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**TITLE**

**MAGIC BOOK STRATEGY AS A TOOL TO ENHANCE THE WRITING SKILLS OF  
STUDENTS IN TENTH GRADE**

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## **Dedication**

With great joy I dedicate this project to my father who was always my motivation to obtain this achievement, although it was only months away to see me reach the goal I am sure that wherever he is he is celebrating this achievement, to my mother for being unconditional in every project of life, to my boyfriend, who has always respected my space and every day encourages me to enhance myself, for believing in me and never abandon me despite the obstacles that we have to struggle. I am quite glad to dedicate my efforts to these special people who have never let me out of their hands.

Adriana Briones Cunalata

Thank you, Lord, for the strength and mercy that I receive from you, which has allowed me to take a step forward in the journey of life, illuminating the path and opening the way, thank you dear family, parents, and siblings who have always supported me in my personal growth, I dedicate this work to you, and of course to my dear students, the reason for being a teacher.

Alexandra Guarquila Sacoto

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## **Abstract**

The present action research aims to determine the effectiveness of implementing the Magic book strategy on writing skills among tenth-grade students at Unidad Educativa Emigdio Esparza Moreno Educational Unit in Babahoyo City. The researchers conveniently chose thirty-seven A2 students according to the Common European Framework for languages. All these students belong to the same context and presented the exact difficulties regarding the practice of writing in English as a second language. Understanding the fundamental importance of writing ability in language learning, this study used a mixed methods research design. In the first phase, an analysis of a diagnostic test and a pre-test allowed researchers to obtain a broad understanding of the difficulties that students presented in their writing ability in order to offer an innovative proposal. After the intervention, a post-test was applied, and in this way, researchers could measure students' progress and their improvement in writing skills. Furthermore, a survey and interview were applied to recognize the students' perceptions of the strategies. Quantitative analysis shows that after applying the Magic Book strategy, students improved their writing skills by 24%, especially in terms of organization, grammar, and writing supporting ideas. On the other hand, data analysis of surveys and interviews revealed a positive attitude toward this implementation as students felt more engaged, confident, and aware of the importance of working collaboratively when learning a foreign language. Regarding these findings, implementing the Magic book strategy was undeniably effective in improving students' writing skills.

**Keywords:** Collaborative work, confidence, engagement, Magic Book strategy, writing skills.

## Resumen

La presente investigación acción tiene como objetivo determinar la efectividad de la implementación de la estrategia del libro mágico en las habilidades de escritura de los estudiantes de décimo grado de la Unidad Educativa Emigdio Esparza Moreno de la ciudad de Babahoyo. Los investigadores escogieron convenientemente a treinta y siete estudiantes de A2 según el Marco Común Europeo para las lenguas. Todos estos estudiantes pertenecen al mismo contexto y presentaron las mismas dificultades en cuanto a la práctica de la escritura en inglés como segunda lengua. Entendiendo la importancia fundamental de la capacidad de escritura en el aprendizaje de idiomas, este estudio utilizó un diseño de investigación de métodos mixtos. En la primera fase, el análisis de una prueba diagnóstica y de un pre-test permitió a los investigadores obtener una amplia comprensión de las dificultades que los estudiantes presentaban en su habilidad de escritura, con el fin de ofrecer una propuesta innovadora. Después de la intervención, se aplicó un post-test, y de esta manera, los investigadores pudieron medir el progreso de los estudiantes y su mejora en las habilidades de escritura.

Además, se aplicaron una encuesta y una entrevista para reconocer las percepciones de los alumnos sobre las estrategias. El análisis cuantitativo muestra que, tras aplicar la estrategia del Libro Mágico, los estudiantes mejoraron sus destrezas de escritura en un 24%, especialmente en términos de organización, gramática y redacción de ideas de apoyo. Por otra parte, el análisis de los datos de las encuestas y entrevistas reveló una actitud positiva hacia esta aplicación, ya que los estudiantes se sentían más comprometidos, seguros y conscientes de la importancia de trabajar en colaboración cuando se aprende una lengua extranjera. A la vista de estos resultados, la aplicación de la estrategia del Libro Mágico resultó innegablemente eficaz para mejorar las destrezas de escritura de los estudiantes.

**Palabras clave:** Trabajo colaborativo, confianza, compromiso, estrategia del Libro Mágico, habilidades de escritura.

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## INTRODUCTION

Writing is one of the vital skills in learning English because it is required for effective communication to transmit thoughts, beliefs, and interactions in different environments. An important aspect to consider in developing writing skills is that it involves other abilities, such as a range of varied vocabulary, the accurate use of grammar structures, and syntactic rules. English as a Foreign Language (EFL) needs to develop writing skills considering that learners have been involved in a globalized world. Also, students learn differently. (Ferns et al. 2014; Jackson 2018, Rowe and Zegward (2017) The goal of experiential education is to boost student engagement by offering practical, work-integrated learning opportunities. On rare occasions, they may incorporate industry participants into the educational program and training.

. A few studies have investigated The Magic Book as a strategy that has a significant impact on writing skills. Although the writing strategies activities are effective in language education, more is needed about the Magic Book's influence on this skill specifically for this age group as applying a ludic strategy which students love. Willis, (2006) "The Magic Book helps teachers meet these goals and at the same time provide students with something novel, which may increase their attention and engagement as well as their retention of information" (p.45).

It has been shown that learners raise their interest, imagination, and creativity. In line with Miletic (2017), ludic is something that enables the development of knowledge in a more free and spontaneous manner. Ludic activities help students learn new topics, connect with partners, improve reasoning skills, and increase motivation. As a consequence, students will perform better. However, there has not been enough research done in this area in Ecuador including Babahoyo city. Consequently, this research purposes to fill the gap in the literature and may show the application of new writing strategies to motivate students in this learning process.

The research project has been regarded taking into account the necessity to look for new and innovative strategies that are conducted to reach learning aims. As EFL teachers and researchers, they have detected that one of the weakest skills is writing, the most remarkable aspect noticed in a diagnostic test (Annex L) was that learners have difficulty communicating their ideas, through

short paragraphs or descriptions, these limitations derive from a poor vocabulary knowledge, besides, learners are not able to structure simple sentences. All these barriers became an impediment to progress and advance to the next steps.

Calhoun and Hale (2003), argue writing is one of the most crucial abilities in teaching English as a foreign language. It represents the students' ability to comprehend writing strategies, therefore students must understand writing as both a process and a result. understanding writing includes a crude understanding of writing techniques, norms, and conventions. As a result, students should understand not just these strategies, but also how to regulate and control them. The primary goal of strategic writing teaching is to teach students conceptual methods for producing and controlling writing.

On the flip, Banat (2007) analyzed what sort of methodology and strategies are the most appropriate to become successful in strengthening writing skills as are the Communicative Approach and Total Physical Response, meanwhile, Magic Book is an effective strategy for interactively developing writing skills.

This research is set with pedagogy, didactics, and EFL (English as a Foreign Language) education, additionally, it is centered on evaluations, and the introduction of educational designs and pedagogical innovations. Likewise, this University is committed to contributing to the development of society through education imparted by its educators. The present proposal aligns well with the research line of the university in terms of pedagogy, didactics, and management of education. The methodological proposal modality focuses on integrating knowledge for solving professional problems.

By investigating the effectiveness of magic books, the research project contributes to developing good practices in language education for training students. It aligns with the university's research topic by emphasizing the importance of offering pedagogical innovation. Therefore, this study addressed the following research questions: How effective is the application of the Magic Book strategy on students' writing skills at Unidad Educativa Emigdio Esparza Moreno from Babahoyo City in the 2023-2024 academic period? What are the perceptions of these students toward this intervention?

The general objective of this research is to determine the effectiveness of the Magic book strategy on writing skills among tenth-grade students at Unidad Educativa Emigdio Esparza Moreno school located in Babahoyo city in the 2023-2024 academic period.

There are three specific research objectives to achieve the general one: (a) to assess the current writing proficiency level of tenth-grade students at Unidad Educativa Emigdio Esparza Moreno Educational located in Babahoyo city. (b) to create and implement the magic book through activities to improve tenth-grade students at Unidad Educativa Emigdio Esparza Moreno Educational located in Babahoyo city (c) to evaluate the effectiveness of implementing the Magic book strategy activities in developing writing skills among tenth-grade students at Unidad Educativa Emigdio Esparza Moreno and to explore the perceptions and attitudes of these students towards this implementation.

Two categories guide this study. The Independent variable is the Magic Book strategy which allowed students to manipulate information between their previous knowledge and new and make a connection. The dependent variable is the writing skills that measured the improvement in the students' writing skills after implementing the magic book strategy. The study controlled or accounted for other factors that could influence writing skills, such as cultural background, access to resources, and teaching methods. This is an action research with a mixed method approach which allowed researchers to gather data, both quantitative and qualitative, offering a more thorough comprehension of deductive and inductive

As a consequence, the study combined the strengths of both methods, enabling researchers to explore the phenomena from multiple angles. Its quantitative approach involved the collection and analysis of numerical data using statistical methods. It was good for the investigation because it allowed us to quantify the effectiveness of research in developing methodological proposes through a pre-test. A survey was used to gather quantitative data on students' attitudes, perceptions, and self-efficacy regarding the intervention. Its qualitative approach involves collecting and analyzing non-numerical data, such as observation and interviews. It is good for the investigation because it will allow to gathering of rich and detailed information on the experiences and perspectives of the participants in the study through observation and interview.

The beneficiaries of this research involve the students who will participate in this study. They will benefit from the implementation of this innovative strategy. On the other hand, indirect beneficiaries are the English teachers of the institution and the educational community with a similar language problem. The participants are students who belong to the Unidad Educativa Emigdio Esparza Moreno. Their ages are between 13 and 14 years old, and they are in the tenth grade. According to the reference of the European Framework (MCER), students have an A2.1 level. Considering the socio-economic context, it is vital to mention that most of the students come from low-income homes, so having access to technology is a challenge for them.

The research context of the study takes place at Unidad Educativa Emigdio Esparza Moreno School placed in Babahoyo City, it belongs to district 12D01, Amie code 12H00067. It has an overall of 30 classrooms in the main buildings. The chosen group for this research has been a tenth-grade which is made up of 35 students. Through this information, it may be evidenced that there is the infrastructure to apply the magic book strategy among the students and conduct each activity effectively. Nevertheless, the building does not have good infrastructure, access to computer laboratories, nor does it have wide recreational facilities.

Contributing to the teaching-learning process in ESL is a challenge that teachers must face with responsibility and commitment. This proposal consists of implementing an innovative strategy and creativity that will allow learners and teachers to develop writing skills that raise the interest of students. Educators need to keep themselves in permanent knowledge innovation, and the decision to take this master's degree conducts us to develop research in a way that will contribute to the enrichment of our methodological approach which will enhance our professional performance. To the same degree, the introduction of new technological resources and tools in the English teaching process will benefit t students in improving their writing skills advantage of them.

