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**TEMA: Classroom Management Strategies for Promoting English**  
**Language Proficiency in Writing Skills for A1 Learners**

**Autora: Silvia Antonella Villaprado Vélez**

**Tutora: PhD. Isabel Batista Medina**

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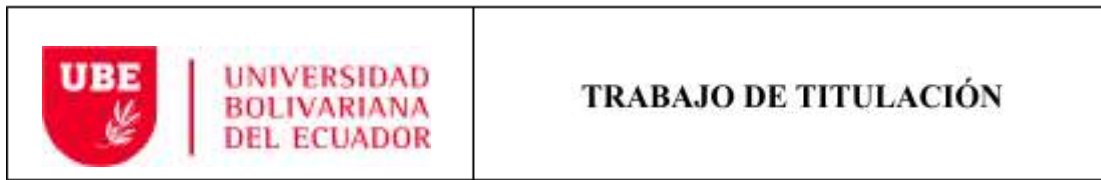
### DEDICATORIA

To my beloved family, the fundamental pillar of my life, whose unconditional love, constant support, and patience have been the foundation upon which I have built my dreams. To my parents, for teaching me through their example the importance of effort, perseverance, and honesty; for being my guide in moments of doubt and my strength in times of challenge. To my grandparents, whose wisdom, affection, and words of encouragement have been a refuge and an inexhaustible source of motivation. To my sister, for her companionship, her joy, and for being a daily inspiration on my journey.

To my friends, for standing by my side through moments of exhaustion and celebration, for sharing laughter, advice, and words of encouragement when I needed them the most. To my classmates, with whom I have shared this journey of learning, challenges, and achievements, growing together in this important stage of life.

Finally, I dedicate this work to myself, for every effort, every sleepless night, every obstacle overcome, and for never giving up despite the difficulties. This achievement is the result of a path of perseverance and dedication, and I receive it with gratitude and pride.





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To my tutor, whose dedication, patience, and guidance have been invaluable in this journey. Your support and encouragement have motivated me to grow, believe in my abilities, and persevere. Thank you for sharing your knowledge so generously and for being a guiding light in this process.



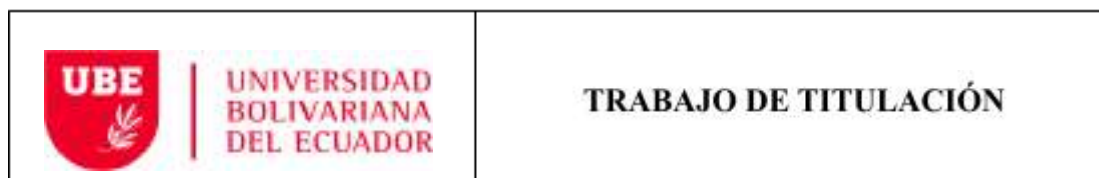
## RESUMEN

Esta investigación tuvo como objetivo desarrollar e implementar técnicas de gestión del salón de clase que mejoraran el desempeño en escritura de los estudiantes mediante un entorno de aprendizaje estructurado, interactivo y de apoyo. Se empleó un método mixto, integrando metodologías cuantitativas (pretest y post test, y encuestas) y cualitativas (entrevistas a docentes y observaciones en el aula). El estudio contó con una muestra de 24 estudiantes de tercer grado en el nivel A1, junto con tres docentes de EFL. Los resultados del pretest revelaron que los estudiantes tenían dificultades en la construcción de oraciones, uso del vocabulario y ortografía. Las entrevistas con los docentes indicaron que una gestión ineficaz del aula, la falta de rutinas estructuradas y estrategias de aprendizaje interactivo insuficientes contribuyeron a un bajo compromiso con las actividades de escritura. Las encuestas reflejaron que el 70% de los estudiantes no disfrutaba escribir.

