i>
<i>Gender</i>			
1	Female	ControlGroupB	8.55
2	Female	ControlGroupB	27.09
3	Female	ControlGroupB	34.25
4	Male	ControlGroupB	24.24
5	Female	ControlGroupB	0
6	Female	ControlGroupB	25.2
7	Female	ControlGroupB	18.52
8	Male	ControlGroupB	28.55
9	Male	ControlGroupB	5.7
10	Male	ControlGroupB	15.21
11	Female	ControlGroupB	49.94
12	Male	ControlGroupB	18.76
13	Male	ControlGroupB	2.85
14	Male	ControlGroupB	27.09
15	Male	ControlGroupB	0
16	Female	ControlGroupB	39.93
17	Female	ControlGroupB	11.4
18	Male	ControlGroupB	28.55
19	Male	ControlGroupB	0
20	Female	ControlGroupB	5.7

21 | Female | ControlGroupB | 34.23

This circle graph shows the students from the control group (B) writing performance according to the scores they got in the post-test. The scores are presented in the right side differentiated with colors and in inside the circle graph is represented the frequency which indicates the scores repeated among students results.

Graph 4: Control Group B post-test results.



A descriptive statistical analysis was applied to the results from the pre-test and post-test from both groups to make comparison and evaluate the effectiveness of Guided Writing strategies applied in the experimental group and draw conclusions. Therefore, in the following table it is shown the difference between the pre-test result and post-test results for the experimental group A.

Table 5: Pre-test and Post-test results difference for the experimental group A.

1	Female	ExperimentalGroupA	18.54	63.29	-44.75
2	Male	ExperimentalGroupA	5.7	44.55	-38.85
3	Male	ExperimentalGroupA	0	81.6	-81.6
4	Male	ExperimentalGroupA	64.89	53.48	11.41
5	Female	ExperimentalGroupA	27.09	76.2	-49.11
6	Female	ExperimentalGroupA	0	65.2	-65.2
7	Male	ExperimentalGroupA	18.54	63.49	-44.95
8	Male	ExperimentalGroupA	36.65	76.2	-39.55
9	Female	ExperimentalGroupA	11.4	39.48	-28.08
10	Female	ExperimentalGroupA	15.69	66.19	-50.5
11	Male	ExperimentalGroupA	15.69	50.78	-35.09
12	Male	ExperimentalGroupA	27.09	31.38	-4.29
13	Male	ExperimentalGroupA	51.09	63.29	-12.2
14	Female	ExperimentalGroupA	58.9	76.2	-17.3
15	Female	ExperimentalGroupA	2.85	69.52	-66.67
16	Male	ExperimentalGroupA	29.99	66.19	-36.2

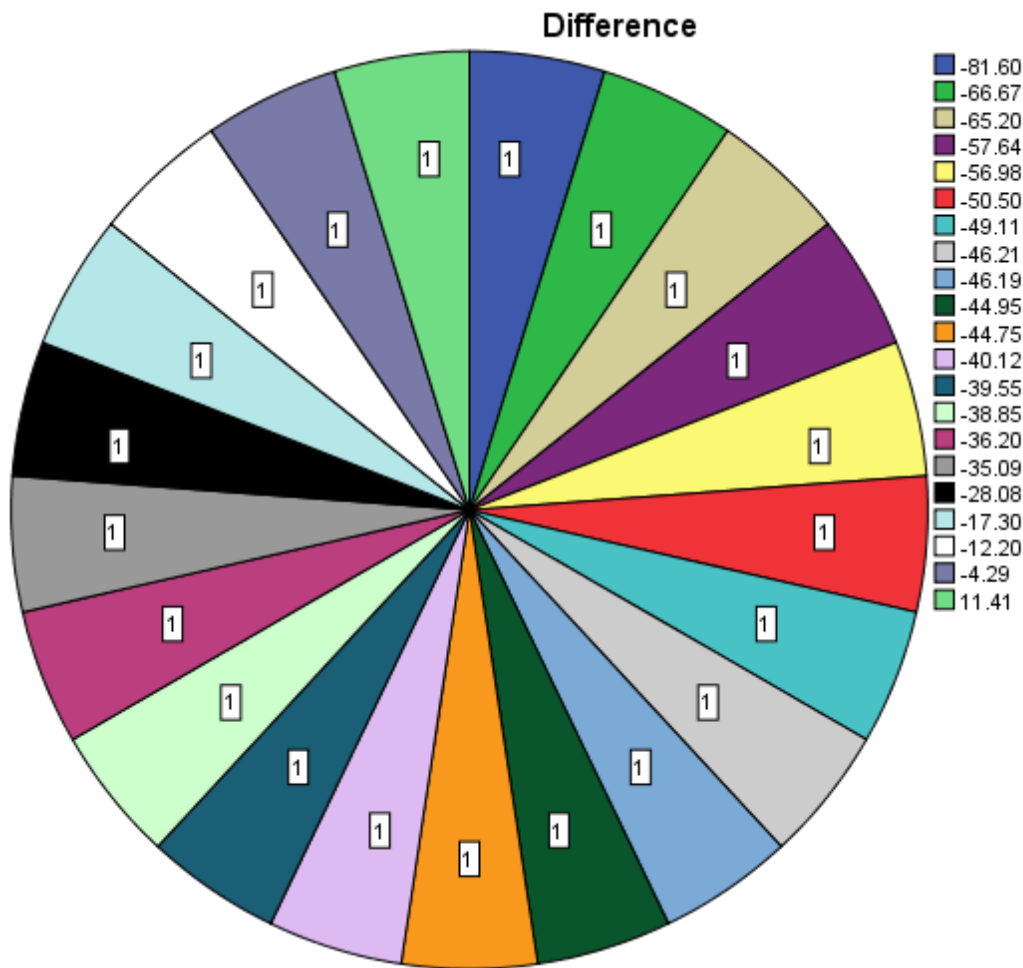
17	Female	ExperimentalGroupA	29.99	76.2	-46.21
18	Female	ExperimentalGroupA	8.55	66.19	-57.64
19	Male	ExperimentalGroupA	14.25	60.44	-46.19
20	Male	ExperimentalGroupA	29.23	69.35	-40.12
21	Female	ExperimentalGroupA	12.54	69.52	-56.98

Since a descriptive statistical analysis was applied to the data in this study it was decided to calculate the mean, median and mode of the data for both the pre-test and post-test results from experimental group (A) and control group (B). According to UC Berkeley Statistics (2019) those statistical terms refer to the following, mean is “the sum of a list of numbers, divided by the number of elements in the list”, meanwhile median is defined as "Middle value of a list. The smallest number such that at least half the numbers in the list are no greater than it” and, the mode is “the mode is a most common (frequent) value. A list can have more than one mode”. Therefore, the mean, median and mode of the pre-test and post-test results for the experimental group A.

	Subject under study	Experimental GroupA	Pretest scores	Posttest Scores	Difference
Valid	21	21	21	21	21
Missing	0	0	0	0	0
Mean	1.52	1.00	22.7938	63.2733	-40.4795
Median	2.00	1.00	18.5400	66.1900	-44.7500
Mode	2	1	.00 ^a	76.20	-81.60 ^a

This circle graph shows the students from the experimental group (A) difference between the pre-test and post-test scores. The scores are presented in the right side differentiated with colors and in inside the circle graph is represented the frequency which indicates the scores repeated among students results.

Graph 5: Experimental Group A pre-test and post-test scores difference.



In this table it is shown the difference between the pre-test result and post-test results for the control group B.

Table 6: Pre-test and Post-test results difference for the control group B.

<i>N</i>	<i>Participant Gender</i>	<i>Group</i>	<i>Pre-test</i>	<i>Post-test</i>	<i>Difference</i>
1	Female	ControlGroupB	11.4	8.55	2.85
2	Female	ControlGroupB	29.94	27.09	2.85
3	Female	ControlGroupB	0	34.25	-34.25
4	Male	ControlGroupB	25.21	24.24	0.97
5	Female	ControlGroupB	0	0	0
6	Female	ControlGroupB	15.69	25.2	-9.51
7	Female	ControlGroupB	24.24	18.52	5.72
8	Male	ControlGroupB	2.85	28.55	-25.7
9	Male	ControlGroupB	25.9	5.7	20.2
10	Male	ControlGroupB	11.4	15.21	-3.81
11	Female	ControlGroupB	11.4	49.94	-38.54
12	Male	ControlGroupB	15.69	18.76	-3.07
13	Male	ControlGroupB	37.1	2.85	34.25
14	Male	ControlGroupB	24.24	27.09	-2.85
15	Male	ControlGroupB	0	0	0
16	Female	ControlGroupB	2.85	39.93	-37.08
17	Female	ControlGroupB	8.55	11.4	-2.85

18	Male	ControlGroupB	0	28.55	-28.55
19	Male	ControlGroupB	0	0	0
20	Female	ControlGroupB	5.7	5.7	0
21	Female	ControlGroupB	43.26	34.23	9.03

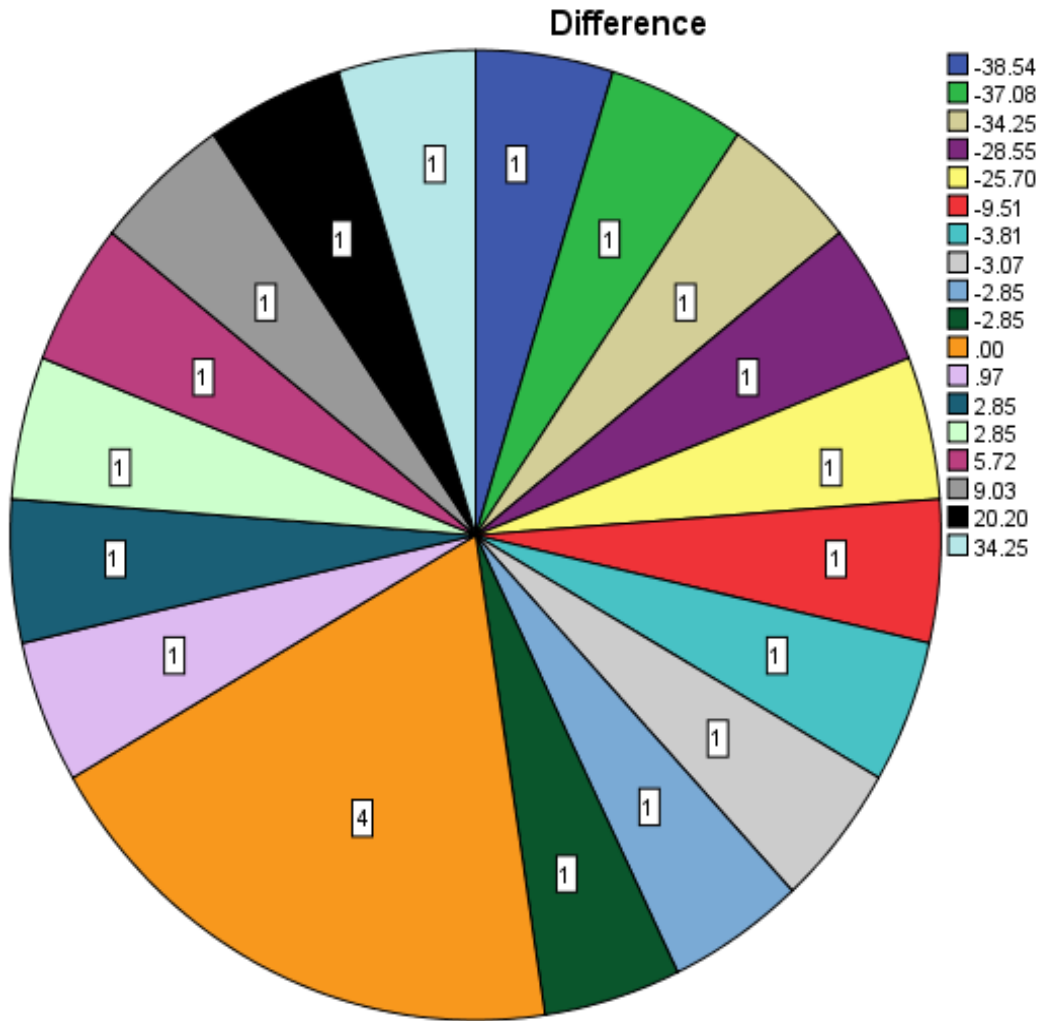
The mean, median and mode of the pre-test and post-test results for the control group B.

Statistics

	Subject under study	Control Group B	Pretest scores	Posttest Scores	Difference
Valid	21	21	21	21	21
Missing	0	0	0	0	0
Mean	1.48	2.00	14.0676	19.3219	-5.2543
Median	1.00	2.00	11.4000	18.7600	.000
Mode	1	2	.00	.00	.00

This circle graph shows the students from the control group (B) difference between the pre-test and post-test scores. The scores are presented in the right side differentiated with colors and in inside the circle graph is represented the frequency which indicates the scores repeated among students results.

Graph 6: Control Group B pre-test and post-test scores difference.