On the other side, in the social aspect, the proposal is addressed in being a contribution to improve the quality standards of education, fostering the development of critical thinking through The Magic Book Implementation. This study is divided into three sections. Chapter I reflects the theoretical position assumed and the justification of critical aspects related to the subject. It must

have a title that covers the central aspects that support and characterize from a theoretical point of view the main aspects that constitute the basis of the problem that orients the development of the proposal.

Chapter II integrates the methodological framework or justification of the degree work and allows the methodological strategy used to carry out the proposed tasks to be deployed in relation to the specific objectives, approaches, methodologies, methods, and research techniques. It includes the description of the diagnostic study, according to the operationalization carried out. Chapter III. It aims to address the discussion and analysis of the results in accordance with the elaboration of a proposal and its validation (theoretical and/or empirical), in correspondence with the type of research carried out. It includes both the modeling of the methodological and/or technological proposal elaborated, its validation, and declarations about its benefits, viability, and feasibility.

## **Chapter 1 Theoretical framework**

This chapter explores the theoretical foundations of the effectiveness of a new ludic strategy called The Magic Book to enhance writing skills. This research is supported by different preceding qualitative and quantitative international and national research regarding two proposed variables: Magic book strategy as the independent variable and writing skills as the dependent variable. These previous studies are analyzed in detail to support the research proposal about the implementation of the Magic Book strategy as a tool to enhance writing skills. Furthermore, some definitions, theories, and principles of this strategy and writing skills components were exposed.

### **Magic book strategy definition**

Marzano (2001) Magic Book is often called a study weave by educators and gives children a way to acquire and use academic terminology associated with the lesson's subject matter. According to research, during a lesson, students are exposed to words many times and have multiple opportunities to practice their vocabulary. this strategy allows students to manage new information with previous knowledge. Besides, it allows educators to monitor and guide learners and realize how effective is their progress by using this tool.

### **Magic book strategy EFL learners' benefits**

Willis 2006 characterizes Magic Book in the following manner:

- ✓ Provide students with something novel.
- ✓ Engage the participants in the level of thinking occurring in learning
- ✓ Helps move students beyond passive participation
- ✓ It is an enjoyable strategy
- ✓ Promote and build on personally relevant connections

### **Magic book strategy elements**

#### **Descriptive writing**

According to Spencer (2005), vivid language and specifics are essential for bringing a subject to life in descriptive writing. Writers can create a vivid mental picture for readers by using vivid details to describe people, places, or objects. Similarly, Johanessen (1995) suggested that instructors acquaint youngsters with this vocabulary by providing several vivid examples. The most prevalent forms of writing are descriptive, narrative, explanatory, and argumentative (Richards and Rogers, 2014).

However, among these four types of writing, descriptive writing is the most fundamental. Furthermore, all styles of writing have descriptive aspects that lead readers to see, think, feel, and react. It uses concrete to create a vibrant representation of a person, a location, a product, or a concept. There are several descriptive writing techniques used in education.

On the other hand, Yaacob, and Suriyanti, (2016). state that descriptive writing is considered a core sort of writing assignment because most genres of writing include certain components of description. Writers who use well-adjusted graphic information to portray an object, a person, or even a location may create a lasting impression on their viewers. It is convenient for EFL instructors and guidance school students.

### **Creative writing**

The study of writing—including poetry, fiction, drama, and creative non-fiction—and its context via artistic creation and process analysis is known as creative writing. We include scripted and unscripted performances, spoken and recorded outputs, books, and other printed materials, as well as the range of forms possible in electronic, digital, and other new media when we talk about writing. According to Bennett et al. (2008), creative writing can use any genre or form of writing as an exemplary subject of study; however, its products typically offer imaginative interpretations of the world that compel the reader or audience to engage in sophisticated participation rather than informational writing.

Bishop (1994), argues that in the late 19th century appeared creative writing as a replay of the product process. It was a movement for school reform that was focused on processes. Bilton et,

al. (2009) at the beginning of the twentieth century were considered examples of creative writing. Many teachers have a variety of challenges during writing lessons, including low motivation, high levels of worry, reduced effort, low interest, procrastination, and so on.

However, the most serious issue is that students wait for inspiration before producing a written work, which triggers the negative elements listed above. Creative writing may be an alternative strategy to generate inspiration and prevent negative elements that children have since it fosters students' individuality and self-discovery without any fear of intimidation, teacher-dictated themes, grammatical correction, critical remarks, or grades.

### **Visual work**

Encouraging students' creativity and imagination can improve their writing skills. Visual representations, such as mystery photos and picture series, can aid in narrative writing. Comic strips have a significant impact on kids. They benefit from increased creativity and inventiveness. Visual representations, such as picture series and mystery pictures, enhanced students' narrative writing skills while also expanding their imagination and creativity.

The use of visuals as a teaching tool is not new Rayo (2015), Latin has been taught with visual aids since the Renaissance. By the 1950s, photographs were commonly utilized in ESL schools. The goal was to pique learners' attention and reinforce content in a textual format. Rayo (2015) said that every sight and visual image we see is a declaration of mind. How effectively we develop our perceptual abilities determines how well we interpret the meaning of a visual picture. Rayo (2015) initially used the phrase 'visual thinking methods' (VTS). VTS is a teaching approach that promotes critical and creative thinking using visual visuals.

### **Ludic material**

Murillo (2016) expresses that ludic exercises are a dynamic way to take an interest in the learning of any subject, action, or circumstance in life since they include everybody, coming about in collaboration, so that in English and all of the composing abilities required for students to feel

propelled to realize their gains, and this intrigued will encourage the instructive prepare in this subject, which is habitually detached.

### **Picture Prompts**

Hernandez- Sampieri (2017), indicates that students' writing skills significantly improve when photo prompts are used. For instance, students are better able to organize their ideas to convey viewpoints, utilize creativity to develop their opinions based on the prompts and use the prompts to collaborate with others to aid students in connecting their ideas with appropriate vocabulary.

Explore their creativity and bolster their self-assurance to speak their minds. By writing opinion paragraphs, they were able to broaden their critical thinking and interpretation skills.

### **Peer feedback**

Hernandez- Sampieri (2017), states that the feedback rubrics contributed to the optimization of learners' skills, leading them to a greater awareness of their writing performance. Peer feedback training and application revealed a positive impact on their writing performance. The majority compromise on delivering constructive comments and recommendations to their peer's drafts, which enables them to reform and sharpen the final version of their opinion paragraphs. Because of this, students amended their grammar and spelling errors, proofread their ideas, and noticed and understood constructive criticism.

### **Scaffolding**

Vygotsky created scaffolding. It outlines an interactional process connected to learning that is frequently referenced in research investigations. When Vygotsky proposed the notion of the zone of proximal development in 1978, he described it as a form of assistance provided by an expert to a beginner. Vygotsky (1978) states that to execute tasks, a learner might gain information from an expert through scaffolding exchanges. Teachers must provide scaffolding help in the language classroom.

## **Collaborative writing approach**

Harlena, et; al. (2019) indicate that in senior high school, collaborative writing is an effective way to help students write more descriptive texts. Based on observation, it can also boost students' enthusiasm and involvement in the teaching and learning process. As an alternative, collaborative writing can be used to help students write more descriptive texts. When students work on collaborative writing projects and peer editing, whether in pairs or small groups, can yield significant emotional benefits for students.

Taking into consideration the ideas of Rollinson, (2005) collaborative writing exercises can improve student engagement in EFL classes, reduce the stress that comes with working alone, and boost students' self-esteem. Villamil & De Guerrero (1996) students must use a variety of social skills to complete collaborative writing assignments, which can promote responsibility, teamwork, and a sense of community.

## **Magic Book procedures**

- ✓ **Step 1:** Grab a piece of construction paper.
- ✓ Step 2: Fold in the middle from left to right, creating another shrill crease.
- ✓ **Step 3:** Central the paper in halfway again, this time from the bottom up. create an extra crisp crease. Reprise this procedure again.
- ✓ **Step 4:** Repeat step 1. Then, using scissors, cut along the three folds on the fold side, paying special attention to the central fold of the paper. When you open the paper, you should see three horizontal incisions in the center.
- ✓ **Step 5:** Repeat steps 1 and 2 with a new color construction paper. Then, unfold the paper and cut along the fold lines.

**Step 6:** Weave one strip of paper beneath the lower slit

- ✓ of the first piece of construction paper, up through the middle slit, and back under the top slit.
- ✓ **Step 7:** Pass the second piece of paper through the first construction paper's bottom slit, under the middle slit, and through the top slit.

- ✓ **Step 8:** Fold the outer flaps in the direction of the center.
- ✓ **Step 9:** Fold the Magic Book loosely and place your thumbs in the middle fold to open it. Pull separate the braided layers to reveal the crease.
- ✓ **Step 10:** Turn your Magic Book over (so it looks like a M) and repeat steps 8 and 9 to open it from both sides!

Magic Book is a strategy that permits the students to connect the previous knowledge with the new one, bringing immediate ideas at the moment to use through paper connection. Besides allowing work collaboratively way in class sharing ideas among small groups before presenting the final product to the entire class, additionally contributes to developing the ability to share ideas and opinions

### **Writing skills**

Writing is the most challenging skill to teach as it encompasses several skills. For decades, it has been evident that teachers and academic researchers have attempted to determine in many ways the best techniques for teaching ESL/EFL writing. Each technique aims to eliminate obstacles that may impede pupils' writing processes. When it comes to writing, there are often two major obstacles that pupils face. For instance, students frequently think in two languages at once, thus it is reasonable when they employ incorrect translations from their first language. Second, they are conscious of their limitations in writing mechanics, therefore they write more slowly to avoid errors.

### **Writing definitions**

Nunan (2003) argues that the act of generating ideas and clearly expressing them in sentences and paragraphs is what constitutes writing. A writer needs to be able to think through and generate ideas for the piece she is going to write. In order to produce quality writing, she must also possess the ability to arrange her thoughts. Additionally, writing is a process of thought, according to Brown (2001).

## **Challenges**

Teaching writing in English as a foreign language can present several challenges for both educators and students. One of the biggest challenges for novice and non-native students is writing effectively. The most frequent problems stem from a lack of proficiency in syntax, coherence, vocabulary, idea extension, content selection, sentence subject, organization, and technicalities in addition to improper language usage.

. In the opinion of Zimmerman (1997), foreign language education typically accepts that vocabulary is an important aspect of language and is substantial for the average language student. Similarly, Richards and Rodgers (2014) show that the assembly of language Learning and communication includes not only grammar, function, concepts, or other units of planning and instruction, but also lexis, which refers to words and word combinations.

On another flip, Bratko, et al. (2008) showed the vantage point of educators the most common difficulties in English writing performance. The data revealed that pupils' primary issue is connected to grammar. Students are unfamiliar with verb tenses, good sentence structure, and how to provide further support for the issue. In terms of writing processes, learners do not develop ideas or create a first draft. In addition, they do not give comments or edit their work before the submission.