Basándose en estos hallazgos, se diseñó una propuesta para implementar estrategias estructuradas de gestión del aula, incluyendo el Enfoque de Escritura por Procesos (PWA), estrategias de Aprendizaje Autorregulado (SRL) e instrucción escalonada basada en la Zona de Desarrollo Próximo (ZPD) de Vygotsky. Estas estrategias se enfocaron en el establecimiento de rutinas, la colaboración entre pares y actividades interactivas de escritura para mejorar el compromiso y los resultados en escritura de los estudiantes. La aplicación de las estrategias de gestión del aula propuestas en la investigación condujo a mejoras significativas en las habilidades de escritura de los estudiantes, como lo evidenciaron los resultados del post-test.

**Palabras clave:** estrategias de gestión del aula, habilidades de escritura, enfoque de escritura por procesos (PWA), aprendizaje autorregulado (SRL), zona de desarrollo próximo (ZPD).





## ABSTRACT

The development of writing skills in A1-level English as a Foreign Language (EFL) learners poses challenges due to limited vocabulary, grammatical difficulties, and a lack of engaging pedagogical strategies. This research aimed to develop and implement classroom management techniques that improved students' writing performance by fostering a structured, interactive, and supportive learning environment. A mixed-methods approach was employed, integrating quantitative (pre-tests, post-tests, and surveys) and qualitative (teacher interviews and classroom observations) methodologies. The study was conducted with a sample of 24 third-grade students at the A1 level, along with three EFL teachers. The results from the pre-test revealed that students struggled with sentence construction, vocabulary use, and spelling, highlighting the need for targeted interventions. Interviews with teachers indicated that ineffective classroom administration, lack of structured routines, and insufficient interactive learning strategies contributed to low engagement in writing activities. Survey responses showed that 70% of students did not enjoy writing, emphasizing the need for more dynamic and student-centered instructional methods. Based on these findings, a proposal was designed to implement structured classroom management strategies, including the Process Writing Approach (PWA), Self-Regulated Learning (SRL) strategies, and scaffolded instruction based on Vygotsky's Zone of Proximal Development (ZPD). These strategies focused on routine establishment, peer collaboration and interactive writing tasks to improve student engagement and writing outcomes. The implementation of the classroom administration strategies proposed in the research led to improvements in students' writing skills, as evidenced by the post-test results.

**Key words:** classroom management strategies, writing skills, process writing approach (PWA), self-regulated learning (SRL), zone of proximal development (ZPD)





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## INTRODUCTION

Writing, as a fundamental component of language learning, is challenging to English as a Foreign Language (EFL) learners, particularly at the beginner levels such as A1. Despite its leading role in fostering communication and developing critical thinking, writing remains the most complex skill to master (Tran & Ngo, 2024). EFL students often struggle with linguistic, cognitive, and psychological barriers, including poor vocabulary retention, grammatical inaccuracies, and difficulty in organizing ideas coherently (Ramatunisa, 2014).

These challenges are pressing in Latin America, where English proficiency remains alarmingly low. According to the EF English Proficiency Index, the region performs below the global average, with most countries ranking in the “low” or “very low” proficiency bands. In Ecuador, only 1,000 of 15,000 public schools had teaching staff trained to deliver English instruction as of 2014, demonstrating coverage gaps (Cronquist & Fiszbein, 2017). These deficiencies are compounded by inadequate teaching methodologies and a lack of structured classroom administration strategies, which fail to provide the necessary support for students to develop functional writing skills.

Despite the significance of writing in fostering communication, creativity, and critical thinking, traditional teaching methods often fail to address the unique needs of beginner-level learners (Iuskandar, 2020). The lack of engaging, interactive, and structured classroom strategies further hampers students’ ability to develop foundational writing skills, leaving many underprepared to improve in their language proficiency.

This research seeks to address these challenges by focusing on classroom management strategies to enhance the writing skills of A1-level learners. By integrating innovative approaches: the Process Writing Approach (PWA) and Self-Regulated Learning (SRL), this study aims to bridge the gap between pedagogical practices and students’ needs, fostering an environment conducive to the development of foundational writing skills.