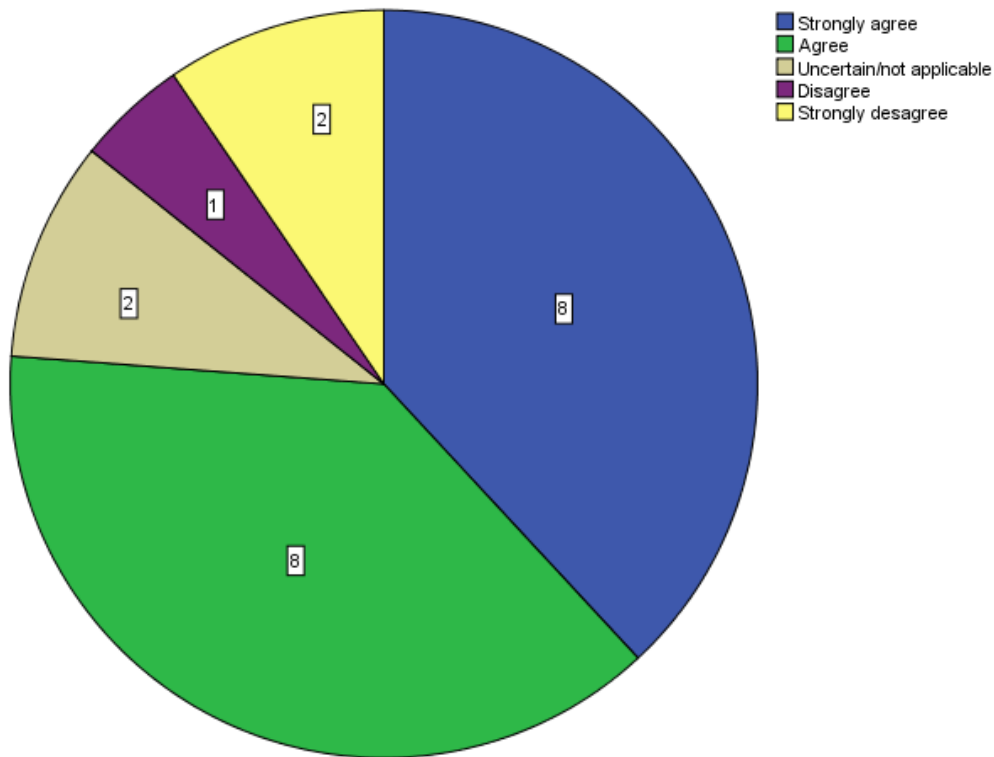
Questionnaire (open and close-ended questions): This tool was applied to the experimental group (A) only after the treatment phase. Since it has two types of question open and closed ended.

Close ended questions: These were analyzed by employing spsss software. The results were the following:

1. Initially I was engaged in reading about people’s likes and dislikes, leisure time activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	8	38.1	38.1	38.1
Agree	8	38.1	38.1	76.2
Uncertain/not applicable	2	9.5	9.5	85.7
Disagree	1	4.8	4.8	90.5
Strongly disagree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

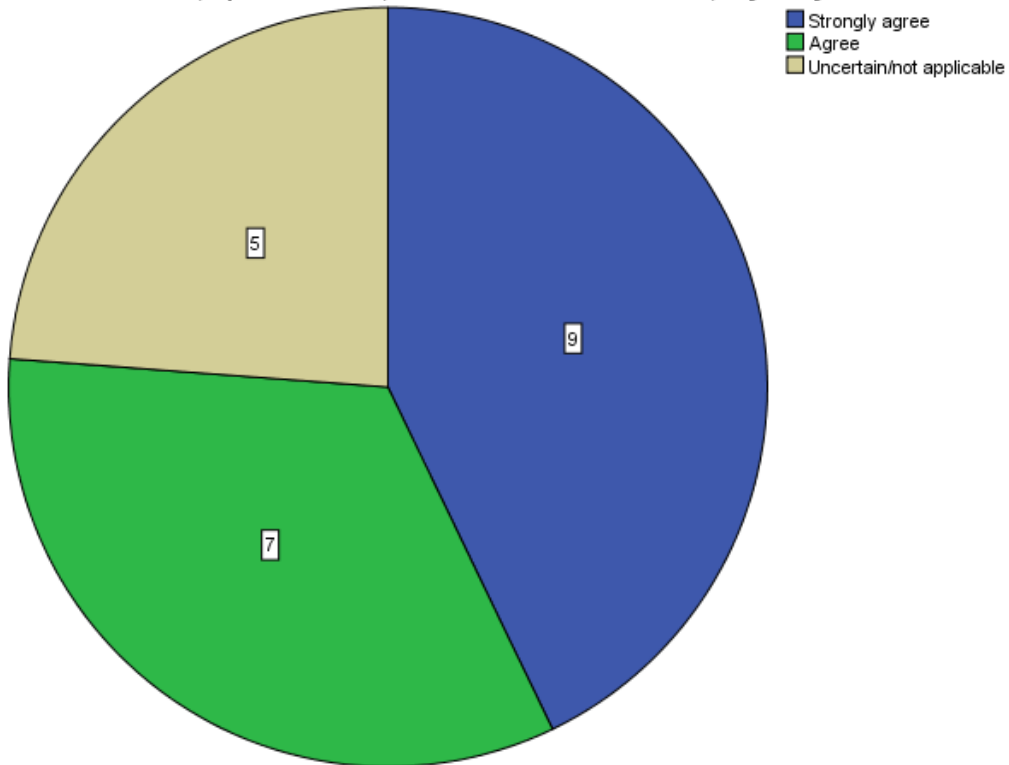
Initially I was engaged in reading about people’s likes and dislikes, leisure time activities.



2. I was encouraged to read humor books, realistic /romance fiction, multicultural fiction, sports fiction, action-adventure fiction, mystery fiction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	9	42.9	42.9	42.9
Valid Agree	7	33.3	33.3	76.2
Valid Uncertain/not applicable	5	23.8	23.8	100.0
Total	21	100.0	100.0	

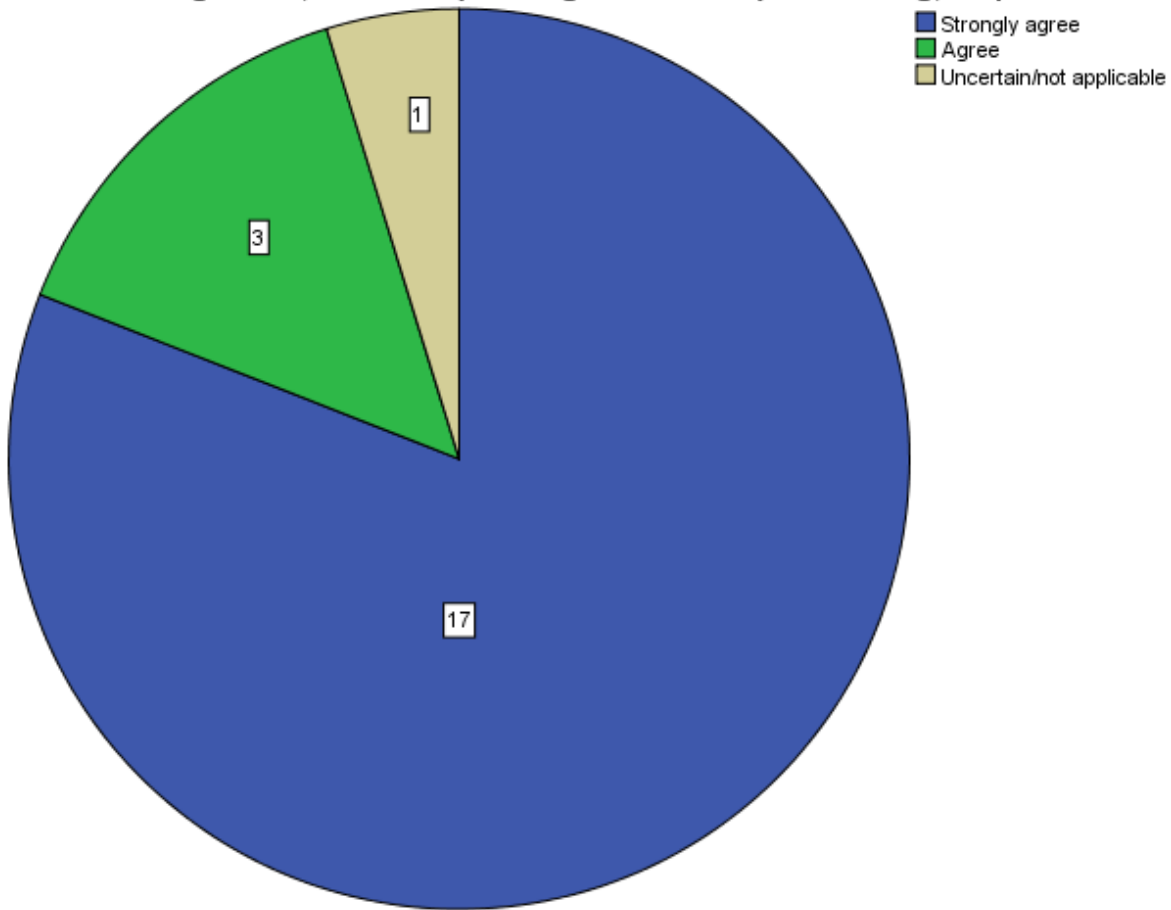
I was encouraged to read humour books, realistic /romance fiction, multicultural fiction, sports fiction, action-adventure fiction, mystery fiction



3. In general, I found it (the English lessons) interesting, helpful.

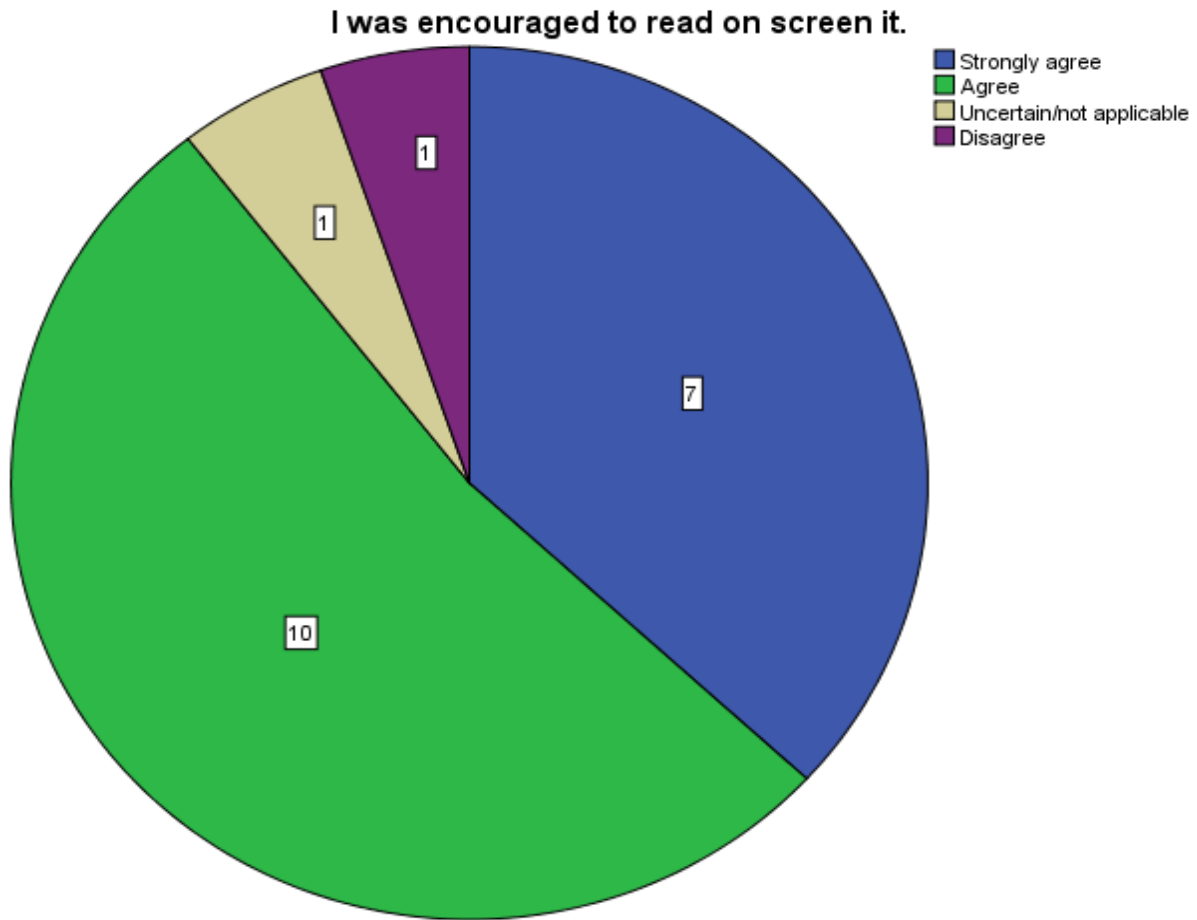
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	17	81.0	81.0	81.0
Agree	3	14.3	14.3	95.2
Valid Uncertain/not applicable	1	4.8	4.8	100.0
Total	21	100.0	100.0	

In general, I found it (the English lessons) interesting, helpful.