## **Type of writing**

Deane et al. (2008) state that writing is a complicated cognitive process. It can be seen either more broadly as a sophisticated, integrated performance that cannot be understood independently of the social and cognitive purposes it serves, or more specifically as a particular kind of verbal production skill in which text is made to satisfy a discourse demand.

. Thus, writing is intertwined into many facets of our daily life. Learning to write effectively is also essential for those who intend to pursue communication degrees or related disciplines.

Deane et al. (2008) express that expert writers frequently set complex goals, particularly content and rhetorical ones, that need sophisticated problem-solving. In contrast, rookie writers often take a simpler, more natural approach to writing and use a knowledge-telling technique in which information is formed by association, with one thought driving the next. However, whether a writer is an expert or a novice, the ability to write well is more likely to indicate clear thinking, improved communication skills, knowledge of other people's situations, and other qualities.

- (a) Narrative writing techniques
- (b) Descriptive writing strategies
- (c) Persuasive writing skills
- (d) Expository writing (informative, explanatory)

### **Writing process**

The research used Graves' five-stage writing process, adapted from Tompkins (1999), to execute the technique in EFL. Graves (1983) recommends that the processes contain the following stages:

#### **Pre-Writing:**

- ✓ Students write about their personal experiences.
- ✓ They arrange their ideas. Students define subject sentences.
- ✓ Students define subject sentences
- ✓ Students create an outline for their writing.

#### **Drafting:**

- ✓ Students complete a preliminary draft.
- ✓ Students focus on content rather than technique.

#### **Revising:**

- ✓ Students proofread their writings.
- ✓ Students present their writings to the teacher.

- ✓ Students contribute productively to conversations about their writing with their teaching
- ✓ Students revise their work based on instructor feedback. Additionally, kids create significant rather than incremental modifications.

### **Editing**

- ✓ Students self-check their work.
- ✓ They become aware of and correct mechanical errors.

### **Publishing**

- ✓ Students should prepare a final copy of their paper.
- ✓ Students publish them in appropriate forms.
- ✓ Students share finished writings with the teacher.

### **Reflection:**

- ✓ Self-Assessment: Identifying writing skills and areas for growth.
- ✓ Analyze success and identify areas for improvement in future writing efforts.
- ✓ Setting goals for further writing improvement.

### **Common European framework writing**

The three levels in the CEFR are referred to as Basic, Independent, and Proficiency, for a total of six levels on the scale. As a person advances from the lowest level to the highest, the CEFR outlines what they can accomplish in that language. It is made up of an extensive list of descriptions linked to each of the four skills—speaking, writing, listening, and reading. At level A2, a learner is able to use simple language to discuss topics that are common and every day, such as elements of their immediate environment, background, and things that are instantly significant to them. To put it another way, the material is linked together by straightforward, often occurring words.

The detailed descriptors in the Writing Assessment subscales are slightly different for each exam and are based on its target CEFR level. Based on the intended CEFR level of each exam, the specific descriptions in the Writing Assessment subscales vary widely from one another.

**Table 1**

*Descriptors in the Writing Assessment*

Content	✓ The students answered the question. They did what they were ordered to do.
Organization	✓ The structure of the text is apparent. The sequence of the thoughts is reasonable.
Language	✓ There is a wide variety of vocabulary and grammar. Language is utilized appropriately.

*Note.* Adapted from Cambridge English Assessment. Elaborated by Adriana Briones Ana Guarquila

**Writing in Ecuador**

In Ecuador, educators have found that one of the biggest difficulties in the educational system is the writing skill mastering in the English learning procedure

. Several factors have contributed to the conclusion that the English learning process has demonstrated little evidence of efficiency in its application.

. Among the possible causes is minimizing the value of productive abilities such as speaking and writing in comparison to the mechanical and noncommunicative practice of grammar and vocabulary. It has been one of the issues that many professionals and specialists in this industry have attempted to address, developing a variety of tactics and methodologies, some of which are based on learning theories.

As stated by Tamayo and Cajas (2020), the development of linguistic and communicative competence is central to writing instruction for English as a foreign language (EFL) students. In doing so, English teachers frequently encounter pedagogical obstacles, resulting in instructional issues.

The researchers used descriptive analysis to uncover student and teacher-related characteristics that make teaching writing difficult for instructors. Student-related features include English language proficiency, Spanish language interference,

and pupils' deficiency of excitement for writing in English while teacher-related considerations include instructional techniques. Furthermore, findings in the study may assistance instructors and students enhance writing instruction at their particular institutions.

### **Teaching writing in the EFL context**

According to Bratko, et al. (2006), academic writing in English is essential for teaching and learning in EFL settings. Recent research has mostly addressed the challenges of writing academic English in EFL situations.

#### **✓ Writing strategies:**

In agreement with Ferris and Hedgcock (2011), Writing is a complex process that requires students to organize and build information in various situations, actively produce ideas, and edit and rewrite their writing. Learners demonstrate that learning to write effectively is one of the most frustrating experiences. According to Hadley and Reike (1993), Writing necessitates composition, which suggests having the capacity to either create new texts, such as expository or argumentative writing or to transmit or retell material in the form of tales or descriptions.

#### **✓ Feedback:**

It is essential for the teacher's feedback to students because it is part of how teachers learn. It is also important for students since it contributes to them improving their writing and making better sentences or paragraphs. According to Rismawati (2018), Feedback is a crucial tool for instructors and students to assess how well pupils are performing in the learning objectives set in the classroom.

### **WRITING ASSESSMENT**

Banat (2007) alleges that in writing education, it's crucial to understand how cohesion and coherence impact writing quality and how to increase students' capacity to apply these tools based

on strong text characteristics. Students must understand where to begin, what to do at each stage, and what is expected of them while producing texts. Writing is the process of placing organized information from the mind to paper. Akdal and Sahin (2014) emphasize the importance of pupils comprehending and organizing what they hear and read. Text linguistics is a novel strategy for students to create structurally sound and systematized writing and reading materials.

The goal of writing education is to help students communicate their feelings and ideas effectively. Applied research on writing education typically features grammatical faults in student writing and uncertainties in phrasing. Essays sometimes overlook structural issues such as intra-textual linkages, transitions, text element development, subject flow, and text structures. Several studies have considered the structural aspects of text using text linguistics and found a link between students' use of "tools of cohesion" and coherent writing.

### **Grammar and Punctuation:**

Daffern, et al. (2017) states that English grammar rules started in antiquity, but have changed throughout centuries based on use and continue to change now. Thus, grammatical rules can evolve and be inconsistent, but they often have a functional foundation. This practical approach to language and punctuation is detailed in Effective Revenue Writing 2. Grammar comprehends the following

elements:

- ✓ Understanding parts of speech
- ✓ Proper comma usage
- ✓ When to use semicolons vs. colons
- ✓ Subject-verb agreement

### **Spelling**

Fageberg (2006) English is the primary language used for worldwide communication in industries such as trade, industry, politics, and education. Millions of language learners worldwide strive to enhance their skills in English. Developing writing skills is critical for effective communication and work in today's environment. Spelling is a crucial aspect of writing, as a single

misspelled word can affect the meaning of a statement. Good spelling is associated with education, whereas bad spelling is seen negatively. It involves:

- ✓ Effective strategies for learning new words
- ✓ Contextual usage of vocabulary
- ✓ Using synonyms and antonyms to enrich writing
- ✓ Sentence Structure:
- ✓ Crafting varied sentence types (simple, compound, complex)
- ✓ Avoiding run-on sentences and fragments
- ✓ Maintaining coherence and clarity

### **Paragraph Development**

A paragraph is a collection of connected sentences concerning one topic. Oshima and Hogue (2006) explain that a paragraph consists of connected sentences that describe a single core theme. Tyas and Inayati (2022) also identify a paragraph as a joined sentence that focuses on a specific idea developed by the writer. This idea is called the main idea and is usually at the beginning of the paragraph followed by supporting ideas related to that main idea. Writers should comprehend the requirements for a good paragraph to ensure reader comprehension. Paragraph organization is related to its structure. It involves arranging sentences to produce a coherent body of text. A paragraph is divided into:

- ✓ Topic sentences and supporting details
- ✓ Transitions between paragraphs
- ✓ Unity and coherence within paragraphs

### **Coherence and cohesion**

Improved writing abilities are also associated with increased text coherence. According to Halliday and Hasan (1976), cohesion and coherence are closely related. Cohesion is defined as the existence or lack of clear clues in the text that allow readers to connect concepts. Thus, cohesiveness is limited to the text. Coherence, on the other hand, is unique to the reader and pertains to the

knowledge gained from the text. Coherence is influenced by both explicit and implicit signals, as well as nonlinguistic elements like prior knowledge and reading proficiency (O'Reilly and McNamara, 2007).

Young writers frequently employ local cohesion techniques to connect portions of text, such as referential pronouns and connectives (King and Rentel, 1979). Around 8th grade, authors tend to employ less explicit cohesiveness signals to structure material (McCutchen, 1986).

This pattern continues through high school and beyond. Adolescent and adult writers who employ explicit local cohesiveness signals tend to produce less skilled writing.

### **Previous studies Research background**

An international study, by Miroslawa (2014) has the purpose of investigating the English writing strategies used by Polish Junior high school students. Two main areas of concern are expected mentioned during the research. The first was to determine whether these students had one area ready to take the national final exam in English, which includes part of the writing composition. The second concern was determining whether these students had been equipped with strategic knowledge of how to write text in a foreign language. The study applied a mixed method approach; it combined quantitative analysis of Likert scale statements in the writing strategy questionnaire and student writing sample with qualitative analysis of open-ended questions in the questionnaires and semi-structured interviews. It used the grounded theory as a guide. Hopefully, the qualitative data collected provided insight into the nature of L2 writing and thus enabled the formation of new hypotheses.

Quantitative analysis confirmed the hypothesis that good language learners use a lot of writing strategies, but this result was not statistically significant. Qualitative analysis forwards two new hypotheses which seem to explain why the students in the study sample have difficulty writing in English; they have no understanding of the composition aspect of English writing and they do not consider their writing in English as a medium of communication. Therefore, the significance of the research is: to improve and raise students' awareness of English writing skills, emphasize communicative purposes of writing in English, and train them to use peer-to-peer collaboration strategies to facilitate their writing in English as effectively as possible.

Navidinia, et al. (2019) did an experimental study to prove the significant impact of using pictures for developing EFL students' writing. To start the project, 34 Iranian EFL learners were chosen and randomly separated into two sets. They enrolled in an English language institute in Birjand City, Iran. A pre-test and post-test were used to determine the effect of using pictures on students' writing development. The results of this investigation showed that the control and experimental groups' performance made a significant difference in the post-tests, denoting that the group of students who received teaching by using pictures were able to write longer texts and broad use of cohesive devices and fewer grammatical errors in contrast to the performance of the students, which formed the control group.