The objective of the investigation is: to develop effective classroom management strategies to enhance the writing skills of A1-level learners in English as a Foreign Language (EFL).

To find a solution to the A-1 level EFL learners struggles with foundational writing skills due to ineffective classroom administration strategies and traditional teaching methods, these questions are stated:

- What are the primary challenges encountered by A1 learners in developing foundational writing skills in EFL classrooms?
- How do classroom management strategies influence student engagement and writing outcomes in A1-level EFL learners?
- What is the measurable impact of classroom management strategies on the writing performance of A1-level EFL learners,

To answer the above scientific questions the following scientific tasks are necessary:

- To develop a theoretical scientific study about the object and problem.
- To identify the main challenges faced by A1 learners in developing foundational writing skills.
- To devise a set of classroom management strategies on A1 students' writing performance.
- To assess the impact of the proposal

It is necessary to state the fundamental categories that guide this research work: **The dependent variable** is “writing skills of A1 learners”, referring to the ability of learners to express thoughts, ideas, and emotions clearly through written language (Heaton, 1988). This includes sentence construction, grammar accuracy, vocabulary use, and the correct application of spelling and punctuation.

While the **independent variable** is “classroom management strategies,” which are the techniques and methods employed by teachers to create a supportive, organized, and conducive learning environment (Burden, 2020)

This study employs a mixed-methods approach, combining quantitative and qualitative research methods to comprehensively evaluate the effectiveness of classroom administration strategies in enhancing A1 learners' writing skills. This ensures both measurable outcomes and contextual insights are considered. The methods used are as follows:

#### Quantitative Methods:

- Pre-tests and Post-tests: To measure the improvement in writing skills, pre-tests were conducted before the implementation of classroom management strategies, and post-tests were administered afterward. These tests assessed sentence construction, grammar accuracy, vocabulary use, spelling, and punctuation. (Creswell, 2021)
- Surveys: Student surveys with Likert-scale questions gathered quantitative data on their grasp of the classroom environment, writing activities, and teacher support.

#### Qualitative Methods:

- Teacher Interviews: Semi-structured interviews with the educators provided insights into their classroom administration practices, challenges, and perceptions of the strategies used. This helped us understand the qualitative aspects of teaching writing skills.
- Documentary Analysis: The course curriculum and lesson plans were analyzed to identify the alignment between the teaching objectives and the writing skills developed.

The universe of this study comprises third-grade elementary students at the “Simón Bolívar” Educational Unit, a public school located in the province of Manabí, Ecuador. The school serves approximately 800 students from kindergarten to high school, with a focus on students from diverse cultural and socioeconomic backgrounds. The learners are part of an adapted English curriculum that aligns with the Ministry of Education guidelines, aiming to address the specific needs of EFL students.



The sample consists of 24 third-grade students, aged 7 to 8, who are at the A1 level of English proficiency, meaning they have just begun learning basic structures and vocabulary. These students receive 5 hours of English instruction per week, providing consistent exposure to the language. Additionally, there was a population of 11 EFL teachers and a sample of 3 that represents 27 %. The learners' sample was selected using a convenience sampling method, focusing on one class within the school. The group exhibits a range of learning styles, including visual, auditory, kinesthetic, and multimodal preferences, which influence the teaching approaches applied.

This study is significant because it addresses the pressing challenge of improving writing skills among A1-level learners in English as a Foreign Language (EFL) context. Writing is a necessary skill for communication, academic success, and cognitive development, yet it remains one of the most difficult areas for beginner learners to master. By focusing on classroom administration strategies, this research highlights the role of an organized, student-centered learning conditions in overcoming common barriers to writing proficiency. The findings contribute to educational practices by identifying proper methods.