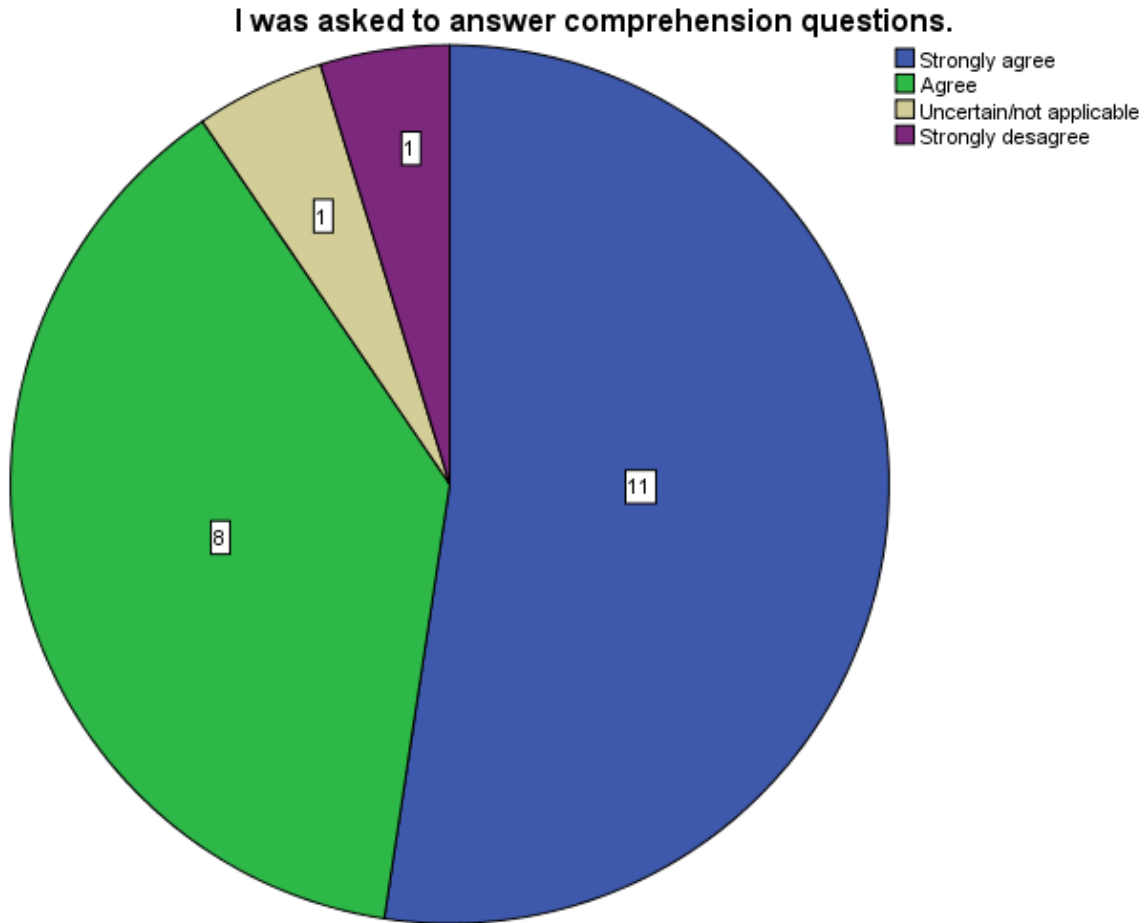
4. I was encouraged to read on screen it.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	7	33.3	36.8	36.8
Valid Agree	10	47.6	52.6	89.5
Valid Uncertain/not applicable	1	4.8	5.3	94.7
Valid Disagree	1	4.8	5.3	100.0
Total	19	90.5	100.0	
Missing System	2	9.5		
Total	21	100.0		



5. I was asked to answer comprehension questions.

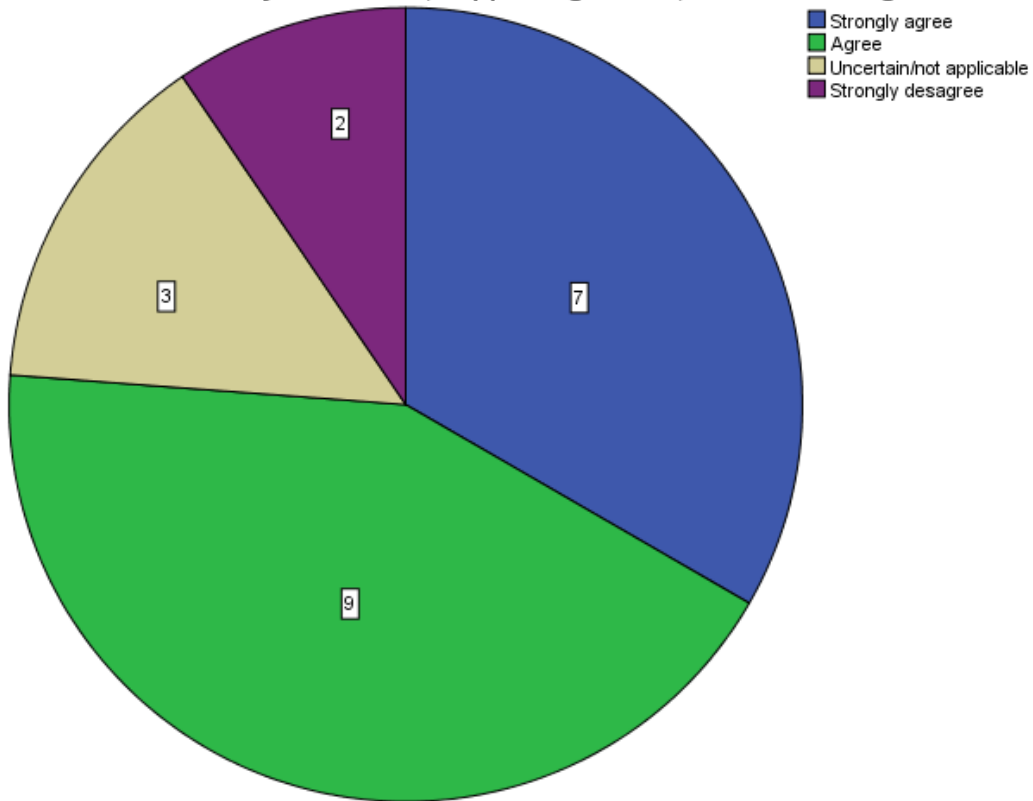
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	11	52.4	52.4	52.4
Agree	8	38.1	38.1	90.5
Uncertain/not applicable	1	4.8	4.8	95.2
Strongly disagree	1	4.8	4.8	100.0
Total	21	100.0	100.0	



6. I am able to identify main ideas, supporting details, and concluding sentences.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	7	33.3	33.3	33.3
Agree	9	42.9	42.9	76.2
Uncertain/not applicable	3	14.3	14.3	90.5
Strongly disagree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

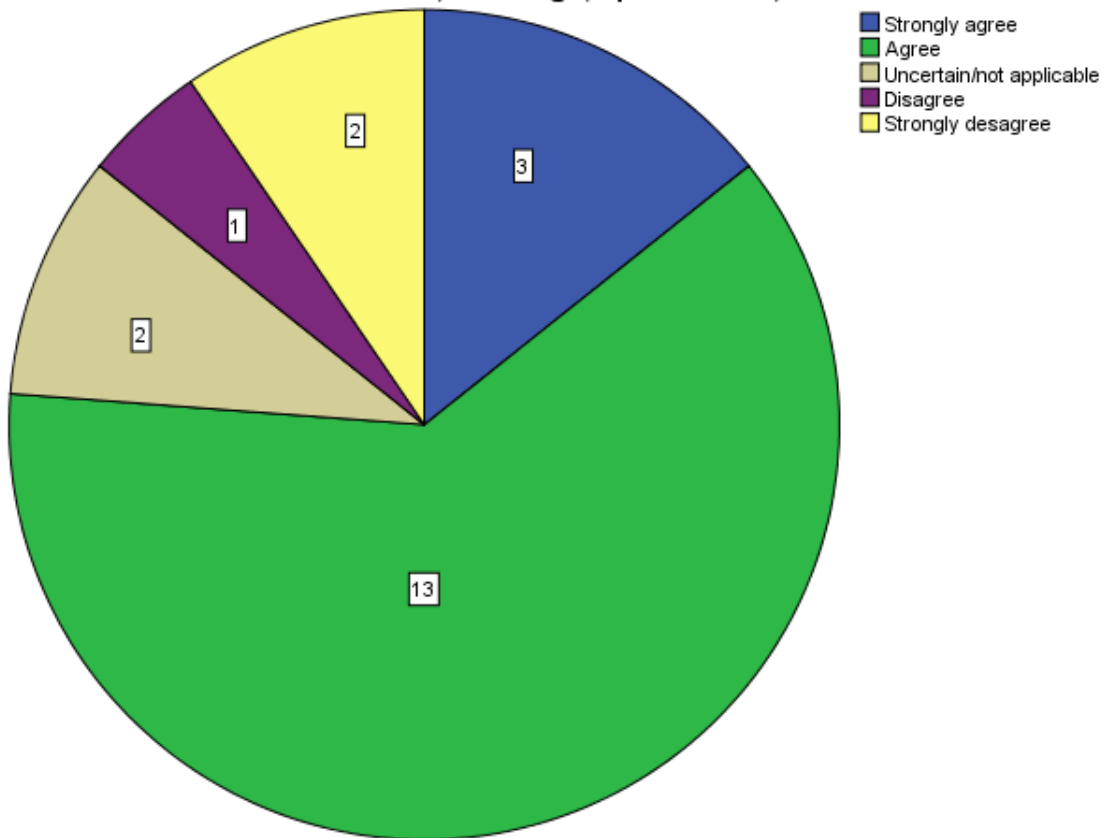
I am able to identify main ideas, supporting details, and concluding sentences.



7. I am able to represent what I read through graphic organizers, flow charts, tables, drawings, spider webs.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	3	14.3	14.3	14.3
Agree	13	61.9	61.9	76.2
Uncertain/not applicable	2	9.5	9.5	85.7
Disagree	1	4.8	4.8	90.5
Strongly disagree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

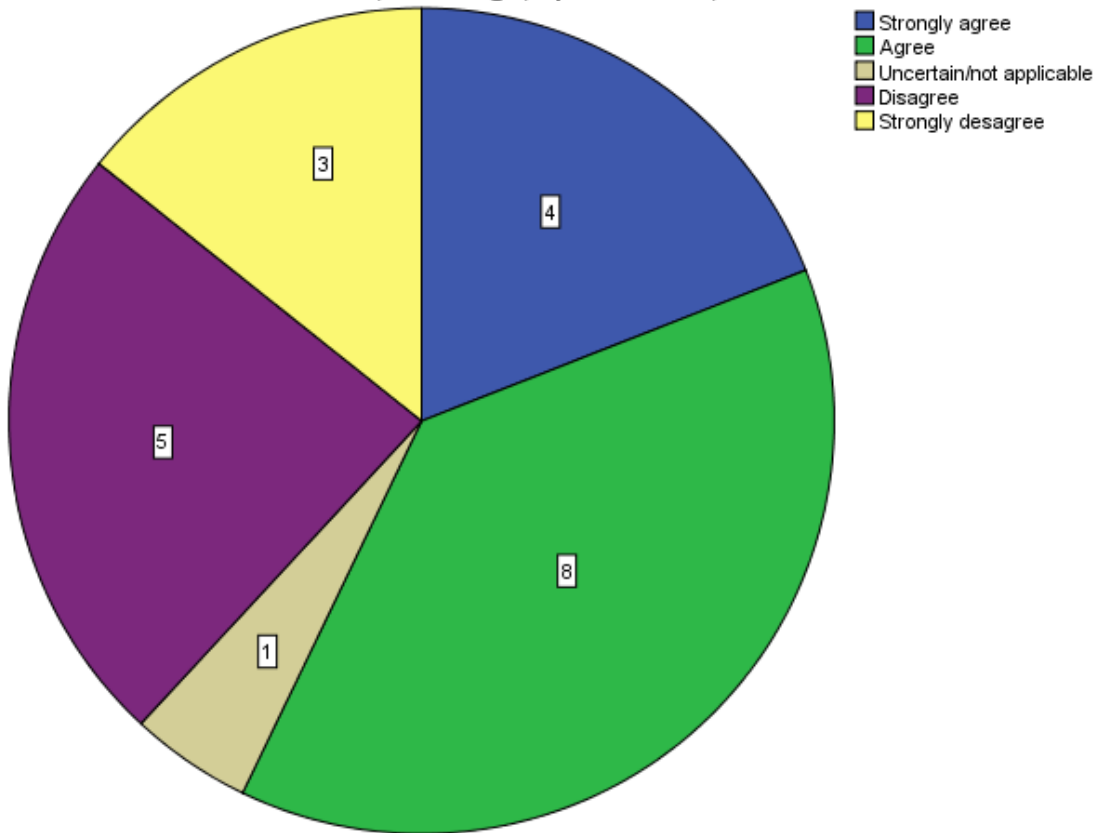
I am able to represent what I read through graphic organizers, flow charts, tables, drawings, spider webs,



8. I am able to represent what I write through graphic organizers, flow charts, tables, drawings, spider webs, fact file.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	4	19.0	19.0	19.0
Agree	8	38.1	38.1	57.1
Uncertain/not applicable	1	4.8	4.8	61.9
Disagree	5	23.8	23.8	85.7
Strongly disagree	3	14.3	14.3	100.0
Total	21	100.0	100.0	