Additional research by Quinteros (2008) aims to gain insights into EFL writing and to analyze the role that feedback plays in the process of writing. This article reports on the results of an action-research project carried out with a group of first-year university students from an "English Program" at a public university in Bogotá. Interviews, students' artifacts (writing drafts), and students' blogs were applied to collect data and extensive analysis and interpretation as lots of information was gathered during the research process. The analysis for the present research study was based on the grounded approach as an inductive form of qualitative research where data collection and analysis are conducted together.

During the research process, students are encouraged to collaborate and write collectively, alongside participating in a debate blog that necessitates the utilization of argumentative writing. The results indicate that when students have a sense of belonging and connection to their peers, they are more motivated to improve their writing skills. This research highlights the importance of creating a supportive and inclusive environment for EFL students, where they can feel valued and included. Additionally, it suggests that collaboration with peers can enhance their writing abilities, as they can receive feedback and learn from each other's experiences. Overall, fostering a sense of community in EFL classrooms can contribute to the development of students' writing proficiency.

Harlena, et al. (2019) experimental research resulted from the education directed to detect the outcome of the collaborative writing approach and writing awareness on students' writing aptitude of descriptive text in the tenth grade of SMA INS Kayutanam. In this case, it was quasi-experimental research, where there were chosen 44 students as a sample. The data were composed by giving a writing test. The scholars were asked to write a descriptive text grounded on

the picture given, the method used was quantitative. The overall population was 67 students who were split into 3 classes. Random sampling was used for practicality and time efficiency.

Based on the result, the students' lowest and highest writing tests from the experimental class which were qualified by using the Collaborative Writing strategy were 60.50 and 93 respectively, and the students' lowest and highest writing tests from the control class who were taught by using Listing strategy is 45.50 and 85.50 respectively. It means that the mean score of the students who were applied through the Collaborative writing strategy in the experimental class was higher than the mean score of the students who were instructed by the Listing strategy implementation in the control class.

Yaacob, A., & Suriyanti, S. (2016) mentioned that descriptive writing must be imparted and dominated by both, English teachers and junior high school students, predominantly in Seventh, Eighth, and Nine grades. The present research is based on the product of a study that explored how teachers' strategies were applied in teaching descriptive writing to junior high school students in Delitua, North Sumatra, Indonesia. It was seen that teachers need more training in teaching writing strategies especially in terms of integrating richer writing descriptions which include sensory details, figurative language, and vivid words. The study also revealed the importance of teachers' awareness regarding the improvement of students' writing skills so that training could bring changes in pedagogical practices.

In a national action research study, Valdiviezo (2016) wanted to determine how the use of the magic book influenced the writing skills of eighth-grade students. Fourteen participants from a public institution in Loja city participated in the investigation. The core point of this research has been focused on the Magic Book as a cooperative learning method. The required instruments for the application of this research were the data collection, description, analysis, and interpretation of results and also of the following methods: scientific, analytic-synthetic, statistical, and descriptive. The instruments accurately selected for this study were the pre-test and post-test, pre-questionnaire and post-questionnaire, and observation.

In the pre-test and post-test, students worked on a paragraph about personal information and the teacher used a writing rubric to assess them. This rubric included six essential parameters: consisting of organization, vocabulary, tense, word order, and punctuation. Results show a mean of 4.13 in the pre-test showing how students struggle when writing. These obstacles were faced in one way after the interventions and it was seen in the results of the pos-test with a mean of

7.52. Additionally, Pre- and post-questionnaires helped to know the attitude toward the writing skill. One of its indicators shows that there was a considerable change in the perception of how students- distinguished that peer and group activities were performed in a great environment (64% to 71%). As a result, the Magic strategy helped students significantly improve their writing skills as well.

## CHAPTER 2. Methodology of the research

This proceeding chapter offers details about the methodological outline and justification for the investigation. It poses the methodological strategy applied in the research and its focus on fulfilling specific objectives and it has been a guide that has driven the performance of the proposed objectives at the beginning of this study. Likewise, it labels the explore method and the practice of the study, which contains the sampling technique, the research, and statistical tools.

### 2.1 Conceptualization and Operationalization of Main Categories

The operationalization of main categories consists of transforming a theory into a measurable element through practical value and states that this procedure ought not to be delimited to the mere quantification of a theory nevertheless should be perceived in the wider sense of using a theory for diverse purposes (Comim, 2001). It permits turning conceptual into measurable and observable indicators. Also, this procedure certifies that the research is aligned with the main goals. Besides, it serves as a pattern to follow during the execution of the project. This stage guarantees that the chosen variable has been accurately selected and reflects the intended construct researchers. This study involves two categories or variables.

The first variable is independent variable is the Magic Book as a tool as it is an innovative didactic handcrafted tool useful to combine writing and vocabulary through the use of snapshots which allow students to organize and structure ideas to contribute to a logical sense in writing pieces providing a comprehensible to the reader. In the same manner, students can express themselves in an organized way. The Magic Book helps teachers meet these goals and the same time provides students with something novel, which may increase their attention and engagement as well as their retention of information (Willis, 2006). This variable includes the following dimensions: teacher-assisted, grouping learning, collaborative learning, and perceptions. Every dimension has its indicators according to the objectives. Each variable has its indicators see in Table 1.

#### **Table 2**

*Operationalization Matrix – Magic Book*

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES	Techniques and instruments
Magic Book Strategy	"The Magic Book helps teachers meet these goals and at the same time provides students with something novel, which may increase their attention and engagement as well as their retention of information" (Wiliis2006)	Teachers assisted	Give instructions on handwork activity		
			Monitoring the process		
		Grouping learning	Error corrections	Never	
			Peer evaluation	Rarely	
		Collaborative learning	Writing	Some-times	
			Discussion in the group	Of-ten Always	
		Perception	Motivation		
			Enthusiasm		
			Interest		
			Confidence		

*Note.* Operationalization Matrix- Magic book strategy (Independent Variable). Elaborated by Adriana Briones and Ana Guarquila (20024)

The second one is the dependent variable in terms of writing skills. It refers to the ability to communicate effectively and confidently ideas. Writing boosts the analytical and critical thinking skills of learners. Abbas (2017) emphasizes that writing is a way to produce language and express ideas, feelings, and opinions due to it is regarded as an expressive skill of the language since allows the reader to deliver or transmit thoughts and feelings.

This variable was measured using the following dimensions with its indicators: use of language, writing, vocabulary, and organization. Thus, the indicators were: grammar acquisition, spelling punctuation, sequence words, linking verbs, writing production, editing proof-writing skills, making outlines, and usage of new words.

**Table 3**

*Operationalization Matrix- (Dependent Variable)*

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES	Techniques and instruments
Writing skills	<p>“As for the skill of writing”, (Banat 2007) Pointed out that this skill is invaluable for helping students communicate and understand how the parts of language go together, adding that writing is one of the four major languages to be mastered by language learners”</p>	Use of language	Vocabulary acquisition	Never Rarely Sometimes Often Always	Pre-test Post-test Post-survey Teacher interview
			Grammar acquisition		
			Spelling		
			Punctuation		
			Sequence words.		
			Linking verbs		
		Writing	Writing production		
			Editing proof-writing skills		
			Editing proof-writing skills		
		Organization	Writing fluency		
			Writing fluency		
			Making outline		
Vocabulary	Making outline				
	Usage of new words				

Note. Elaborated by Adriana Briones and Ana Guarquila (20024)

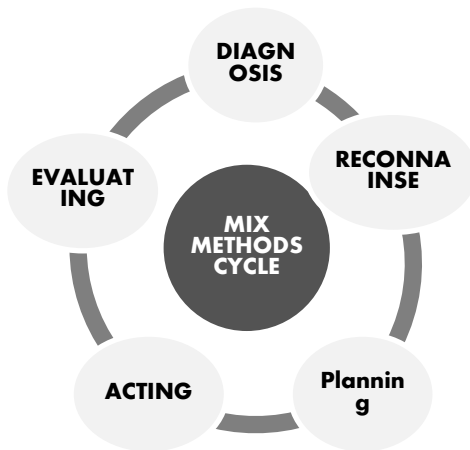
## 2.2 Approach

Pragmatism is a paradigm that claims to bridge the gap between the scientific method and structuralist orientation of older approaches and the naturalistic methods and freewheeling orientation of newer approaches (Creswell 2013). This study follows this paradigm allowing the investigators to analyze and control the core of the investigation in terms of a new writing strategy to improve this skill. In this way, the mixed method is the one that worked to achieve the research goals and solve student’s writing problems.

This mixed-method action research focused on bringing about change or improvement in a real-world context through a cyclical process of planning, acting, observing, and reflecting. It involves collaboration between researchers and participants to address practical problems or issues incorporating action and research. In consequence, action research mainly deals with the difficult situations that a teacher confronts in the classroom and how they can find solutions for the specific problem. John Creswell claims that Mixed Method research is a research design (or methodology) in which the researcher collects, analyzes, and mixes (integrates and collects) both quantitative and qualitative data in a single study or a multiple program of inquiry

**Figure 1**

*Mix Methods cycle*



Note. Elaborated by Briones and Guarquila (2024)

The cycle of the mixed method is split into the following phases. Diagnosing phase, the reconnaissance, or fact-finding, the planning phase, the acting phase, the evaluation phase, and the monitoring phase. In the first phase, the researcher identifies the problem. In the

phase, of reconnaissance, or fact-finding, the researcher assesses the context to identify a problem or issue to develop a plan of action or intervention. In the third phase, the planning phase, researchers design a plan based on the outcomes compiled from the diagnostic phase. During the acting phase comes the action intervention followed by a rigid evaluation process of the intervention. The evaluation phase consists of the analysis of qualitative and quantitative methods, and in the last phase, monitoring, the researcher decides based on results taken from previous phases,

## **2.3 METHODS**

The present proposal has regarded a mixed method which permitted the combination of quantitative and qualitative approaches to facilitate the interpretation of data collection effectively (Hernandez- Sampieri, 2017). It provides a more comprehensive understanding of deductive and inductive methods combining their strengths and enabling researchers to explore the phenomena from multiple angles. The qualitative method allows researchers to identify the problem and explain how a variable can influence the other. They could collect and analyze numerical data to prove a hypothesis.

On the other hand, the qualitative approach involves collecting and analyzing non-numerical data. It is good for the investigation because it permits to gathering of rich and detailed information on the experiences and perspectives of the participants in the study (Hernandez-Sampieri, 2017). This data can be used to provide contextual information, identify potential factors in how the Magic Book strategy contributes to improving writing abilities, and gain insights into the strengths and weaknesses of the students. The tools implemented by the researcher were observation and interview. This data was analyzed to obtain valuable data which were key sources to determine the validity of the proposal.

The Inductive Method involves collecting data and then developing an explanation based on the patterns and themes that emerge from the data. It will allow the researcher to generate hypotheses about the research's impact on developing students' writing skills. Through the inductive method, researchers have noticed specific details from a group of tenth-grade. For that, observation techniques and rubrics in the classroom contributed to developing the hypothesis. Likewise, the de deductive method: Theories and explanations about the Magic Book's influence on students' writing skills will be investigated.