The practical significance of this investigation lies in its potential to improve the quality of English language instruction at the A1 level. The research offers actionable classroom strategies for teachers to create engaging, supportive, and structured environments conducive to writing skill development. It provides educators with innovative techniques for fostering collaboration, critical thinking, and self-regulated learning among young learners. Additionally, this study benefits students by addressing their specific needs, improving their confidence, and equipping them with foundational writing skills for their future academic and professional success. For institutions, the research underscores the importance of training teachers and providing resources to implement appropriate teaching methodologies, thereby improving overall language education outcomes.

This research is justified by the growing need for innovative approaches in teaching English writing to young learners in settings where resources and exposure to authentic English are limited. By addressing the gaps in traditional teaching methods and focusing on

classroom administration, this study contributes to enhancing both the learning experience and writing outcomes for A1 students. Moreover, the proposed strategies emphasize the development of critical lifelong skills: self-regulation and collaboration, ensuring that learners are equipped for future academic and professional success.

The content of this research is contained within three chapters: Chapter I, Theoretical Framework, outlines the foundational theories, approaches, and strategies relevant to teaching writing skills to A1-level learners in English as a Foreign Language (EFL). It explores the nuances of writing as a skill, the role of classroom handling, and the integration of methodologies like the Process Writing Approach (PWA) and Self-Regulated Learning (SRL). Chapter II, Methodological Framework, details the research design, methods, and tools used to collect and analyze data, including pre-tests, post-tests, surveys, interviews, and classroom observations. It also describes the population, sample, and operationalization of variables. Chapter III, The Proposal, presents a practical framework for implementing classroom administration strategies aimed at enhancing writing skills. This chapter includes detailed lesson plans, interactive activities, and collaborative methods designed to create an engaging and supportive learning environment. Together, these chapters provide a comprehensive approach to address the challenges faced by A1 learners in developing their writing proficiency.

## CHAPTER I

### THEORETICAL FRAMEWORK

This chapter outlines the **theoretical foundations** supporting the teaching and learning process of writing in English as a Foreign Language (EFL) educational program for third-year elementary students. It explores various approaches, classroom management strategies, and techniques to improve the writing process.

#### 1.1. The teaching-learning process of writing

Learning languages has become, in the last decades, more crucial than ever as a tool for communicating with people from diverse cultural and linguistic backgrounds. Languages are fundamental in human society because they are the primary means of interaction among people who share the same linguistic community, both orally and written. People wrap up their thoughts in words; transmit them, interact with others, learn about the world, and meet their individual and collective needs. In general, languages reflect society.

There are many languages in the world; however, nowadays English is truly the world's leading language. It is used in all continents and in an astonishing number of countries. It often serves as the mediator language (a "lingua franca") for people who need to communicate among themselves but have different native languages. Across the globe, hundreds of millions of people learn English because of its utility. Therefore, proficiency in written English is crucial for communication in daily modern time's life and with the upsurge of social media.

##### 1.1.1. Writing skills

Writing skills enable individuals to express thoughts, ideas, and emotions clearly and accurately, enhancing their ability to interact with others, conduct studies, and succeed in various career fields. Writing fosters critical thinking, creativity, and cultural understanding, making it an indispensable aspect of language acquisition. According to Heaton (1988), writing skills enclose several critical components necessary for productive

written communication. Heaton's framework breaks down writing skills into the following key components:

1. **Language Use:** This involves the ability to use language correctly and appropriately in various contexts. It includes grammar, syntax, and vocabulary. Mastery of language use enables a writer to construct sentences that are not only grammatically correct but also clear and coherent.
2. **Mechanical Skills:** These refer to the technical aspects of writing: punctuation, spelling, and capitalization. Proper use of these mechanical elements ensures that the writing is readable and adheres to standard writing conventions.
3. **Treatment of Content:** This component involves the ability to think creatively and develop ideas logically. It requires the writer to arrange and present information in a way that is engaging and meaningful to the reader. This includes structuring the content, maintaining the focal point the main topic, and supporting ideas with relevant details and examples.
4. **Stylistic Skills:** These skills pertain to the writer's ability to use language appropriately for the intended audience and purpose. It includes choosing the right tone, style, and etiquette. Effective stylistic skills enable the writer to convey their message with clarity.
5. **Judgment Skills:** This involves the ability to revise and edit one's work critically. It includes evaluating the overall coherence, and appropriateness of the writing. Good judgment skills help a writer to identify and rectify weaknesses in their work, ensuring that the outcome is polished.