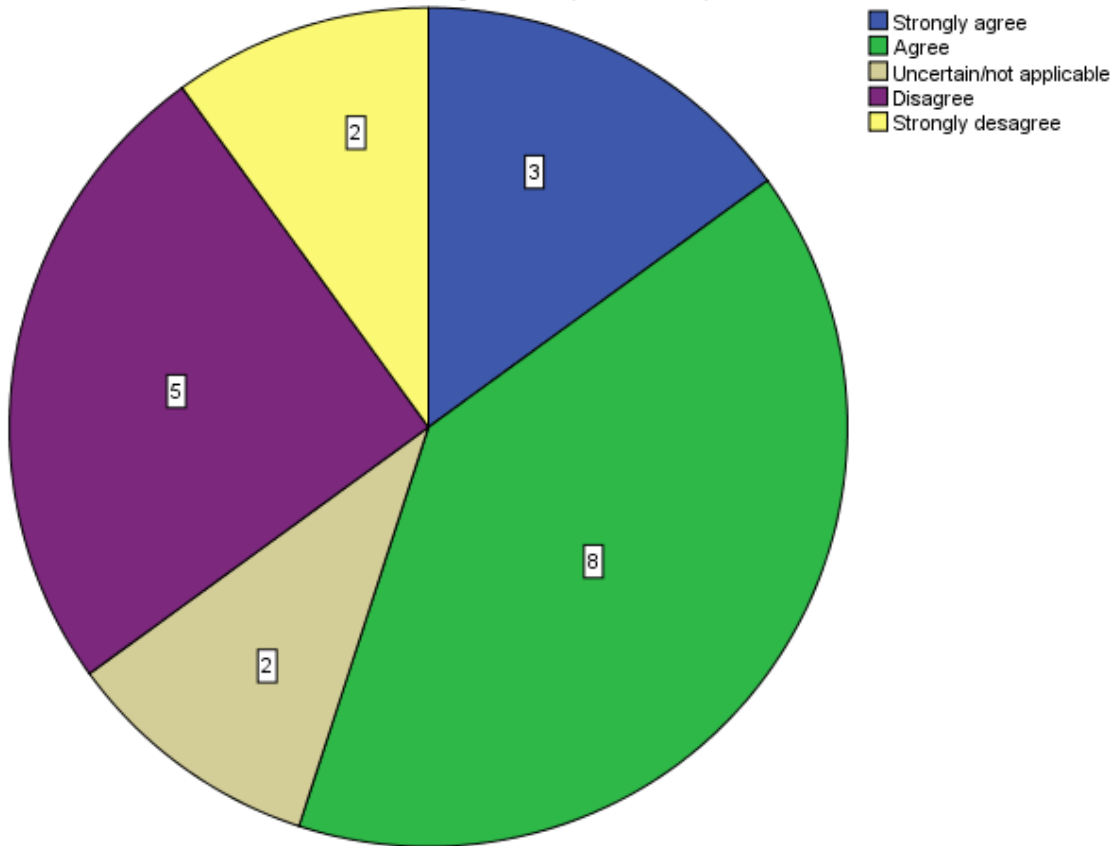
I am able to represent what I write through graphic organizers, flow charts, tables, drawings, spider webs, fact file.



9. I am able to describe a set of leisure time activities that I enjoy doing paying attention to adjectives, adverbs, verb tenses.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	3	14.3	15.0	15.0
Agree	8	38.1	40.0	55.0
Uncertain/not applicable	2	9.5	10.0	65.0
Disagree	5	23.8	25.0	90.0
Strongly disagree	2	9.5	10.0	100.0
Total	20	95.2	100.0	
Missing System	1	4.8		
Total	21	100.0		

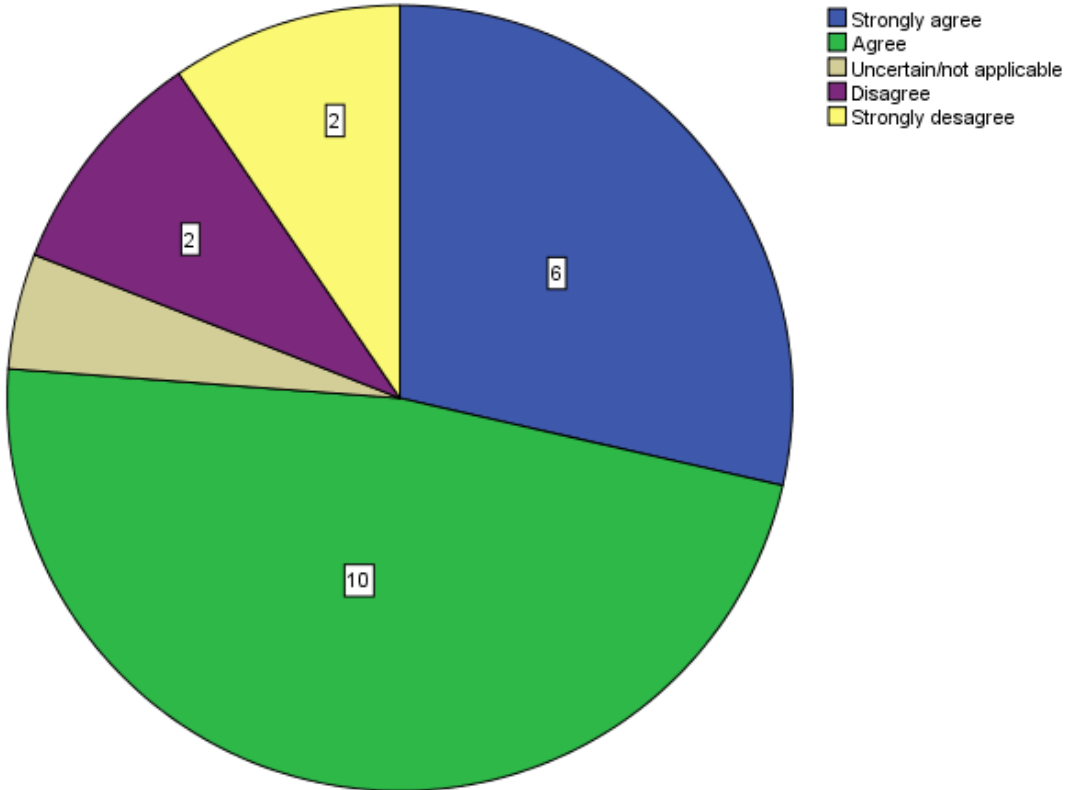
I am able to describe a set of leisure time activities that I enjoy doing paying attention to adjectives, adverbs, verb tenses



10. I am actively involved in role plays, dramas, visualization, plays, and can represent information verbally through graphic organizers. flow charts, tables, drawings, spider webs, fact file.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	28.6	28.6	28.6
Agree	10	47.6	47.6	76.2
Uncertain/not applicable	1	4.8	4.8	81.0
Disagree	2	9.5	9.5	90.5
Strongly disagree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

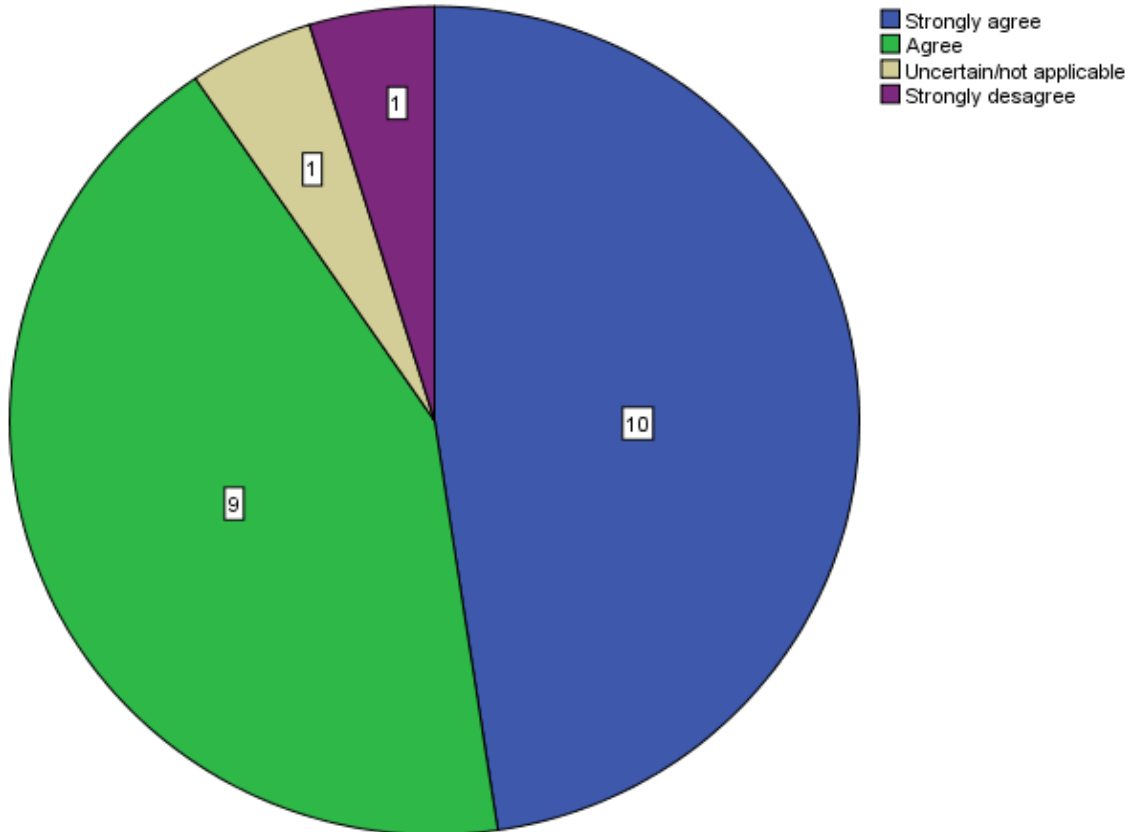
I am actively involved in role plays, dramas, visualization, plays, and can represent information verbally through graphic organizers. flow charts, tables, drawings, spider webs, fact file.



11. The teacher provides us with a model to write a descriptive text. Then I am asked to work in pairs to discuss choices on types of leisure time activities I like.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	10	47.6	47.6	47.6
Agree	9	42.9	42.9	90.5
Uncertain/not applicable	1	4.8	4.8	95.2
Strongly disagree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

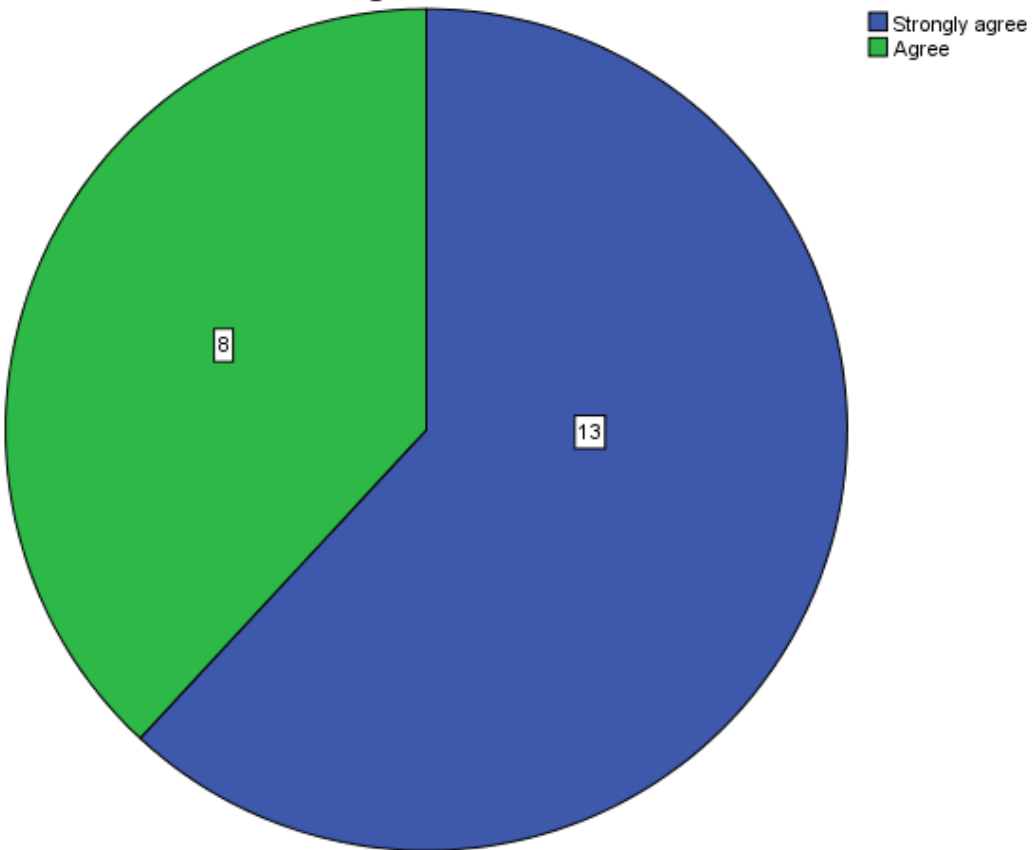
The teacher provides us with a model to write a descriptive text. Then I am asked to work in pairs to discuss choices on types of leisure time activities I like



12. I am asked to work in groups to organize sentences in the right order and change the word order in some cases.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	61.9	61.9
	Agree	8	38.1	100.0
	Total	21	100.0	100.0