The researcher will create a hypothesis that will be tested through the data collected from the pre-test and post-test. The Empirical Method involves collecting data through direct observation and measurement rather than relying on personal opinions or assumptions. It is good for the investigation because it will allow the collection of objective data on the impact of the research developing writing skills among teachers and students through the pre-test and post-test and a questionnaire.

## **2.4 Instruments:**

To assemble data gathering, it has used qualitative and quantitative tools, such as numerical data analyzed statistically. It also employed non-numerical data, such as observations and interviews. It is beneficial to the investigation since it allows for the collection of rich and thorough information on the participants' experiences and viewpoints in the research. On the other hand, direct observation and measurement, rather than depending on personal beliefs or assumptions.

### **2.4.1 Quantitative instruments**

Hernandez- Sampieri (2017) states that quantitative instruments allow researchers to record numerical data, which is then mathematically evaluated in a computer program using various scales such as nominal, ordinal, interval, and ratio scales to quantify the data.

### **Diagnostic test**

Research suggests that dynamic testing can enhance learning potential (Nisbett, 2009). Experts advocate for assessment for learning or diagnostic assessment, highlighting the benefits of classroom testing and teacher feedback (Alderson, 2005).

According to Roever and McNamara (2006), assessments should consider learners' willingness to learn and encourage further study into their abilities to profit from teaching and engage with others.

In the diagnosis phase, important data about students' writing skills were gathered and analyzed data allowing the organization and interpretation of this information. A diagnostic test was applied to all the students of the course (37 students from tenth-year EGB). It consisted of a written test split into 3 activities focused on writing skills. The output was compiled methodically into a physical format, it regarded the rank of score warranting precision and consistency.

Pre- and post-tests are used to assess information obtained via participation in a training course. Students are engaged in activities (e.g., reading, discussing, and writing), rather than passive listening, as part of active learning practices. A higher focus is placed on improving student skills. The process of the pre-test was focused on a writing activity in which students had the opportunity to demonstrate how capable were they to develop writing skills. It consisted of writing a paragraph of 60 words to create a short paragraph describing the most memorable holiday. (Appendix M). In like manner, the post-test consisted of creating a similar paragraph of 60 words describing their favorite member of the family (Appendix N). A rubric was used to assess this writing task, it contains the following criteria: using accurate vocabulary, mastering grammatical tenses, spelling, punctuation and capitalization, cohesion, coherence, supporting sentences, and conclusion. (Appendix O)

### **Post survey**

Survey research is the process of gathering information from a sample of people by asking questions (Check et al, 2012). In this case, a survey was applied; its questionnaire consisted of six questions connected to the two variables of this study. It was useful to assess the effectiveness of Magic Book by measuring the changes in the students' skills after they had been exposed to this intervention. In the like manner, the instrument gives valuable feedback to the researchers to know the aspects of the effective intervention to become a great contribution to the English system in Ecuador.

### **2.4.2 Qualitative**

For Mack et al. (2005), qualitative research methods are crucial for understanding the local viewpoints of the studied population qualitative research provides valuable culturally and contextually rich data.

### **Observation**

Gorman et, al. (2005) define observation studies as systematic recordings of observable occurrences or behavior in natural settings. According to Sierra-Bravo (1984), observations are the inspection and study carried out by the investigator using his or her senses, with or without the aid of technical apparatus, of things or events of social interest, as they are or as they occur spontaneously. According to Van Dalen and Meyer (1981), observation is crucial in research

as it gives essential aspects such as facts. Observation was done through the whole research process as the researcher was also the teacher.

The researcher took notes about important issues in terms of performance, feelings, and attitudes to the writing process. During the observation stage, it was identified that a majority of the class had difficulty in starting to introduce a paragraph, organizing ideas, and producing their ideas due to the limited use of vocabulary, which hindered their progress in the assigned activities, as well as in the use of connectors. A smaller group of students showed that they were able to create paragraphs per the teacher's instructions.

### **Interviews**

According to Lambert et al. (2008), interviews are commonly utilized as data-gathering tools in qualitative research. They are commonly used as a research approach to collect information on participants' experiences, perspectives, and beliefs regarding specific research topics or phenomena of interest. To apply the interview in the present research were selected a group of ten students who through this instrument expressed their perception during the writing activities performed in class. The questions for the interview were semi-structured (Appendix O). It is essential to highlight that the results of these instruments provide important information which contributes to the validation of the proposal.

## **2.4 Validation of instruments.**

Expert judgment validation is a crucial step in evaluating the content validity of the research tools. The survey questionnaire and interview guide were sent out to a panel of judges who are experts in education and research. Their knowledge gave the instruments a useful outside viewpoint and ensured that the targeted variables writing, organization, teaching assistance, group learning, collaborative learning, and perception were measured appropriately. To determine if the survey questions and interview guide adequately measured the research constructs, the expert judges carefully reviewed each item.

Their input was crucial in helping to improve the instruments' content validity and match them with the goals of the study. The validation dossier involves the cover letter with the expert tutor's acceptance to orient the research. the operationalization matrix with both variables Magic Book strategy to enhance writing skills. All of these instruments were revised carefully item by item either the pre-test or post-test. In the same manner, the survey and the interview were examined in detail by following the tutor's advice to refine the tools which

were focused on the objectives and the research questions to enhance content validity. (Appendix K)

## **2.5 Population, sample, and sampling selected.**

To execute the research, taken from 1150 students (the population) the researcher chose a sample of 37 students from tenth grade was divided among 21 females and 16 males. They benefited from the implementation of this innovative strategy. The participants are students who belong to the Unidad Educativa Emigdio Esparza Moreno. Their ages are between 13 and 14 years old, and they are in the tenth grade. According to the reference of the European Framework (MCER), students have an A2 level. Considering the socio-economic context, it is vital to mention that most of the students come from low-income homes, so having access to technology is a challenge for them.

### **2.5.1 Convenience sampling**

This type of sampling was practical. Convenience sampling is a non-probability sampling technique that gathers data from a readily available and accessible population. The sample is made up of people who are most conveniently accessible to the researcher rather than people who are most representative of the population as a whole.

## **2.6 Data Analysis.**

Data can be defined as numbers, texts, photos, or other recorded information that can be used to make decisions regarding a certain activity. Some argue that data lacks significance until it is understood as information. Analyzing data can reveal patterns and expand understanding. In this study, the pretest and post-test analysis considered its dimensions to summarize the participants' performance on the tests. Likewise, survey answers were classified according to the statements and the frequency of answer numbers. They were also described in pie charts to be understood clearly.

### **2.6.1 Data Collection and Compilation.**

The raw data from the student survey, pre-test, and diagnostic test was collected before any data processing could start. All of the answers from the pre-test and diagnostic test—both right and wrong—were noted and assembled into an organized dataset. Along the same lines, the

opinions, attitudes, and experiences expressed in the student survey replies were collected and arranged for additional examination.

### **2.6.2 Data Entry and Coding.**

Following collection, the data is through careful data entry and coding. The responses were consistently and accurately entered into a digital format using a systematic approach. The survey or the interview open-ended replies were coded and grouped into themes to enable a more thorough examination of the qualitative data. Finding recurrent themes, and significant ideas, and developing patterns was made easier by this coding technique.

## **2.7 Ethical Considerations**

### **2.7.1 Ethics**

Ethics is a crucial component that guides how researchers conduct studies. Scientists and researchers need to follow a set of rules when collecting data from people. In light of the ethical principle of respect for persons, the justification for including individuals in a research project depends on the social value of the proposed research. The research was considered as having value when the hypotheses or questions being researched have potential benefits.

### **2.7.2 Data interpretation.**

Another ethical issue in data analysis is ensuring the proper interpretation and presentation of data. Data interpretation, presentation, visualization, and communicate of your data results and recommendations, how you acknowledge the limitations and uncertainties of your data, and how you avoid manipulating or misrepresenting your data. To be part of this research project in 10<sup>th</sup> grade, it was essential to consider that the research methods selected conform to the ethical practices that a reliable study involves, in this case for the execution of this research the two teacher-researchers were involved so that both are part of the research. In this way, the process was in an unbiased manner avoiding bias.

## **2.8 Findings: Initial diagnosis.**

### **Diagnostic Test**

#### **Table 4**

*Checklist: Diagnostic test*

CONTEXT/GOAL	EXCELLENT	GOOD	REGULAR
Students have identified basic vocabulary	1	7	29
Use their background knowledge to construct a new one	10	5	22
The writing transmits a clear idea	3	12	22
Structure sentences properly	5	10	22
The writing selected shows a logical order	5	10	22
Each word is spelled correctly	7	12	18

*Note.* Elaborated by Adriana Briones and Ana Guarquila (2024)

In the diagnosis phase, important data about students' writing skills were gathered and analyzed data allowing the organization and interpretation of this information. A diagnostic test was applied to all the students of the course (37 students from tenth-year EGB). It consisted of a written test split into 3 activities focused on writing skills. The output was compiled methodically into a physical format, it regarded the rank of score warranting precision and consistency. (Appendix M). These quantitative results offer a more realistic understanding of the student's difficulties in writing skills.

Based on the results of the diagnostic test, it can be noticed that most students present difficulties in the use of basic vocabulary to the requirements for an A2 level. Another finding from this test shows that pupils cannot organize ideas and structure sentences correctly.

### **PRE-TEST**

The pre-test revealed that there was a high level of students with insufficient management of vocabulary since students do not know the words to write properly related to the topic. (Table 3). Likewise, it shows that students have problems when giving structure to a paragraph especially when they cannot develop a main idea and conclusion of a paragraph. Punctuation and capitalization are other difficulties and it was very hard to understand some parts of the paragraphs because lack of that knowledge. Such results indicate that it is necessary to implement the Magic Book strategy to enhance students' weaknesses which researchers pretend to strength the EFL field.

**Table 5**

*Pre-test rubric*

CONTEXT/GOAL	ACHIEVED (9-10)	GOOD (7-8)	FAIR (5-6)	NEED TO PRACTICE (3-4)
USE OF ENGLISH- Vocabulary (Using accurate vocabulary)	1 (3%)	7 (19%)	10 (27%)	19 (51%)
USE OF ENGLISH- Grammar (Mastering of Grammatical tenses)	10 (27%)	10 (27%)	8 (22%)	9 (24%)
MECHANICS- Spelling	7 (19%)	12 (33%)	10 (27%)	8 (22%)
MECHANICS- Punctuation and capitalization	2 (5%)	6 (16%)	19 (52%)	10 (27%)
ORGANIZATION - Cohesion	3 (8%)	10 (27%)	15 (41%)	9 (24%)
ORGANIZATION - Coherence	5 (13%)	10 (27%)	10 (27%)	9 (24%)
PARAGRAPH DEVELOPMENT- Intro: (Title+ topic+ sentence)	7 (19%)	12 (33%)	5 (13%)	13 (35%)
PARAGRAPH DEVELOPMENT- Supporting sentences	5 (13%)	10 (27%)	8 (22%)	14 (38%)
PARAGRAPH DEVELOPMENT- Conclusions	5 (13%)	10 (27%)	7 (19%)	15 (41%)

*Note.* Elaborated by Adriana Briones and Alexandra Guarquila (2004)

The results compiled reflected a more realistic understanding of the student's difficulties in writing skills. Taking into account the results obtained in the pre-test, the greatest weakness found was in the fact they have serious difficulties in the use of basic vocabulary, being this an impediment to transmitting ideas, feelings, and opinions related to giving personal information, about family, or describe pictures, in like manner, they are not able to organize paragraphs demonstrating coherence and cohesion, all of these noticeable aspects that

reveal encouraging teachers to explore innovative and accurate strategies to be introduced in this group.