Consequently, writing skills are more complex and difficult to teach because they require mastery of grammar, techniques, and linguistic tools that allow a writer to captivate an audience and convey ideas. Today, writing is as relevant as speaking because most digital communication is conducted through written language.

Another view is provided by Keen (2017), who affirms that the writing process is understood as a three-step cycle:



1. Invention: this initial phase involves generating ideas, exploring assorted topics through brainstorming; gathering information and organizing thoughts and ideas through outlining.
2. Composition: this is the actual writing phase; it begins with drafting where the writer develops their arguments or narratives.
3. Revision: This involves re-reading the draft, rearrange and removing content to improve the piece.

Kobayashi (2012), a prominent figure in composition studies, presents a multifaceted view of writing. He sees it as a complex and dynamic process involving several interconnected components. According to Kobayashi, writing is not simply the act of transcribing words onto paper but encompasses a broader range of cognitive and social activities. He emphasizes that writing involves both cognitive and social elements. Cognitively, it engages the memory, attention, and critical thinking. Socially, it is influenced by the writer's interaction with the audience, the context in which the writing occurs, and the conventions of the specific genre or discipline.

Kobayashi's perspective underscores the complexity and dynamic nature of writing, which involves multiple stages and both cognitive and social elements. Unlike a linear process, writing often involves moving back and forth between distinct stages. This approach encourages a comprehensive view of writing that goes beyond simple transcription to include planning, revising, and interacting with an audience. His framework has important implications for teaching writing, showing that instruction focus not only on the final product but also on the various stages of the writing process. Teachers motivate students to become involved in prewriting activities, seek and provide feedback, and view writing as a continuous and evolving practice (Kobayashi, 2012).

Therefore, first-year writing teachers benefit from understanding their students' individual writing processes and employing different methods to help them progress.

In general, these authors provide prominent issues about the process of writing from its formal components and methodological criteria, and from the cognitive and social

perspectives, which are transcendental for its understanding, to face the teaching learning process of writing skill.

### **1.1.2. Teaching writing skills to A1 learners**

The Common European Framework of Reference for Languages (CEFR) describes A1 learners as "basic users" of a language. A1 is the base level in the CEFR scale that establishes a foundational ability to communicate and understand simple, everyday phrases and expressions. Specific characteristics and abilities of A1 learners include understanding and using familiar expressions, introducing themselves and others, writing simple phrases and sentences, having a limited vocabulary and grammar, interacting in simple ways, and understanding basic instructions. Overall, A1 learners manage rudimentary communication needs in familiar situations, relying heavily on memorized phrases and contextual cues.

In beginner's writing, a certain level of challenge is needed for the successful development of skills. Young writers learn by trying different approaches, evaluating their work, and revising it until their draft communicates their ideas. This process allows children to assume responsibility for their writing and develop critical thinking skills. By accepting challenges and persisting in the action of writing, children improve their writing skills while cultivating their confidence in their creative expression.

Kang Shin (2014) emphasizes the importance of a head start and meticulous planning in English teaching. It is crucial that children from an early age begin to develop their writing skills alongside their native language, using resources that awaken their interest so that they learn to write productively. Additionally, she stresses the need for thorough planning to ensure that teaching methods are age-appropriate, engaging, and that fosters a supportive learning environment. Teaching writing skills to young learners is engaging and connected to their lives and interests to foster motivation.