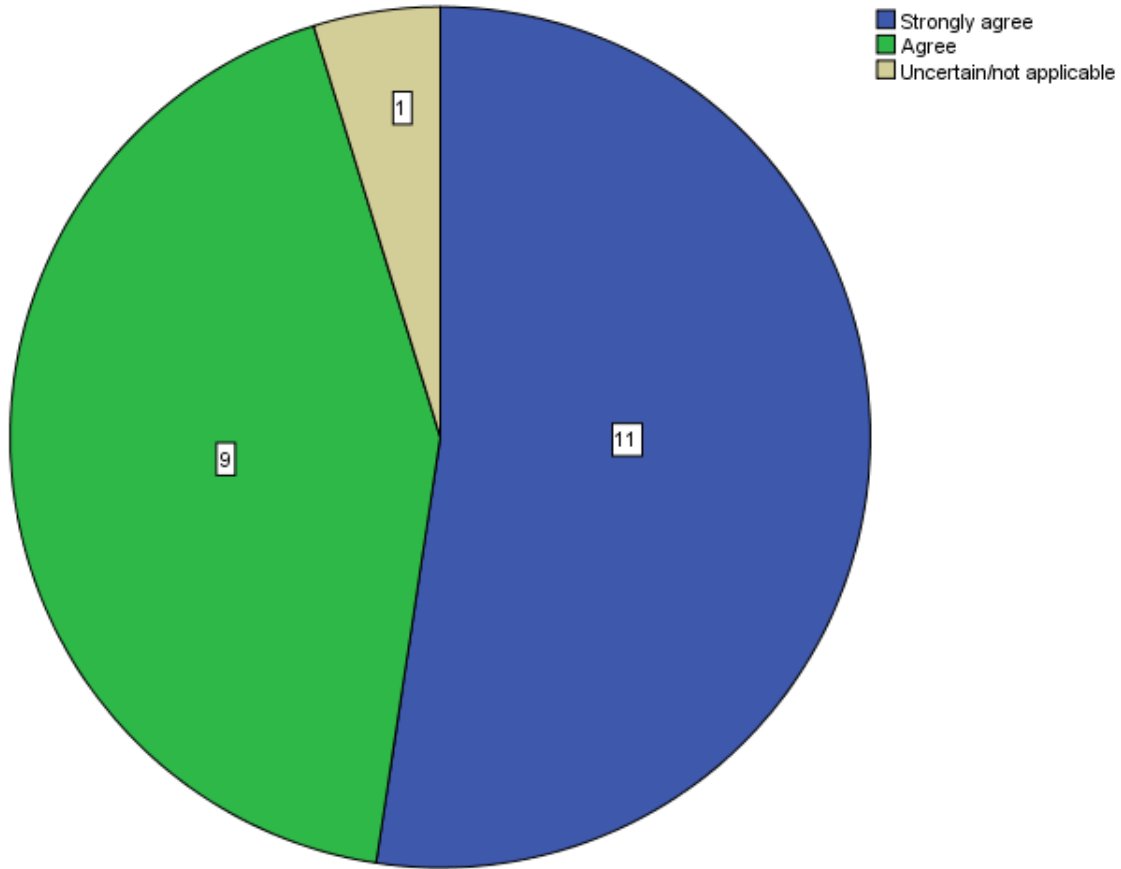
I am asked to work in groups to organize sentences in the right order and change the word order in some cases.



13. I was asked to write a descriptive text with a clear, beginning, middle and end.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	11	52.4	52.4	52.4
Agree	9	42.9	42.9	95.2
Valid Uncertain/not applicable	1	4.8	4.8	100.0
Total	21	100.0	100.0	

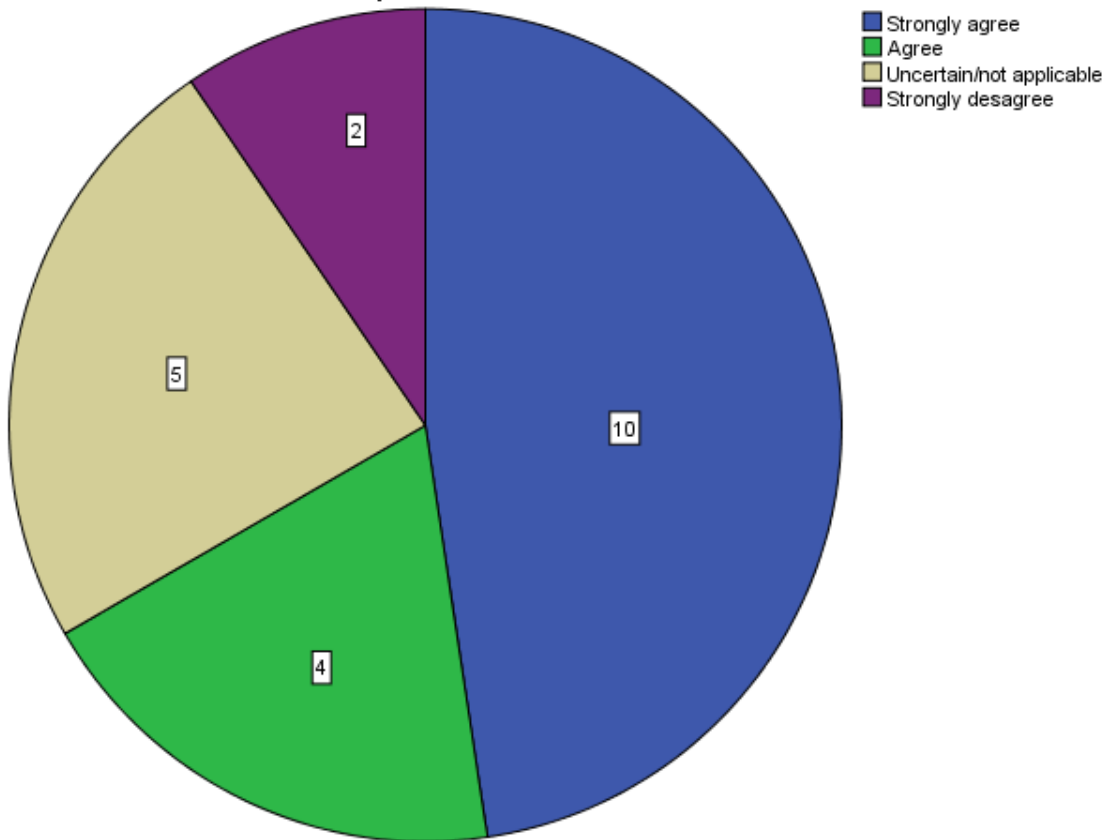
I was asked to write a descriptive text with a clear, beginning, middle and end.



14. Another group in class was asked to work write a descriptive text using expressions of interest to them.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	10	47.6	47.6	47.6
Agree	4	19.0	19.0	66.7
Valid Uncertain/not applicable	5	23.8	23.8	90.5
Strongly disagree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

Another group in class was asked to work write a descriptive text using expressions of interest to them.

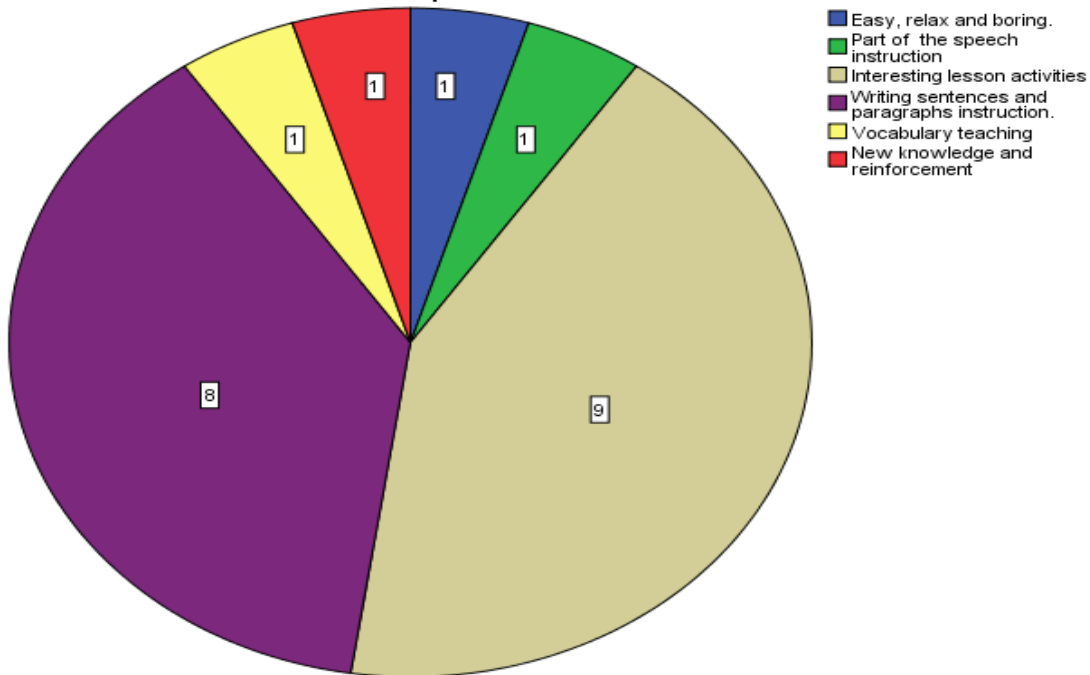


Open ended questions: For this type of qualitative data, the coding technique was applied, themes were generated according to the students' answers. Those answers were the following:

1. How would you describe a typical writing class? ¿Cómo describiría una clase típica de escritura?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easy, relax and boring.	1	3.3	4.8
	Part of the speech instruction	1	3.3	4.8
	Interesting lesson activities	9	30.0	42.9
	Writing sentences and paragraphs instruction.	8	26.7	38.1
	Vocabulary teaching	1	3.3	4.8
	New knowledge and reinforcement	1	3.3	4.8
Total	21	70.0	100.0	
Missing System	9	30.0		
Total	30	100.0		

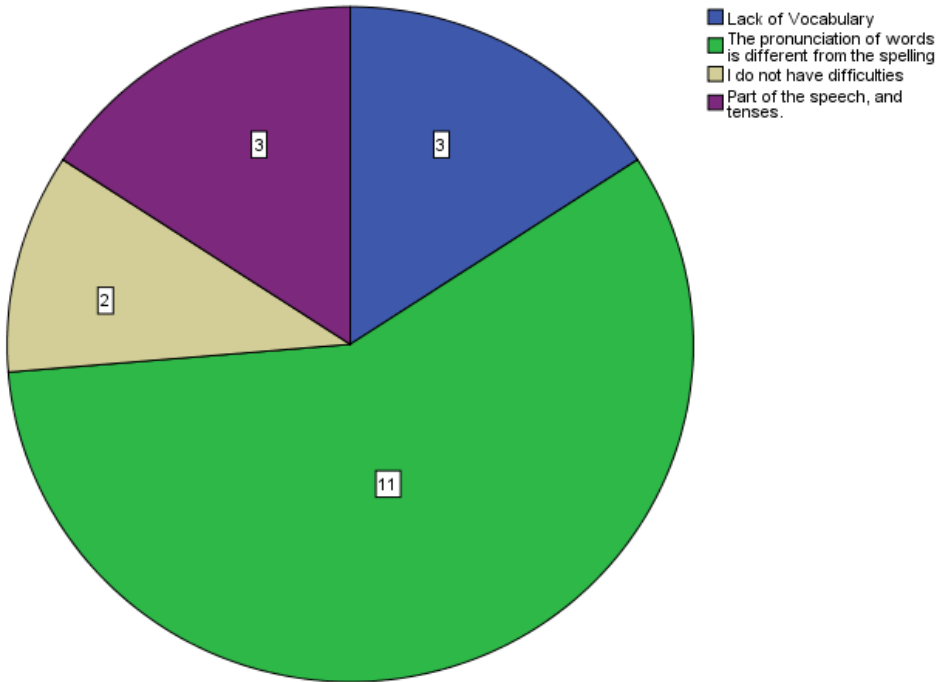
How would you describe a typical writing class? ¿Cómo describiría una clase típica de escritura?



2. What makes it hard to write in English in class? ¿Qué dificultad escribir en inglés en clase?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of Vocabulary	3	10.0	15.8
	The pronunciation of words is different from the spelling	11	36.7	57.9
	I do not have difficulties	2	6.7	84.2
	Part of the speech, and tenses.	3	10.0	100.0
Missing	Total	19	63.3	100.0
	System	11	36.7	
Total	30	100.0		

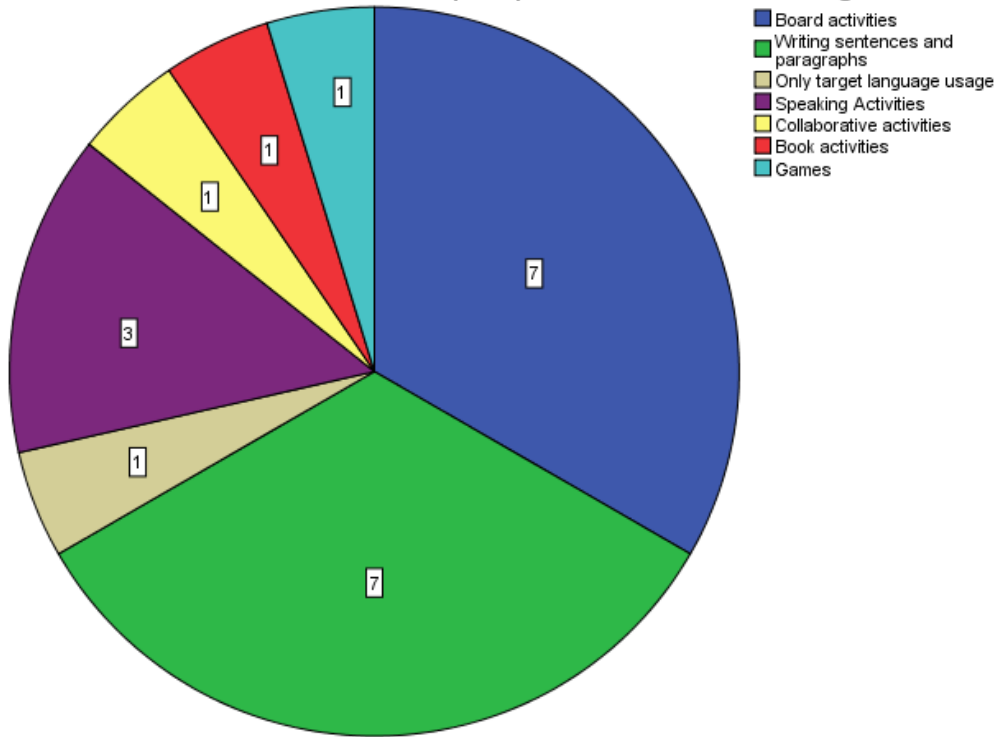
What makes it hard to write in English in class? ¿Qué dificultad escribir en inglés en clase?