### **CHAPTER 3: Presentation and validation of the proposal**

This chapter emphasizes displaying a brief show and validation of the research proposal to explain the analysis of the results to validate the proposal meticulously outlined in the previous chapter. These have already been presented in the research design and data collection method, at this time, it is expected to provide a clear and comprehensive representation of the results. Likewise, it presents a methodological exploration focused on the development of writing skills in students in tenth grade. Through this, the researchers attempt to contribute meaningfully to the progress of the chosen field.

#### **3.2 Theoretical Foundations.**

According to Harlena, et al. (2019), writing is one of the most effective language learning activities since it can be utilized as a cultural tool to increase students' literacy abilities later, engage them in an effective learning process, and provide feedback based on the learners' requirements. This proposal is connected to some learning theories in terms of the influence of a new collaborative writing strategy to enhance this skill through small projects that explain the process of how to acquire and retain knowledge: constructivism and cognitivism. Also, monitoring, sociocultural, and communicative Language teaching.

Constructivism learning theory, as a paradigm in teaching and learning development, supports this study describing how people can acquire knowledge. According to the notion, people gain significance and understanding from their experiences (Olusegun, B. S., and Bala, N., 2023). Constructivism taps into and triggers the student's innate curiosity about the world and how things work. Jonassen (1994) states that students do not recreate the wheel, but rather try to learn how it turns and operates. They become involved by using their prior knowledge and real-world experience, learning to hypothesize, testing their theories, and finally drawing conclusions from their results.

Reason for which constructivist theory encourages students should regularly examine how the activity is assisting them in gaining comprehension, and that teachers must reflect on their practice to apply these concepts to their work (Olusegun, B. S., and Bala, N., 2023).

Conferring to Driscoll (2000), constructivist theory holds that knowledge may only exist in the human mind and does not have to correspond to any real-world reality. Learners will be constantly trying to derive their mental model of the real world from their perceptions of that world. As they perceive each new experience, learners will continually update their mental models to reflect the new information, and will, therefore, construct their interpretation of reality. There are six advantages of constructivism:

- Active participation in education leads to increased learning and enjoyment among students.
- Thinking and understanding are the main components of education that work best, not mindless memorizing. Constructivism focuses on increasing one's ability to think and comprehend.
- Teaching from constructivism is transferable. Students grow organizational concepts, and in a constructivist focus, educators can apply them in various learning environments.
- Constructivism is a teaching approach that stimulates and engages pupils by placing authentic activities, in real-life contexts. In constructivist classrooms, students learn how to ask questions and use their natural curiosity to discover the world.
- Constructivism improves social and communication skills by encouraging collaboration and idea exchange in the classroom. Students must develop their capacity to convey ideas effectively and collaborate well on tasks by participating in group projects. As a result, students must communicate ideas to "negotiate" with others and evaluate their contributions in a socially acceptable manner.
- Constructivism encourages embedded social understanding (collaboration) through learning. also foster the employment of countless representational resources, such as acoustic text, audiovisual, etc, and advocate the understanding of the process of creating knowledge (reflection, metacognition).

### **Implications**

For education, these theories are focused on the ways instructors teach and learn to teach are vast. To ensure that efforts to transform education for all kids succeed, we must focus on students. Constructivism's greatest significant contribution to date may be its emphasis on student-centered learning. The concepts of constructivism, which are increasingly prominent in the organization of classrooms and curriculum in schools, may be used in teaching and

learning. The concepts are appealing to our modern understanding of learning and knowledge, yet they contradict ancient methods. Teachers must reflect on their practice before applying these principles to their work.

### **Constructivism**

To Olusegun and Bala, (2023) constructivist educators motivate students to constantly Evaluate how the exercise contributes to their comprehension. Ideally, students in the constructivist classroom would question themselves and their techniques. become "expert learners." This provides students with ever-expanding tools for continuing their education. A well-planned classroom setting teaches pupils how to learn. The constructivism emphasizes the active role of the students to construct their understanding. Another relevant theory connected to this study is cognitivism which defines the term "cognition" as thinking, a procedure that encompasses all memory, forgetting, and elaboration processes.

In the opinion of Ertmer and Newby (2013), learning is more about what students know and how they came to know it than it is about what they do. It is said that acquiring knowledge requires the learner to engage in internal coding and structuring. It is believed that the student plays a highly active role in the educational process. Developing lessons in the classroom and assisting students in acquiring higher-order thinking skills are common uses of cognitivism. As a result, cognitivism concentrates on the invisible processes occurring inside the head. Piaget examined how cognition develops. According to Piaget (1953), constructivism is primarily concerned with how individuals construct knowledge. Cognitive constructivism originated from Piaget's work. According to Piaget's theory of cognitive development, humans must generate their knowledge rather than rely on information handed to them.

### **Monitoring Theory**

During the monitoring phase, pupils often look to their teacher for validation. Teachers provide feedback on their writing or pose inquiries and create learning strategies to achieve flawless writing because they are insecure about their writing. However, they may also adapt to new tactics because this reflection exercise presents learning opportunities (McMullen, 2009). Monitoring implies a thorough awareness process and a follow-up to task completion. Monitoring in research is associated with students' capacity to grow gradually.

Nonetheless, several recent studies have discovered a robust relationship between monitoring accuracy and metacognitive knowledge. According to Nunan's (2003) research, adults' prereading comprehension estimates of a passage's efficiency were correlated with their accuracy during a post-reading comprehension test. Additionally, Nunan (2003) considers in writing skills the three following aspects. First, writing is a physical and mental activity. Second, the purpose of writing is to express and communicate. On one hand, writing is a cyclical activity that has certain stages. Likewise, readers may see a product that can take different formats: a recipe, list, essay, or other form.

### **Cognitive Process Theory of Writing**

Ertmer and Newby (2013) refer to cognitive writing as a mental process theory. In order for a writer to write, they need to use mental processes such as brainstorming, planning, organizing, and creativity. The goal of cognitive writing is to teach students how to use mental processes in writing. This theory is more popular than other theories of writing because it has many advantages. Flower and Hayes introduced it in 1981 by observing student writing introducing the theory of cognitive process involved in composing, and laying the foundations for a more comprehensive study of the thinking processes in the writing process.

According to Flower and Hayes, the four elements of cognitive writing are “writers must undergo a process of thinking thought writing, the advanced-order organization happens during these processes, composing implies the set of goals, and writers create broad and mini goals to complete the writing assignments. In short, this is a theory of mental writing only. The cognitive process theory of writing provides a comprehensive framework for understanding the complex cognitive processes involved in writing, with substantial implications for research and pedagogy.

### **Sociocultural Theory of Writing**

Hodges (2017) Vygotsky's sociocultural theory of writing stresses the importance of motivation, effect, and social influences as elements of writing. To put it another way, Vygotsky argues that human learning is a social process and that human intelligence originates in the social or cultural environment. Another important aspect of this theory is that socialization or interaction is essential for the development of the theory of writing. This is why Vygotsky presented the conception of the zone of proximal development (ZPD). In the Vygotsky

reports it is stated that learners require support and socialization to mature themselves. Therefore, ESL is essential during writing tasks, for pupils to collaborate with partners and scaffold from the tutor as well as partners.

Piaget believed that knowledge is created in the learner's mind via the organization of experiences and cognitive structures. Vygotsky believes that knowledge is generated via social and cultural interactions. This study explores constructivism from both cognitive and social perspectives, emphasizing the dual nature of knowledge. The study aims to provide pedagogical implications for students and teachers based on teaching experiences.

Willis (2006) The Magic Book helps teachers reach the goal of learning the language and content of the lesson. Simultaneously, it offers pupils something new, which may boost their attention, engagement, and attentiveness to material.

To achieve this goal authors applied several theoretical references focused on writing skills and the Magic Book strategy. Through this, the researchers distinguished the negative points that restricted writing skills and implemented the Magic Book to enhance them. This increases students' learning, and motivation since allows them to work cooperatively, and improve their writing performance.

Additionally, Dos Santo (2020) describes the Communicative Language Teaching (CLT) approach and related teaching and learning methods and strategies. The purpose of this paper is to provide an overview of the advantages, disadvantages, and applications of CLT. The researchers reviewed several past and current studies on how CLT approaches can be useful in current educational environments. The results of this study provided an effective overview to help language teachers find and establish appropriate teaching and learning strategies for students from different social and cultural backgrounds.

Richard and Rodgers (2014) Communicative Language Teaching (CLT) is an essential approach implemented in language teaching that addresses developing students' ability to use the language in real context. (CLT) stresses the importance of practice activities in language learning that involve Meaningful learning and language usage. Learners should be encouraged to use their natural and creative ability to comprehend and express the grammatical rules of the language.

Real-life simulations through realistic and meaningful tasks: CLT encourages the use of these kinds of exercises. For instance, it is suggested that learners engage in activities that demand them to apply their language abilities in meaningful and practical ways, such as role-plays, discussions, and problem-solving exercises. Additionally, interaction and cooperation:

CLT places a strong emphasis on the value of learners interacting and working together to advance language acquisition. According to CLT, language is a means, not an end, of communication. It focuses on imparting functional language abilities so that students can communicate effectively.

### **3.3 Characteristics and Characterization of the Proposal**

This proposal was categorized as a collaborative writing approach, in line with Nunan (1996), this method students have the opportunity to think during the learning process, and also, the intention to relate the language learned in the classroom with other activities. As well as this approach is also aligned with the Curriculum Priorizado by the Ministry of Education of Ecuador which adopted the parameters given by the Common European Framework of Reference for languages, in its scale a student from tenth grade ranges from A1 to A2 levels. This study required creativity, discipline, and a systematic approach.

### **3.4 Objectives of the proposal**

#### **General objective**

To create a set of activities linked to the Magic book strategy to improve writing skills among tenth-grade students at Unidad Educativa Emigdio Esparza Moreno Educational.