Furthermore, incorporating a variety of writing activities, visuals, and firsthand activities support understanding and make the writing process enjoyable. Activity rotation helps maintain attention, and thematic teaching ensures relevance. Also, the strategic use of students' first language (L1) facilitates learning, by planning lessons that integrate writing

with other language skills, making the learning experience enjoyable for young students (Kang Shin, 2014).

On the other hand, Cheung (2016) states that achieving proficiency in written tasks for children involves the ability to write texts for different purposes, such as telling an entertaining story. Students adopt a narrative style and employ rhetorical devices to meet the requirements of in-class exercises or homework assignments. Awareness of purpose, audience, and context helps them develop basic writing skills to communicate.

The interactive approach to language pedagogy emphasizes the dynamic nature of language learning as a process that involves engagement and meaningful communication among learners. This approach is rooted in the idea that language is best acquired through interaction, where learners use the language in authentic contexts. Key elements include communicative competence, which focuses on developing the ability to use language appropriately in real-life situations. This goes beyond grammatical accuracy to include sociolinguistic, discourse, and strategic competence (Iskandar, 2020).

Learner-centeredness encourages student autonomy and participation, viewing learners as agents in their learning process, with the teacher acting as a facilitator rather than a transmitter of knowledge. Collaborative learning emphasizes pair and group activities that require learners to interact, negotiate meaning, and solve problems together, fostering a sense of community and cooperation among students.

When language learning is contextualized within relevant and realistic situations, it makes it more applicable and easier for learners to relate to their own experiences. The integration of skills promotes the cohesive integration of the four language skills (listening, speaking, reading, and writing), reflecting how they are used in real communication (Brown, 2001).

Hirvela et al. (2016) describes three orientations in second language writing: learning-to-write (LW), writing-to-learn-content (WLC), and writing-to-learn-language (WLL). The LW dimension addresses the multifaceted nature of second language writing,

involving personal, social, cognitive, and linguistic elements, and includes approaches focusing on writers' cognitive processes, text analysis, and audience expectations. The WLC dimension explores writing as a tool for mastering subject matter, though it acknowledges the intricacies of transferring writing skills across different contexts. The WLL orientation emphasizes writing's role in language acquisition, highlighting the cognitive and linguistic benefits of writing and feedback.

These perspectives advocate for a comprehensive approach to teaching L2 writing, integrating cognitive, linguistic, and social aspects. To achieve transfer of learning it's important to apply learned skills in real-life scenarios and address the challenges involved. Using education strategies that are applicable in daily tasks help students apply their writing skills in diverse academic and real-world settings (Brown, 2001).

In the TLP of writing for A1 young learners, it is important to consider the ideas of Kang Shin (2014) and Hirvela et al (2016) if we aim at improving this process contributes to the learners' foreign language communicative competence.

All the afforded mentioned authors support the need to employ these important criteria, when developing writing skills in young learners: meticulous lesson planning which includes interactive activities that generate fun, self-autonomy, authenticity, critical thinking, and students' center approach.

### **1.1.3. The Process Writing Approach**

The Process Writing Approach (PWA) emphasizes the stages of writing, seeing it as a creative and iterative process rather than just focusing on the final product. This perspective allows continuous reflection, discussion, and reworking of drafts, contrasting with the traditional product-oriented method that emphasizes error-free texts derived from teacher-supplied models. Rooted in ancient rhetoric but formally recognized in the mid-20th century, PWA involves stages like prewriting, drafting, revising, editing, and publishing, offering a structured path for successful writing. By encouraging brainstorming and prewriting activities, students explore ideas without the immediate pressure of a polished product, thus fostering a holistic development of writing skills. This method is

beneficial in EFL contexts, addressing both linguistic concerns and boosting students' confidence and motivation (Keen, 2017).