3. What activities do you do in class to practice writing in English? ¿Qué actividades realizas en clase para practicar la escritura en inglés?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Board activities	7	23.3	33.3	33.3
Writing sentences and paragraphs	7	23.3	33.3	66.7
Only target language usage	1	3.3	4.8	71.4
Speaking Activities	3	10.0	14.3	85.7
Collaborative activities	1	3.3	4.8	90.5
Book activities	1	3.3	4.8	95.2
Games	1	3.3	4.8	100.0
Total	21	70.0	100.0	
Missing System	9	30.0		
Total	30	100.0		

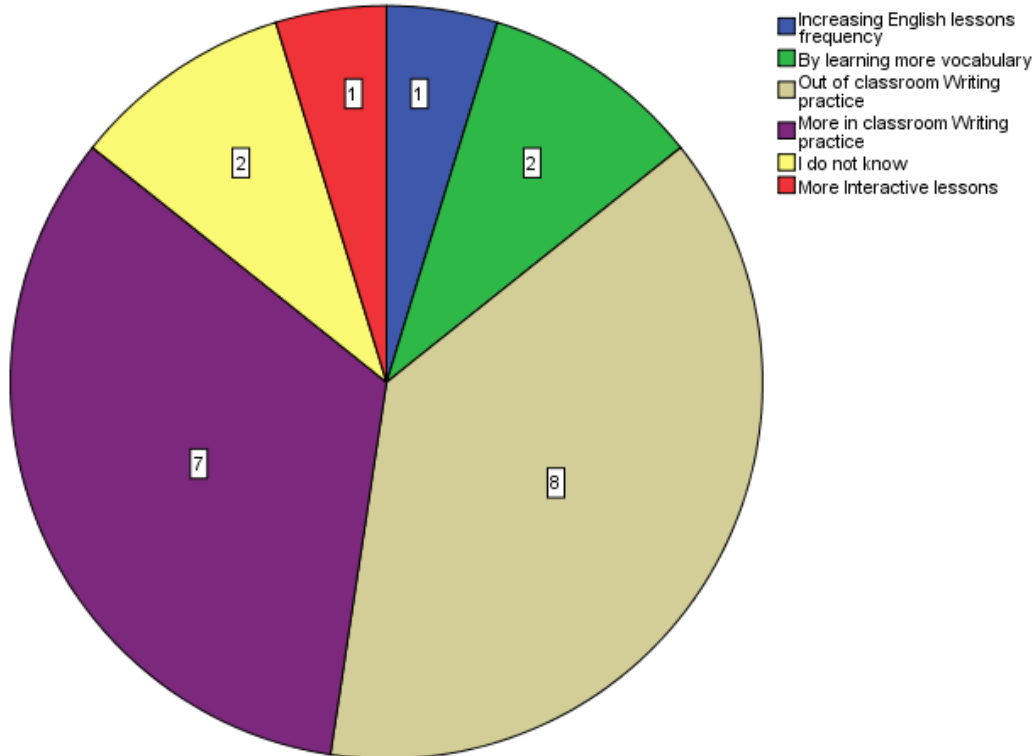
What activities do you do in class to practice writing in English? ¿Qué actividades realizas en clase para practicar la escritura en inglés?



4. How do you think you could write more in English in the lesson? ¿Cómo crees que podrías escribir más en inglés en la clase?

	Frequency	Percent	Valid Percent	Cumulative Percent
Increasing English lessons frequency	1	3.3	4.8	4.8
By learning more vocabulary	2	6.7	9.5	14.3
Out of classroom Writing practice	8	26.7	38.1	52.4
More in classroom Writing practice	7	23.3	33.3	85.7
I do not know	2	6.7	9.5	95.2
More Interactive lessons	1	3.3	4.8	100.0
Total	21	70.0	100.0	
Missing System	9	30.0		
Total	30	100.0		

How do you think you could write more in English in the lesson? ¿Cómo crees que podrías escribir más en inglés en la clase?



Observation: A guided observation was conducted on the experimental group (A) during the treatment phase, the following aspect were observed:

OBSERVED ASPECTS THROUGH THE GUIDED OBSERVATION
<ul style="list-style-type: none">• <u>It was strongly observed that:</u>• The students identify the main sentence, supporting sentence and concluding sentence while reading on the example the teacher showed and include their own sentence on their writing tasks based on that example modelled.• The students answer the questions provided by the teacher to generate ideas before writing their paragraph.• The students show more independency while performing their writing tasks, they do not repeatedly request for teacher's assistance.• The students write sentences correctly and organize their ideas following teacher's explanation and examples.• The students use punctuation correctly, according to their level on their writing tasks.• The students apply connectors like and, but, because, nor, or, yet, on their writing tasks.• The students use the vocabulary taught during the treatment phase in their writings.
<p><u>It was satisfactory observed that:</u></p> <ul style="list-style-type: none">• The students organize their ideas before beginning to write a paragraph.• The students make use of graphic organizers such as flow charts, tables, drawings, spider webs, fact file to organize their ideas.• The students write a descriptive text with a clear, beginning, middle and end. <p>The students create their own texts by applying guided writing strategies. (familiarization with genre/text, capturing ideas, teacher demonstration, teachers scribing, supporting writing and independent writing)</p>

9.10 Discussion of data analysis

The pre-test results and post-test results: The evidence obtained from the pre-test and post-test results indicates that in the experimental group (A) 17 students out of 21 had a significant improvement in the post-test scores, according to the difference which is above 28 points for those students from the pre-test scores.

<i>N</i>	<i>Participant Gender</i>	<i>Group</i>	<i>Pre-test</i>	<i>Post-test</i>	<i>Difference</i>
1	Female	ExperimentalGroupA	18.54	63.29	-44.75
2	Male	ExperimentalGroupA	5.7	44.55	-38.85
3	Male	ExperimentalGroupA	0	81.6	-81.6
4	Male	ExperimentalGroupA	64.89	53.48	11.41
5	Female	ExperimentalGroupA	27.09	76.2	-49.11
6	Female	ExperimentalGroupA	0	65.2	-65.2
7	Male	ExperimentalGroupA	18.54	63.49	-44.95
8	Male	ExperimentalGroupA	36.65	76.2	-39.55
9	Female	ExperimentalGroupA	11.4	39.48	-28.08
10	Female	ExperimentalGroupA	15.69	66.19	-50.5
11	Male	ExperimentalGroupA	15.69	50.78	-35.09
12	Male	ExperimentalGroupA	27.09	31.38	-4.29
13	Male	ExperimentalGroupA	51.09	63.29	-12.2
14	Female	ExperimentalGroupA	58.9	76.2	-17.3
15	Female	ExperimentalGroupA	2.85	69.52	-66.67
16	Male	ExperimentalGroupA	29.99	66.19	-36.2
17	Female	ExperimentalGroupA	29.99	76.2	-46.21
18	Female	ExperimentalGroupA	8.55	66.19	-57.64
19	Male	ExperimentalGroupA	14.25	60.44	-46.19
20	Male	ExperimentalGroupA	29.23	69.35	-40.12
21	Female	ExperimentalGroupA	12.54	69.52	-56.98

The evidence obtained from the pre-test and post-test results indicates that in the control group (B) even though some students got better scores in the post test, in general there is not significant improvement in the post-test scores in contrast with the experimental group (A).

<i>N</i>	<i>Participant Gender</i>	<i>Group</i>	<i>Pre-test</i>	<i>Post-test</i>	<i>Difference</i>
1	Female	ControlGroupB	11.4	8.55	2.85
2	Female	ControlGroupB	29.94	27.09	2.85
3	Female	ControlGroupB	0	34.25	-34.25
4	Male	ControlGroupB	25.21	24.24	0.97
5	Female	ControlGroupB	0	0	0
6	Female	ControlGroupB	15.69	25.2	-9.51
7	Female	ControlGroupB	24.24	18.52	5.72
8	Male	ControlGroupB	2.85	28.55	-25.7
9	Male	ControlGroupB	25.9	5.7	20.2
10	Male	ControlGroupB	11.4	15.21	-3.81
11	Female	ControlGroupB	11.4	49.94	-38.54
12	Male	ControlGroupB	15.69	18.76	-3.07
13	Male	ControlGroupB	37.1	2.85	34.25
14	Male	ControlGroupB	24.24	27.09	-2.85
15	Male	ControlGroupB	0	0	0
16	Female	ControlGroupB	2.85	39.93	-37.08
17	Female	ControlGroupB	8.55	11.4	-2.85
18	Male	ControlGroupB	0	28.55	-28.55
19	Male	ControlGroupB	0	0	0
20	Female	ControlGroupB	5.7	5.7	0
21	Female	ControlGroupB	43.26	34.23	9.03

Questionnaire: In the closed ended questions most of the students expressed that they found the English lesson interesting, and they got engage with the activities during the treatment phase, this instrument was applied only to the experimental group (A). Meanwhile, in the open-ended question most of the students expressed that they had difficulties with writing due to the vocabulary, its confusing for them that English words spell differently from how they are pronounced.

Observation: it was observed that the students were engaged with the lesson and most of them completed the writing tasks assigned to them because of modeling from the teacher, that helped them to follow the instruction of the tasks, because the modelled one was like the ones given for practice to the learners. The students enjoyed the explanations about paragraph structure illustrated by the hamburger example about paragraph formation.

10 Limitations

As many researches which encounter obstacles on the way, this one was not the exception so one of those was the time frame. In educational settings there are certain protocols to follow in order to have access to carry out a study, along with the other research tasks must had to be executed prior the treatment phase were factors that conducted to a reduction on the time frame that the therapy had to be applied, therefore it was shortened to a 2 weeks period. Despite of the short time frame the improvement that the treatment group (A) had in comparison with group (B) was significant in terms of writing skills performance (based on pre-test and post-test students' results), also the level of acceptance among (the students) that the strategies based on the Guided writing strategy to foster writing skills have was positive. Therefore for further researches on similar top.

11 Conclusion

This research aimed to explore the outcomes of applying Guided Writing Strategies to Foster English Writing skills guided writing strategy. The initial assessment revealed a deficiency in the eighth-grade students' writing skills, with many scoring low in English text writing. Following this, the experimental group underwent a series of treatments employing a guided writing strategy.

The result showed played an active role during the treatment where the methods and strategy based on the writing skill. They were interested in participating and employing the English writing skill. They were interested in participating and using the writing strategies and were attentive to the classroom dynamics and activities. The 95 % of the students said they understood each lesson in a simple way and they would like more guided writing lessons.

This study responds to the phenomenon under study which are 8th grade students at Tomas Borge Martinez school in Mateare municipality have difficulties in developing their English writing skill, such a writing a simple text with coherence and cohesion. They are able to produce themselves by using the target language simple sentences to in a written way. Therefore, this study proposes a set of guide writing strategy English to promote writing skill, which can be beneficial not only to the population under study but other students who intend to improve their writing skill by applying guide writing strategy.

12 Recomendations

1. The Guided Writing should be included in the lesson plan as a practice in the class.
2. The teacher should apply the guided writing in the English Class because it will help them to develop their critical thinking as well as creating dialogue or story that they write.
3. The teacher should use a varied of strategies taking to account the guided writing to improve their writing skills as well as they know what the main sentences is, supporting and the concluding sentences in a paragraph.
4. The teacher should use some didactic material to develop their class since this way the students are attracted by flashcards which it can use it to structure a sentence even a paragraph. Using picture can serve as visual prompts as sparking ideas and inspiring creativity.
5. Let's students know how importance is to write a good paragraph, sentences including their personal information. This will help them to achieve their professional goals in the future.
6. English teachers should encourage their students to engage in guided writing as it aids in improving their reading, speaking, and writing skills. This writing method is recommended because it facilitates revision and editing, enabling students to concentrate on refining their language, enhancing clarity, and improving the overall structure of their work.

All these recommendations should be taking into account to foster the writing of the students to improve the quality of the Education at Tomas Borge Martinez Public school in

Mateare, also this research should be taken into account to the future investigation to apply the guided writing to foster the writing skills.

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14 Annexes

14.1 GUIDED WRITING SKILLS PRE-TEST AND POST-TEST

Student's Name: _____ Date: ____/____/____

Score: _____ Pre-test: _____ Post-test: _____

The purpose of this pre-test is to find out what the students' writing level is and how they structure a paragraph before applying the Guided writing strategy.