#### **Specific objectives**

- To create writing activities applying strategies through lesson plans to develop writing skills among students of the tenth grade in Emigdio Esparza Moreno school
- To apply the magic book strategy through activities to improve tenth-grade students at Unidad Educativa Emigdio Esparza Moreno Educational located in Babahoyo city.
- To evaluate the effectiveness of implementing the Magic book strategy activities in developing writing skills among tenth-grade students at Unidad Educativa Emigdio Esparza Moreno Educational
- To explore the perceptions and attitudes of these students towards this implementation.
- To determine difficulties when applying the Magic Book to be considered in future applications of this strategy.
- To determine the effectiveness of implementing the Magic Book strategy to improve writing skills among Emigdio Esparza Moreno school in Babahoyo city.

### **3.5. Structure and Dynamics of Proposal Components.**

The structure and implementation of this writing strategy called Magic Book covers some components of the proposal such as the diagnostic, implementation, and evaluation stages. First, the Diagnostic phase it was implemented a diagnostic test to measure the writing skills required in A2 level students, the test assessed dimensions such as the use of accurate vocabulary, grammar structure, organization of a paragraph, spelling, coherence, and conclusion. Second, was applied a pre-test to assess the basis of the students writing knowledge according to their level, for this purpose was assigned an activity in which students created a paragraph of 60 to 80 words including linkers.

It elaborated a study that includes the implementation of an innovative strategy: Magic Book with five lesson plans the intervention lasted five weeks. These activities were added to lesson plans and written in worksheets. (Annex I). It is vital to highlight that in all the selected activities students had the opportunity to exchange experiences from their background knowledge taken from their real life the same which were posed through writing communication. Likewise, the use of hands-on materials allowed the group to build their knowledge.

On the other side, the implementation of this strategy made the class more enjoyable and confident. Another relevant aspect regarded in the lessons was collaborative work as a strategy to interchange opinions and thoughts, work in a group and or pairs contributing to the interaction. Finally, to prove the effectiveness of the Magic Book strategy was administered a post-test to the same group of students to measure the writing abilities assessed in the pre-test to compare and contrast the information obtained.

### **3.6. Description of Methodological Requirements.**

Systematically, this proposal required the incorporation of research methods to ensure validity and reliability. Thus, it applied mixed-method research, joining quantitative and qualitative methods. For instance, the instruments involved in the quantitative procedure were pre and post-tests, moreover, to compile qualitative data students participated in an interview. Additionally, to analyze the obtained results from the survey statistical tools.

### **3.7. Analysis and discussion of the results obtained from the implementation of the proposal.**

The basis of this proposal consists of the necessity to enhance the writing skills of the students of Emigdio Esparza Moreno school so that they can express their thoughts, ideas, and opinions with clarity and precision fostering better understanding in real communication. The results were obtained after five periods of having implemented the Magic Book strategy in 37

students from the tenth grade of Básica Superior. This section will interpret what the data reveals about the impact of the proposal and discuss the implication of the findings in the data.

Content/Goal	Achieved (9-10)	Good (7-8)	Fair (5-6)	Needs to practice (3-4)	
<b>USE OF ENGLISH - Vocabulary (Using accurate vocabulary)</b>	6 20%	10 32%	10 32%	5 16%	31 students 100%
<b>USE OF ENGLISH – Grammar</b>	9 29%	8 26%	8 26%	6 19%	31 100%
<b>Mastering of Gram-matical tenses</b>					
<b>MECHANICS- Spelling</b>	9 29%	10 32%	8 26%	4 13%	31 100%
<b>MECHANICS- Punctuation and capitalization</b>	5 16%	9 29%	12 39%	5 16%	31 100%
<b>ORGANIZATION Co-hesion</b>	11 35.50%	11 35.50%	4 13%	5 16%	31 100%
<b>ORGANIZATION Co-herence</b>	8 26%	13 42%	6 19%	4 13%	31 100%
<b>PARAGRAPH DE-VELOPMENT Intro: ( title+ topic sentence )</b>	13 42%	10 32%	3 10%	5 16%	31 100%
<b>PARAGRAPH DE-VELOPMENT Sup- porting sentences</b>	9 29%	11 35%	3 10%	8 26%	31 100%
<b>PARAGRAPH DE-VELOPMENT Con- clusion</b>	12 39%	9 29%	6 19%	4 13%	31 100%

**Table 6**

*Results proposal*

**Note:** Elaborated by Adriana Briones and Alexandra Guarquila (2004)

### 3.7. Results Obtained: Analysis of the Research Questions.

Research question 1: How effective is the application of the Magic Book strategy on 10<sup>th</sup>-grade students' writing skills at Unidad Educativa Emigdio Esparza Moreno from Babahoyo City in the 2023-2024 academic period?

**Table 7**

*Pre And Post Test results*

INDICATORS	PRE TEST	POST TEST	DIFFERENCE
Vocabulary	7,3	8,95	23%
Grammar	5,75	7,25	26%
Spelling	7,4	8,9	20%
Punctuation and capitalization	7,3	8,9	22%
Cohesion	6,5	8,4	29%
Coherence	4,35	7,5	72%
Title- Topic- sentence	7,56	8,56	13%
Supporting sentences	5,54	7,1	28%
Conclusion	8,02	8,8	10%
Total	6,64	8,26	

*Note.* Elaborated by Adriana Briones and Alexandra Guarquila (2004)

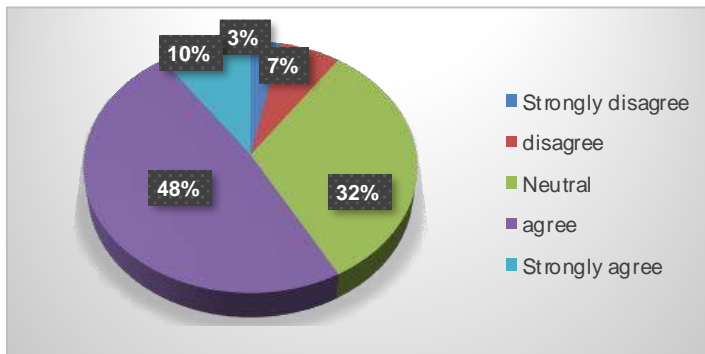
**Research question 2:** What are the perceptions of these students toward this intervention on 10<sup>th</sup>-grade students at Unidad Educativa Emigdio Esparza Moreno from Babahoyo City in the 2023-2024 academic period?

After five weeks of having implemented this proposal, the outcomes show that students could reach the mandatory objectives established by The Ministry of Education for the A2 level, highlighting some improvements such as; the acquisition of vocabulary. Regarding improvements in grammar, it is important to remark that learners after the implementation can use the adequate grammar tense. Moreover, the results show students overcome difficulties associated with coherence and cohesion. It is vital to mention during the application of this strategy they upgraded other indicators and also gained confidence which showed students could develop writing skills

### 3.8 Post Survey

**Figure 2**

*I felt engaged while implementing the Magic Book in the classroom*

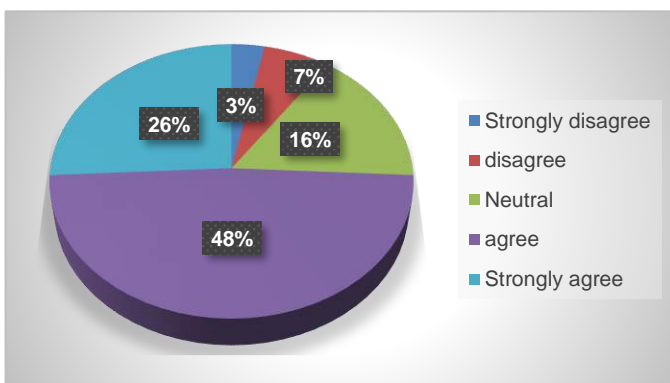


*Note.* Elaborated by Adriana Briones and Alexandra Guarquila (2004)

Most of the students strongly agree and agree (58%) that The Magic Book strategy in the classroom engaged this learning process. It was seen that students could pay more attention when write tasks were developed in the Magic Book.

**Figure 3**

*I felt more confident when working on the Magic Book in the classroom.*

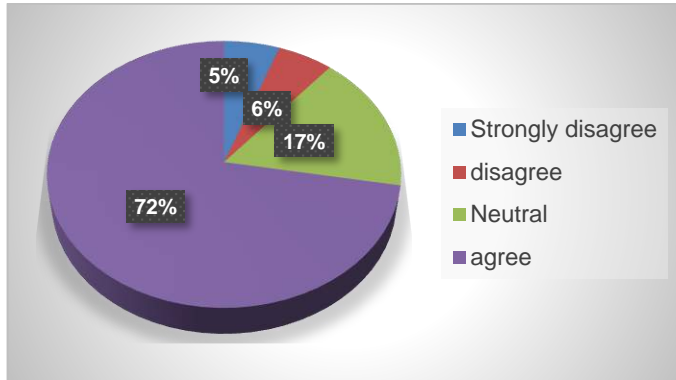


*Note.* Elaborated by Adriana Briones and Alexandra Guarquila (2004)

The figure reveals that 74% of the group who were part of the interview process expressed they strongly agreed and agreed that they felt confident when the teacher assigned activities on the Magic Book. It seems that there was an atmosphere when working with this Magic book that allowed them to trust more themselves.

**Figure 4**

*I felt more relaxed during the implementation of the Magic Book in the classroom.*

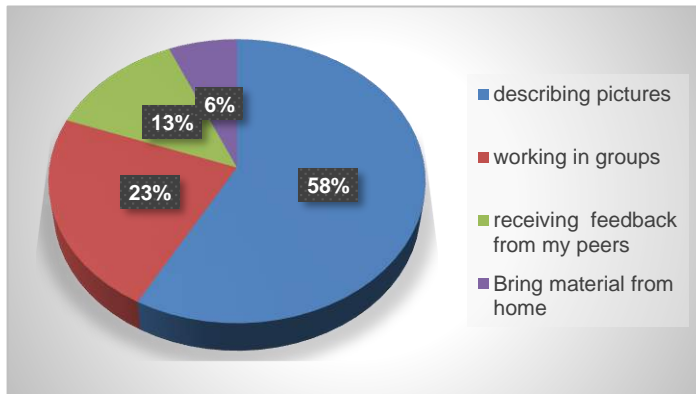


Note. Elaborated by Adriana Briones and Alexandra Guarquila (2004)

The figure shows that 72% of the students strongly agree and agree regarding feeling more relaxed during the implementation of The Magic Book in the classroom.

**Figure 5**

*Which aspects did you enjoy while implementing the magic book strategy?*

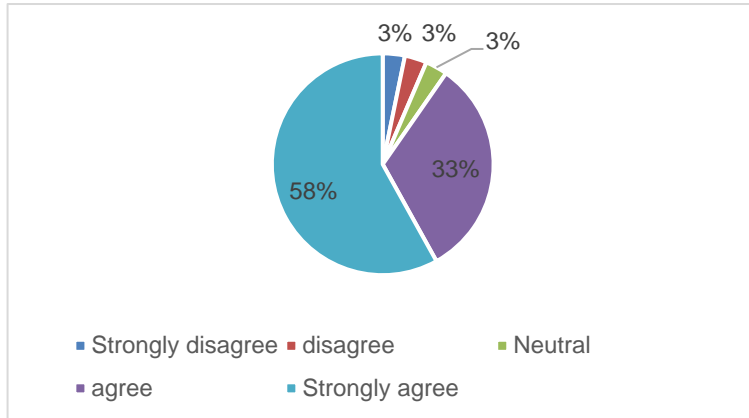


Note. Elaborated by Adriana Briones and Alexandra Guarquila (2004)

This figure displays that 58% of learners enjoyed describing pictures whereas 23% of pupils enjoyed working in groups. Students are very visual and sociable which is why they loved working with this Magic Book.