PWA has gained recognition due to its ability to strengthen writing skills through meaningful practice and iterative revisions. It promotes critical thinking and engagement, as students reflect on their writing, consider different perspectives, and make informed revisions. Collaborative elements like group discussions and peer reviews further enrich the writing process, making it interactive and supportive. This approach also allows for differentiated instruction, accommodating various skill levels and learning styles, and encouraging student autonomy.

By providing diverse assignment choices and breaking writing tasks into more manageable steps, PWA empowers students to become confident, proficient writers, ready to tackle various genres and contexts. Proficient writing instruction under PWA involves teachers acting as facilitators, guiding students through each stage, integrating their interests, and providing targeted feedback to foster a positive and engaging learning environment (Deevi, 2023).

#### **1.1.4. Holistic perspective of the writing-learning process**

Teaching writing in EFL environments presents unique challenges, as it involves the integration of various language skills. Over the years, educators and researchers have explored different approaches to address these challenges and improve students' writing proficiency. The complexity of teaching writing lies in the fact that it covers all linguistic skills simultaneously. A common obstacle the students face is thinking in two languages simultaneously, leading to inappropriate translations from their first language. This linguistic interference hampers the clarity and coherence of their writing. Additionally, students hesitate to write because of their perceived weaknesses in the mechanics of writing, resulting in a slower pace of writing to avoid errors (Iskandar, 2020).

To address these issues, EFL teaching approaches strive to eliminate linguistic interference and build confidence in the mechanics of writing (Iskandar, 2020). Providing ample practice opportunities, encouraging brainstorming in the target language, and

offering constructive feedback help students overcome language barriers and improve their writing fluency. Incorporating authentic writing tasks that relate to students' interests and real-life contexts motivates them to engage more deeply in the writing process. By creating an inclusive and supportive learning environment, teachers foster students' writing development and help them overcome language challenges (Deevi, 2023).

The multi-competence perspective in writing development refers to the idea that an individual's knowledge of multiple languages influences their writing abilities and processes. This perspective recognizes that language learners do not compartmentalize their linguistic knowledge into separate, isolated systems but rather develop a unified and dynamic linguistic repertoire encompassing their knowledge and skills in all languages they know, which interact and influence each other (Manchón, 2014).

Bilingual individuals develop greater cognitive flexibility, allowing them to use their linguistic resources in writing tasks. They also have a higher metalinguistic awareness, which is the ability to think about and analyze language as an abstract system. This awareness improves their writing by helping them better understand and manipulate linguistic structures (Hirvela, 2016).

Furthermore, writing development is a holistic process in a person, which contributes to his/her overall writing proficiency, emphasizing the interdependence and the cumulative effect of language learning experiences on writing skills. By adopting the multi-competence perspective, educators and researchers are able to understand the complexities of writing development in multilingual contexts and design instructional approaches that leverage the full range of learners' linguistic resources (Manchón, 2014).

Indeed, writing is considered the most complex language skill to master, and traditional teaching methods are often ineffective, leading to student disinterest and passive learning. Common issues include limited vocabulary, reliance on the native language, lack of practice, and difficulties with grammar, punctuation, and sentence structure. In foreign language classes, using the target language as a medium of instruction is paramount. Immersion in the language facilitates comprehension, vocabulary acquisition, and fluency

development. Students learn to communicate in real-world contexts, enhancing their language proficiency.

Moreover, emphasizing interaction patterns, including pair work, group discussions, and role-plays, encourages engagement and peer-to-peer learning. These interactive activities provide opportunities for students to practice language skills in meaningful ways, fostering confidence and communication abilities (Yasin, 2022).

Furthermore, a diverse range of teaching methods promotes student involvement in foreign language classes. Incorporating techniques like games, multimedia resources, and project-based learning keeps lessons dynamic and caters to different learning styles. Variety in instruction prevents monotony and maintains student interest throughout the lesson. By employing a mix of methods, teachers cater to the diverse needs of their students, ensuring that all learners are engaged and motivated to participate in the language learning process (Diniatulhaq, 2020).