Descriptive Writing Picture. The image shows a list of different activities young people in their leisure time. Now write a paragraph describing your leisure time activities. Include nouns like : chatting, playing soccer, riding a bike, traveling, playing cards, videogames, sleeping, adjectives such as : cool, dear, favorite, expressions such as interested in, pronouns, adverbs, verbs also you can use the vocabulary from the picture. Here are some questions to guide you)

What do you do to relax yourself?

- What is it?
- When do you do it?
- Where do you do it? And how do you feel about it?

II- Answer the following questions. Write complete answers.

1. What is your name?
2. How old are you?

3. What do you do in your free time?
4. How many brothers and/or sister do you have
5. Describe your family. (Describe a tu familia)
6. What is your favorite subject at school? Why?
7. What does make a perfect day for you? Describe.

III- Write sentences using the prompts and the pictures given, plus the following words (but,or,and ,or, nor, yet and for).

Example: I like going dancing, **but** I don't like hanging out with my family.

- 1- _____
- 2- _____
- 3- _____
- 4- _____



going dancing on



owning a new phone /



hanging out with



playing games



havin



hanging out with

IV. Complete this form (Answer for each category)

<p>At home</p>  <p> <input type="checkbox"/> watching TV <input type="checkbox"/> calling family and friends <input type="checkbox"/> doing housework <input type="checkbox"/> other _____ </p> <p>Name: _____</p>	<p>In the evening</p>  <p> <input type="checkbox"/> staying at home <input type="checkbox"/> going to clubs <input type="checkbox"/> eating in restaurants <input type="checkbox"/> other _____ </p> <p>Name: _____</p>
<p>On vacation</p>  <p> <input type="checkbox"/> sunbathing <input type="checkbox"/> visiting old buildings <input type="checkbox"/> shopping <input type="checkbox"/> other _____ </p> <p>Name: _____</p>	<p>When you want to relax</p>  <p> <input type="checkbox"/> taking a hot bath <input type="checkbox"/> talking to lots of friends <input type="checkbox"/> walking in the park <input type="checkbox"/> other _____ </p> <p>Name: _____</p>
<p>For exercise</p>  <p> <input type="checkbox"/> playing team games (e.g., soccer) <input type="checkbox"/> playing individual sports (e.g., tennis) <input type="checkbox"/> going to the gym <input type="checkbox"/> other _____ </p> <p>Name: _____</p>	<p>On the weekend</p>  <p> <input type="checkbox"/> going to the country <input type="checkbox"/> staying at home <input type="checkbox"/> visiting friends <input type="checkbox"/> other _____ </p> <p>Name: _____</p>

What do you like doing?

TEST ASSESSMENT CRITERIA

_____ Date: ____/____/____
 Score: _____ Pre-test: _____ Post-test: _____

TEST ITEMS

I-Descriptive Writing Picture. 20pts



I-Descriptive Writing Picture. The image shows a list of different activities young people do in their leisure time. Now write a paragraph describing your leisure time activities. **Include nouns like** : chatting, playing soccer, riding a bike, traveling, playing cards, videogames, sleeping. **Adjectives such as** : cool, dear, favorite. **Expressions such as** : interested in. **And include pronouns, adverbs, verbs that you know.** Also you can use the **vocabulary from the picture.** Here are some questions to guide you)

What do you do to relax yourself?

- What is it?
- When do you do it?
- Where do you do it? And how do you feel about it?

Rubric for scoring this test item.

II- Answer the following questions. Write complete answers. 20pts (2.85each).

1. What is your name?
2. How old are you?
3. What do you do in your free time?
4. How many brothers and/or sister do you have
5. Describe your family.
6. What is your favorite subject at school? Why?
7. What does make a perfect day for you? Describe.

III- Write sentences using the prompts and the pictures given, plus the following words (but, or, and, or, nor, yet and for). 20pts (6.66each).

Example: I like going dancing, but I don't like hanging out with my family.



going dancing on weekends



owning a new phone / tablet



hanging out with friends



playing games at home









having a pet



hanging out with family

IV- Complete this form (Answer for each category) by marking with a check (✓) and write sentences for each category. 20pts (3.33each).

What do you like doing?	
<p>At home</p>  <p> <input type="checkbox"/> watching TV <input type="checkbox"/> calling family and friends <input type="checkbox"/> doing housework <input type="checkbox"/> other _____ </p>	<p>In the evening</p>  <p> <input type="checkbox"/> staying at home <input type="checkbox"/> going to clubs <input type="checkbox"/> eating in restaurants <input type="checkbox"/> other _____ </p>
<p>On vacation</p>  <p> <input type="checkbox"/> sunbathing <input type="checkbox"/> visiting old buildings <input type="checkbox"/> shopping <input type="checkbox"/> other _____ </p>	<p>When you want to relax</p>  <p> <input type="checkbox"/> taking a hot bath <input type="checkbox"/> talking to lots of friends <input type="checkbox"/> walking in the park <input type="checkbox"/> other _____ </p>
<p>For exercise</p>  <p> <input type="checkbox"/> playing team games (e.g., soccer) <input type="checkbox"/> playing individual sports (e.g., tennis) <input type="checkbox"/> going to the gym <input type="checkbox"/> other _____ </p>	<p>On the weekend</p>  <p> <input type="checkbox"/> going to the country <input type="checkbox"/> staying at home <input type="checkbox"/> visiting friends <input type="checkbox"/> other _____ </p>

V-Answer the following questions and write an e-mail to a friend using your answers. Use connectors : *and, but, because*, if it is needed. 20pts.

1. At what time do you get up?
2. What do you do in the morning?
3. At what time do you have lunch?
4. What do you do in the afternoon?
5. What do you do in the evening?
6. At what time do you go to bed?

Rubric for scoring this test item.	
---	--

	Checklist for Descriptive Writing Picture item I.
--	--

Criteria	Criteria Specifications	Strong 2.85	Apparent 2.70	Not Displayed 0
Spelling	Spell most of words correctly.			
Vocabulary	Use a range of vocabulary based on leisure time activities according to his/her level. Include <u>nouns like</u> : chatting, playing soccer, riding a bike, traveling, playing cards, videogames, sleeping. <u>Adjectives such as</u> : cool, dear, favorite. And <u>Expressions such as</u> : interested in.			
Text organization	The text is well organized in an understandable way.			
Punctuation and Capitalization	-Upper case letter at the beginning of the sentences. -Full stops at the end of the sentences. -Use comma to separate independent clauses and list things.			

Sentence Structure	-Write simple and compound sentences respecting the part of the speech order.			
Answer the questions	<p>Answer all the questions asked as a guideline to write the text.</p> <p>What do you do to relax yourself? What is it?</p> <p>When do you do it?</p> <p>Where do you do it?</p> <p>And how do you feel about it?</p>			
Cohesion	Use simple connectors like "and", "but" and "because".			
Total Score				

	Checklist for the e-mail writing item V.
--	---

Criteria	Criteria Specifications	Strong 2.85	Apparent 2.70	Not Displayed 0
Spelling	Spell most of words correctly.			
Vocabulary	Use a range of vocabulary based on daily routines according to his/her level.			
Text organization	The text is well organized in an understandable way.			
Punctuation and Capitalization	-Upper case letter at the beginning of the sentences. -Full stops at the end of the sentences. -Use comma to separate independent clauses and list things.			
Sentence Structure	-Write simple and compound sentences respecting the part of the speech order.			
Answer the questions	Answer all the questions asked as a guideline to write the text. 1. At what time do you get up? 2. What do you do in the morning? 3. At what time do you have lunch? 4. What do you do in the afternoon? 5. What do you do in the evening?			

	6. At what time do you go to bed?			
Cohesion	Use simple connectors like "and", "but" and "because".			
Total Score				

Student's test total score: _____

Test

Examination

comments:

14.2 OBSERVATION GUIDE INSTRUMENT

Centre:	Colegio público Thomas Borge Martínez
Title:	Guided Writing Strategy to Foster writing skills.
Purpose:	The purpose of this observation instrument is to collect data regarding the students' performance during a lesson with the Guided Writing Strategy treatment.

GENERAL INFORMATION
Observation date: _____
Duration of the Lesson: _____
Total number of attendant student's: _____

DIRECTIONS FOR ASSIGNING RATINGS
<ul style="list-style-type: none"> • Strong: Evidence indicates that meets and sometimes exceeds expectations in that specific criterion. • Satisfactory: Evidence indicates that the students tend to meet expectations and the observer does not identify any certain concerns in that specific criterion. • Not Displayed: Evidence indicates that the expected performance is not met in that specific criterion. <p style="margin-left: 40px;">✓ Mark the rating you considered is the most suitable for each criterion.</p>

Strong	Satisfactory	Not Displayed
---------------	---------------------	----------------------

Aspect to Observe:

No.	Learning acquisition with writing strategies	Strong	Satisfactory	Not Displayed
1.	The students identify the main sentence, supporting sentence and concluding sentence while reading on the example the teacher showed and include their own sentence on their writing tasks based on that example modelled.			
2.	The students answer the questions provided by the teacher to generate ideas before writing their paragraph.			
3.	The students organize their ideas before beginning to write a paragraph.			
4.	The students make use of graphic organizers such as flow charts, tables, drawings, spider webs, fact file to organize their ideas.			
5.	The students show more independency while performing their writing tasks, they do not repeatedly request for teacher's assistance.			
6.	The students write sentences correctly and organize their ideas following teacher's explanation and examples.			
7.	The students use punctuation correctly, according to their level on their writing tasks.			
8.	The students write a descriptive text with a clear, beginning, middle and end.			
9.	The students apply connectors like: and, but, because, nor, or, yet, on their writing tasks.			

14.3 Mixed Closed end and open questions as well as response formats

Mixed closed-ended and open-ended questions as well as response formats	
Centre:	Colegio público Thomas Borge Martínez
Title:	Guided Writing Strategy to Foster writing skills.
Purpose:	The purpose of this observation instrument is to collect data regarding the students' performance during a lesson with the Guided Writing Strategy treatment

- I. Complete the following questionnaire, by placing a cross in the appropriate box. - Rellene el siguiente cuestionario marcando con una cruz la casilla correspondiente.

Learning Acquisition through the Guided Writing Strategy		strongly agree (Muy de acuerdo)	Agree. (de acuerdo)	uncertain/ not applicable (incierto/no aplicable)	Disagree (en desacuerdo).	strongly disagree. (muy en desacuerdo)
1	Initially I was engaged in reading about people's likes and dislikes, leisure time activities. (Al inicio, yo estaba interesado en leer sobre lo que le gusta y lo que no le gusta a la gente, sobre lo que hacían en su tiempo libre)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I was encouraged to read humour books, realistic /romance fiction, multicultural fiction, sports fiction, action-adventure fiction, mystery fiction. (Me animaron a leer libros de humor, ficción realista/romántica, ficción multicultural, ficción deportiva, ficción de acción y aventura, ficción de misterio.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	In general, I found it (the English lessons) interesting, helpful. En general, las clases de inglés me han parecido interesantes y útiles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I was encouraged to read on screen it (Me animaron a leer en la pizarra).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I was asked to answer comprehension questions. (Me pidieron que respondiera a preguntas de comprensión.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	I am able to identify main ideas, supporting details, and concluding sentences. (Soy capaz de identificar las ideas principales, los detalles de soporte y las oraciones de conclusión)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	I am able to represent what I read through graphic organizers, flow charts, tables, drawings, spider webs, (Soy capaz de representar lo que leo mediante organizadores gráficos,	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	I am able to represent what I write through graphic organizers, flow charts, tables, drawings, spider webs, fact file. (Soy capaz de representar lo que escribo mediante organizadores	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	I am able to describe a set of leisure time activities that I enjoy doing paying attention to adjectives, adverbs, verb tenses, (Soy capaz de describir una serie de actividades de tiempo libre que me gustan, prestando atención a los adjetivos,	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	I am actively involved in role plays, dramas, visualization, plays, and can represent information verbally through graphic organizers. flow charts, tables, drawings, spider webs, fact file. (Participo activamente en juegos de rol, dramatizaciones, visualizaciones, representaciones teatrales y puedo representar información verbalmente mediante	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11	The teacher provides us with a model to write a descriptive text. Then I am asked to work in pairs to discuss choices on types of leisure time activities I like (El profesor nos proporciona un modelo para escribir un texto descriptivo. A continuación, nos pide que trabajemos en parejas para discutir las opciones sobre los tipos de actividades de tiempo libre que	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12	I am asked to work in groups to organize sentences in the right order and change the word order in some cases. (Me piden que trabaje en grupos para organizar las oraciones en el orden correcto y cambiar el orden de las palabras en algunos	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13	I was asked to write a descriptive text with a clear, beginning, middle and end. (Me pidieron que escribiera un texto descriptivo con un inicio, un desarrollo y un final de forma	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14	Another group in class was asked to work write a descriptive text using expressions of interest to them. (A otro grupo de la clase se le pidió que trabajara escribiendo un texto descriptivo utilizando expresiones que les interesaran).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

II. Answer the following questions-Responda las siguientes preguntas.

Q1. How would you describe a typical writing class? ¿Cómo describiría una clase típica de escritura?

Q2. What makes it hard to write in English in class? ¿Qué dificultad escribir en inglés en clase?

Q3. What activities do you do in class to practice writing in English? ¿Qué actividades realizas en clase para practicar la escritura en inglés?

Q4. How do you think you could write more in English in the lesson? ¿Cómo crees que podrías escribir más en inglés en la clase?