**Figure 6**

*I noticed an improvement in my writing skills when working in small discussion groups while implementing the Magic Book.*

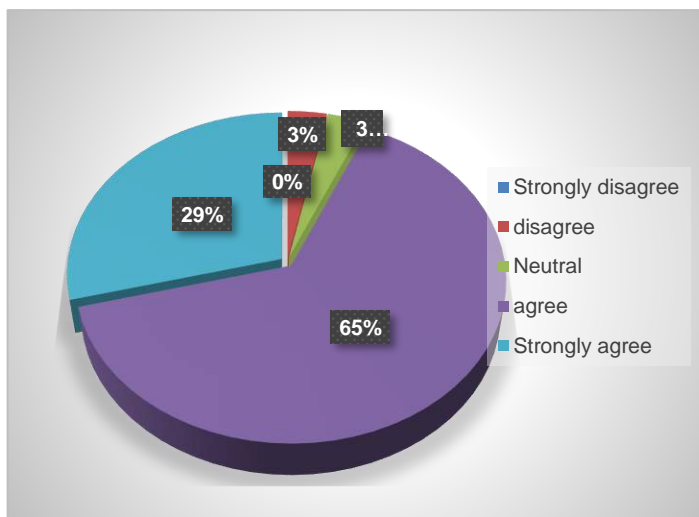


Note. Elaborated by Adriana Briones and Alexandra Guarquila (2004)

This figure indicates that 91% of the participants strongly agree and agree that they noticed they improved their writing skills working in groups while implementing the Magic Book. It seems that students perceived themselves as helping each other in this writing learning process.

**Figure 7**

*I noticed an improvement in my writing skills after implementing the Magic book strategy.*

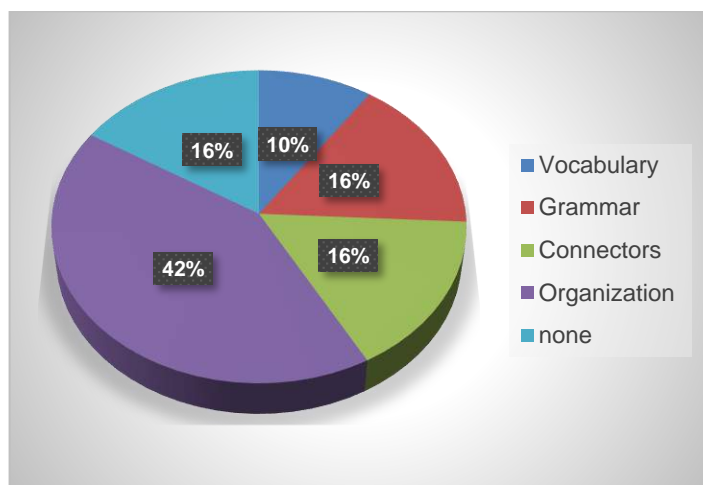


Note. Elaborated by Adriana Briones and Alexandra Guarquila (2004)

In this question, the statistic shows that there was a great hook so 94% strongly agree and agree that they realized an improvement in their writing skills during the implementation of Magic Book. In the end, students perceived they could do better in writing skills.

### Figure 8

*One aspect represents the most significant difficulty when developing the Magic book writing activity.*



*Note.* Elaborated by Adriana Briones and Alexandra Guarquila (2004)

Figure 8 shows that 42% of the students perceive they have problems organizing their paragraphs at the moment of working with the Magic book. So, researches would offer suggestions for this problem.

### 3.9 Interview

The results compiled from the thematic analysis indicate that the participants had a positive attitude toward the Magic Book implementation. The students noticed that they experimented with a reduction of stress and anxiety during the class. On the contrary, they said they gained confidence to develop all activities because the group activities allowed learners to establish grouping discussions, and also, they received support from the teacher. Furthermore, most of the interviewers mentioned that the grouping activities helped them share ideas to enrich their learning

### 3.10 Positive aspects

The following are some positive points that students could detect after the application of this research proposal to improve their writing skills. Student 1 “said, “I felt motivated because I love interactive activities”. Student 2 remarked, “I felt relaxed because I could learn much and I demonstrated it during the class”. Student 3 mentioned, “I felt interested because I had never used this kind of strategy”. These opinions were evidenced while students worked in class, students were involved, showing interest and commitment in each activity.

Through an awareness of the particular needs of students, the research suggests creating tailored treatments, like focused activities and materials, to effectively enhance their writing abilities, thus most students enjoy working collaborative and in pairs. Student 5 comments about their progress when he can exchange ideas in his group.

They argued that the support of the teacher helps them to keep working and complete successfully the activity, this was reflected when they wrote the final draft when they showed considerable progress in using the correct grammar tense, they also incorporated connectors and the paragraph shows coherence and cohesion.

Finally, it is crucial, to mention that student 9 Said “Sometimes I don’t like to work in groups because I can’t concentrate too much” Even student 10 responded “I am not good at drawing and cutting out and it makes me feel unconfident and anxious”

#### Negative aspects

One of the negative aspects of this proposal is that even though the strategy addresses students from a passive attitude to an active and dynamic action a reduced percentage of participants showed indifference at the moment of collaborating actively which caused discomfort in other participants. Furthermore, the time constraints represented a problem since it did not allow the teacher to assist the complete group due to the number of students was large. In addition, the requirements of the curriculum demand scheduling constraints could reduce the impact of the effectiveness of this intervention.

#### **Limitations in the study**

It is essential to mention despite the positive results gathered in this study, several limitations were found that should be taken into account, among them we find the lack of didactic resources that are beneficial for the progressive development of language acquisition, due to

the institution not access to the different technological resources that students can handle platforms like Kahoot, Duolingo, etc so that students have the opportunity to enrich their vocabulary and improve their writing skills by incorporating new words. Similarly, the lack of a good economy was identified as a limiting factor, additionally, pupils belong to poor families and do not have access to internet service, this limits students' ability to practice using digital platforms for their learning so that they are exposed to the language and memorize what they learned in the classroom. On the other hand, a factor that constituted a limitation in the project was the time, which was short, and because part of the execution of this implementation had to be worked virtually due to ministerial order, which did not allow it to be accomplished as under normal circumstances. In addition, The large number of students in the classroom was a negative factor to comprise the scope of the implementations, since the class period is about 40 minutes and it is mandatory to complete the schedule with the other subjects, and sometimes some planned activities had to interrupt.

## Conclusions

This research is about the application of a strategy called Magic Book to enhance the writing skills of students in tenth grade, to conclude by summarizing the suggested approaches, stressing the research's possible significance, and highlighting its implications for theory and practice. After students were exposed for 5 weeks with a focus on writing activities applying the “Magic Book” the results of the data analysis show substantial changes assessed through the pre-test and the post-test which demonstrate that the methods' use improved the students' writing when they are learning a foreign language.

Besides, the significance of focused interventions to improve students' writing abilities is emphasized by this research proposal. The use of cutting-edge tactics like teacher assistance, grouping learning, collaborative learning, peer evaluation, and discussion in groups contribute to teachers creating a more supportive learning environment and students feel more confident, motivated, and enthusiastic this encourages the growth of skilled writers.

The execution of “Magic Book” as a strategy to enhance writing skills is supported by the theoretical knowledge of writing skill acquisition through an extensive analysis of the body of existing literature and the suggested research technique. It seeks the theoretical frameworks already in use in the field of writing studies by examining the effectiveness of various instructional strategies and determining variables that affect writing skills.

It can be seen that many students at level A2 have not been able to write a short paragraph giving personal information or describe an image because they have a limited vocabulary and they are confused about the grammatical structure, all of this weakens makes students feel class fear and stressed and they show unenthusiastic about writing learning. During the direct exposure to the intervention, the classes were more dynamic because it pushed learners to work collaborative, and the use of additional materials caught the attention and interested them.

Practical Applications: Curriculum creation, teacher preparation, and educational policymakers will benefit greatly from the research project's conclusions. Teachers can better prepare students for academic success and future career ambitions by defining effective instructional strategies and utilizing hands materials to assist in writing teaching.

To sum up, this research proposal emphasizes how important it is to address the common problem of writing skill development in educational settings in many schools in our country, This innovative project aims to execute an original strategy to overcome many difficulties in learners at the moment of writing activities in EFL classes, to enable students to communicate

successfully through writing performance by taking a multimodal approach that blends collaborative learning, teacher assistance, and discussion. Through cooperative endeavors among scholars, instructors, and interested parties, we may all work together to improve writing skills and promote academic success.

This research proposed to know the weaknesses and strengths in the proficiency of writing skills in students in the tenth year of basic education. This is the main reason that led us to explore the causes of why students show a low level of writing skills, to look for a solution that allows them to improve and achieve optimal results in learning this area of written communication. This research proposed to know the weaknesses and strengths in the proficiency of writing skills in students in the tenth year of basic education. This is the main reason that led us to explore the causes of why students show a low level of writing skills, to look for a solution that allows them to improve and achieve optimal results in learning this area of written communication.

## **Recommendations**

Providing information about the implementation of the Magic Book to future researchers increases the motivation to publicize their study. Although this study is based on a modern and innovative strategy, it aims to be comprehensive and collect reliable literature and information to help those who wish to use it. Having carefully studied this strategy, we believe that it is vital to recommend the following aspects to expand this study more broadly.

- Take into account the social and motivational background in which educators are involved since the development of the learners also depends on this.
- Establish the objective of the topic to be developed, in this way the level of productivity is monitored and to know if this was achieved and subsequently move on to another topic.
- Do not assume that your students write properly just because they are in a certain group of classes, explore instruments, such as a pretest or diagnostic tests, to assess and know with certainty their ability to write.
- Explore appropriate strategies based on the needs of the students, keeping in mind that these should not be generalized because we will encounter learners in different conditions.
- Selecting key writing topics further increases interest and motivation when creating a paragraph.
- Connecting writing activities with visual resources will allow you to organize ideas before
  - an assigned activity.
- Create examples with voluntary errors previously found so that students self-regulate.
- Implementing innovative strategies or tools promotes collaborative and autonomous work through interaction, and the use of ludic materials in classes provides interest.

To sum up, it is essential to have a preview of the aspects to consider to obtain optimal results focused on writing skills through the innovative Magic Book strategy, for those it is vital to follow the recommendations presented step by step if the objective is to achieve the objectives set. at the beginning of this investigation.

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