14.4 Dimensions

14.4.1.1 Expert judgement

Respect Judgement:

You have been selected to evaluate the instrument: “Writing **skills pretest and posttest to students in 8th grade**” which is part of the research: “**Guided Writing strategies to foster English Writing skills**”

The Evaluation of the instrument is of the great relevance that they valid and that the results obtained from them used efficiently. We thank you for your valuable collaboration.

Names and Surnames of the Judgment:

Academic Background

Areas of Professional Experience

Time

Current Position

Institution

Objective of the expert judgment

Category	Qualification	Indicator
<p>Coherence</p> <p>The Item provide that ideas have logical between them related to rank indicator</p>	<p>1. Does no comply with the criteria</p> <p>2. Less advance</p>	<p>1. The item is incongruent with the rank</p> <p>2. The items have unimportant relation between the rank</p> <p>3. The item demonstrates a reasonable</p>
<p>Clarify</p> <p>The item presents a clear and orderly instructions relate to indicator you are measuring</p>	<p>1. Does no comply with the criteria</p> <p>2. Less advance level</p> <p>3. Moderate level 4.</p>	<p>1. Item is not clear</p> <p>2. The item requires quite</p> <p>3. modifications or a large modification in the use of the words according to their meaning or by their</p>
<p>Relevance</p> <p>It is essential that the item can provide a better understanding of the situation measured</p>	<p>1. Does no comply with the criteria</p> <p>2. Less advance</p>	<p>1. The item didn't get any relevant results</p> <p>2. The items can be removed without affect the results</p> <p>3. The item has important results but</p>
<p>Sufficiency</p> <p>The item present at the same level to obtain the measurement of the dimension</p>	<p>1. Does no comply with the criteria</p> <p>2. Less advance</p>	<p>1. The item does not correspond to measuring the entire dimension</p> <p>2. The item can measure aspect but not cover the dimension</p>

To validate the content of the pretest and post test

The purpose of this pre-post test for students is to analyze the students' improvement in Writing skills and thus get the necessary information before and after applying the Guide writing strategy to foster English Writing Skill.

Research Objectives:

To Explore the outcomes of applying Guided Writing Strategies to Foster English Writing skill of English as a Foreign language in 8th

grade students at Tomas Borge Martinez School in Mateare during the second semester

2023

Objective of the expert judgment:

To validate the content of the pretest and post test

The purpose of this pre-post test for students is to analyze the students' improvement in Writing skills and thus get the necessary information before and after applying the Guide writing strategy to foster English Writing Skill

Dimension	Sources	Description	Items	Coherence	Clarify	Relevance	Sufficiency
Grammar structure	Brown (2004)		Answer the following questions. Write complete answers.				
Text	Brown (2004)	Using pictures	Descriptive Writing Picture. The image shows a list of different activities young people in their				
Use of vocabulary	Reid (1993: 25) in Dyan	Vocabulary Management	Complete each riddle with a vocabulary word. Use the picture				
Cohesion and coherence	(Titisari, 2015)	Logical sequence	Answer the following questions and write an e-mail to a friend using your answers. Use connectors : and,				

Titisari, D. A. (november de 2015). THE EFFECTIVENESS OF GUIDED WRITING

FOR. Obtenido de <http://lib.unnes.ac.id/23083/1/2201411037.pdf>

Tanjung, L. S. (1 de Agosto de 2017). THE EFFECT OF GUIDED WRITING STRATEGY. Obtenido de THE EFFECT OF GUIDED WRITING STRATEGY: <https://pustakauinib.ac.id/repository/files/original/9f0b8a217b27f45ece8d41845666c2d.d.p>

14.4.1.2 Expert Judgement

Respect Judgement:

You have been selected to evaluate the instrument: **“Writing skills pretest and posttest to students in 8th grade”** which is part of the research: **“Guided Writing strategies to foster English Writing skills”**

The Evaluation of the instrument is of the great relevance that they valid and that the results obtained from them used efficiently. We thank you for your valuable

collaboration.

Names and Surnames of the Judgment:

Academic Background

Areas of Professional Experience

Time _____

Current Positio _____

Research Objectives

To Explore the outcomes of applying Guided Writing Strategies to Foster English

Writing skill of English as a Foreign language in 8th

grade students at Tomas Borge Martinez School in Mateare during the second semester

2023

Objective of the expert judgment:

To validate the content of the Questionnaire

The purpose of this open- ended and closed- ended questionnaire is to get information about student’s perception about the Guided writing strategy treatment phase

Objective of the expert judgment

Category	Qualification	Indicator
<p>Coherence</p> <p>The Item provide that ideas have logical between them related to rank indicator</p>	<p>1. Does no comply with the criteria</p>	<p>1. The item is incongruent with the rank</p> <p>2. The items have unimportant relation between the rank</p>
<p>Clarify</p> <p>The item presents a clear and orderly instructions relate to indicator you are measuring</p>	<p>1. Does no comply with the criteria</p> <p>2. Less advance level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. Item is not clear</p> <p>2. The item requires quite</p> <p>3. modifications or a large modification in the use of the words according to</p>
<p>Relevance</p> <p>It is essential that the item can provide a better understanding of the situation measured</p>	<p>1. Does no comply with the criteria</p>	<p>1. The item didn't get any relevant results</p> <p>2. The items can be removed without affect the results</p>
<p>Sufficiency</p> <p>The item present at the same level to obtain the measurement of the dimension</p>	<p>1. Does no comply with the criteria</p>	<p>1. The item does not correspond to measuring the entire dimension</p> <p>2. The item can measure aspect but not cover the dimension</p>

Model-Based Writing	(Strategy, 2007)	Descriptive text model	How does the student respond when given an example of how to write a descriptive text? How does the student work with a partner to discuss the types of leisure activities that he or she prefers to do?				
Group Work in Sentence	(Strategy, 2007)	Orders sentences correctly	How well does the student perform in group work that involves putting sentences in order and occasionally changing word order?				
Descriptive Text Writing Skills	(Strategy, 2007)	Writing of descriptive text	How does the student feel when asked to write a descriptive text with a clear beginning, development and end?				
Creative Expression in Writing	(Strategy, 2007)	Creative writing	How does the student respond if asked to write a descriptive text using interesting expressions?				

Strategy, P. N. (September de 2007). Improving writing with a focus on guided writing.
 Obtenido de file:///C:/Users/Jacqueline%20Massiel/Downloads/Guided_writing_materials_Redacted.pdf

Expert Judgement

Respect Judgement:

You have been selected to evaluate the instrument: **“Writing skills pretest and posttest to students in 8th grade”** which is part of the research: **“Guided Writing strategies to foster English Writing skills”**

The Evaluation of the instrument is of the great relevance that they valid and that the results obtained from them used efficiently. We thank you for your valuable collaboration.

Names and Surnames of the Judgment:

Academic Background

Areas of Professional Experience

Time _____

Current Position _____

Institute _____

Research Objectives:

To explore the outcomes of applying Guided Writing Strategies to Foster English Writing skill of English as a Foreign language in 8th grade students at Tomas Borge Martinez School in Mateare during the second semester 2023

Objective of the expert judgment:

To validate the content of the observation guide

The Purpose of this observation guide is to identify students ‘performance during a lesson applying the Guided writing strategy treatment phase

Objective of the expert judgment

Category	Qualification	Indicator
<p>Coherence</p> <p>The Item provide that ideas have logical between them related to rank indicator</p>	<p>1. Does no comply with the criteria</p>	<p>1. The item is incongruent with the rank</p> <p>2. The items have unimportant relation between the rank</p>
<p>Clarify</p> <p>The item presents a clear and orderly instructions relate to indicator you are measuring</p>	<p>1. Does no comply with the criteria 2. Less advance level</p>	<p>1. Item is not clear</p> <p>2. The item requires quite</p> <p>3. modifications or a large modification in the use of the words according to their</p>
<p>Relevance</p> <p>It is essential that the item can provide a better understanding of the situation measured</p>	<p>1. Does no comply with the criteria</p>	<p>1. The item didn't get any relevant results</p> <p>2. The items can be removed without affect the results</p>
<p>Sufficiency</p> <p>The item present at the same level to obtain the measurement of the dimension</p>	<p>1. Does no comply with the criteria</p>	<p>1. The item does not correspond to measuring the entire dimension</p> <p>2. The item can measure aspect but not cover the dimension</p>

Dimension	Sources	Description	Items	Coherence	Clarify	Relevance	Sufficiency
Working independently	(Strategy, 2007)	Autonomy and efficiency	<p>The students show more independency while performing their writing tasks, they do not repeatedly request for teacher's assistance</p>				
Student participation	(Strategy, 2007)	Active participation	<p>The students answer the questions provided by the teacher to generate ideas before writing their paragraph.</p> <p>The students organize their ideas before beginning to write a paragraph.</p> <p>The students identify the main sentence, supporting sentence and concluding sentence while reading on the example the teacher showed and include their own sentence on their writing tasks based on that example modelled</p>				

Use of strategies	(Strategy, 2007)	Applying the Guided Writing Strategy	<p>The students use the vocabulary taught during the treatment phase in their writings.</p> <p>The students use punctuation correctly, according to their level on their writing tasks.</p> <p>The students apply connectors like: and, but, because, nor, or, yet, on their writing tasks</p> <p>The students make use of graphic organizers such as flow charts, tables, drawings, spider webs, fact file to organize their ideas</p>				
Structure of text	(Strategy, 2007)	Writing of descriptive text	<p>The students create their own texts by applying guided writing strategies. (familiarization with genre/text, capturing ideas, teacher</p>				
			<p>demonstration, teachers scribing, supporting writing and independent writing)</p> <p>The students write a descriptive text with a clear, beginning, middle and end</p>				
Structure of Sentences	(Strategy, 2007)	Orders sentences correctly	<p>The students write sentences correctly and organize their ideas following teacher's explanation and examples.</p>				

Strategy, P. N. (September de 2007). Improving writing with a focus on guided writing.

Obtenido de file:///C:/Users/Jacqueline%20Massiel/Downloads/Guided_writing_materials_Redacted.pdf

14.5 Illustrations

Figura 1 Guided writing skills pre-test treatment (group A)



Figura 2 Guided writing skills post-test treatment (group A)



Figura 3 Teacher modeling and explanation before writing to a paragraph level and the students participating in the activities. (Treatment phase)

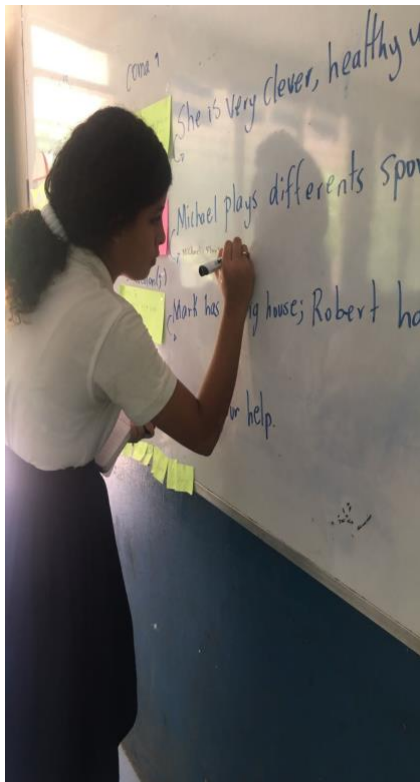
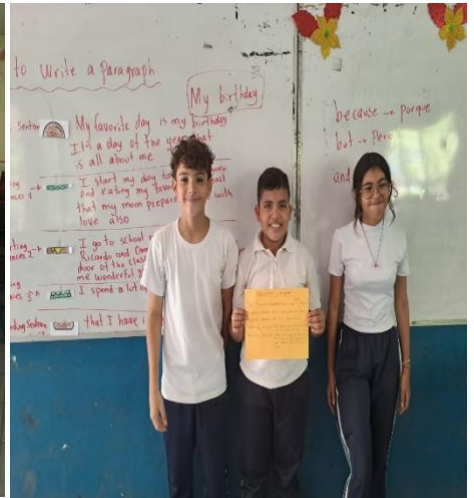
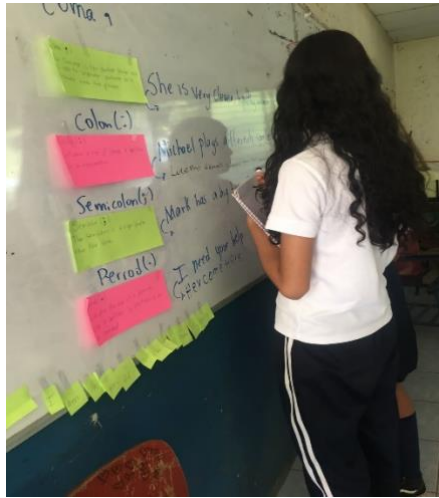
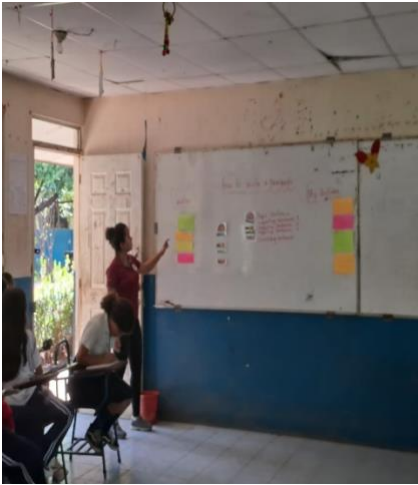


Figura 4 Classroom observation



Figura 5 Student's answers on the questionnaire. Treatment group A