Traditional methods provide limited opportunities for extensive writing practice, with feedback usually restricted to teacher corrections, lacking peer review or self-assessment. The inadequate use of technology in these methods further hampers the learning process, as they do not incorporate technological tools that improve learning or offer online resources and activities to support writing development (Adas, 2013).

These traditional approaches stand in stark contrast to the blended learning approach, which integrates online and face-to-face methods, offering flexibility and providing additional resources and activities. This approach caters to different learning styles and needs, creating an engaging learning environment. Innovative methods to teach writing include multimedia resources: videos and photos, which serve as prompts for writing assignments, making activities more engaging and contextually relevant. Incorporating visual aids improves student motivation. It also influences vocabulary acquisition by associating symbols with specific concepts or actions, enhancing the learner's ability to express ideas (Coellar, 2024)

In addition, using multiple senses during instruction is another valuable classroom administration strategy. Incorporating visual aids, audio recordings, interactive exercises, and real-life examples engages students on distinct levels, making the learning experience more immersive and memorable. This multisensory approach caters to diverse learning styles, enhancing comprehension and retention. Innovative classroom management strategies make the learning environment a dynamic and inclusive space. By offering a variety of materials at various levels, teachers tackle student needs and interests, promoting a love for learning (Shintani, 2019).

Likewise, incorporating technology into English lessons improves student engagement and learning outcomes. By utilizing online resources, educational apps, and video conferencing platforms, teachers provide students with an immersive learning experience that caters to their individual needs and preferences. Continuous online interaction through discussion forums and interaction with the instructor provides ongoing support and feedback, with model responses and common errors highlighted for students to review. This method helps students receive comprehensive instruction, providing more opportunities for practice, and improving writing skills through a flexible learning environment (Adas, 2013).

It is proven that TLP of writing skills of English as a foreign language with young A1 learners, require new forms of reorganizing and managing these classes as to promote more proficiency in learning this important “lingua franca” language.

In conclusion, the teaching-learning process of writing in English as a foreign language for A1 learners, requires a multifaceted and innovative approach. Writing is a complex skill that demands mastery of grammar, vocabulary, critical thinking, and cultural awareness, making it essential to adopt strategies tailored to learners' needs. A well-structured and dynamic approach to teaching writing enhances learners' communicative proficiency.

## **1.2. Classroom Management in Promoting English Language Proficiency**



Undoubtedly, teachers play a central role in the learning process of writing skills. By employing various strategies and methodologies, teachers capture students' interest, facilitating classroom administration. It is crucial to consider the preparation of the teacher. To teach the writing process, the teacher needs to be proficient in this skill (Keen, 2017).

According to Burden (2020), classroom management is defined as the teacher's actions to facilitate the learning process. There are different forms of participation in language classrooms, including class talk, teacher talk, collaborative talk, exploratory talk, disputation talk, and learner-managed talk. It is important to remember that turn-taking, in-class talk, and contacts are effective in managing classrooms. It is preferable to use commands, requests and suggestions and stresses the importance of using the target language, promoting interaction patterns and diverse teaching methods to increase learner participation. These ideas help teachers to select appropriate classroom administration strategies to improve students' learning experience.

In foreign language classes, using the target language as a medium of instruction is paramount. Immersion in the language facilitates comprehension, vocabulary acquisition, and fluency development. Students learn to communicate in real-world contexts, enhancing their language proficiency. Moreover, emphasizing interaction patterns: pair work, group discussions, and role-plays, encourages engagement and peer-to-peer learning. These interactive activities provide opportunities for students to practice the language in meaningful ways, fostering confidence and communication abilities (Yasin, 2022).

On the other hand, Deevi & Jahan (2023), highlight that incorporating assignment choices into language learning encourages students to explore their interests and showcase their skills in meaningful ways. Integrating topics and activities that resonate with students' interests and experiences strengthen their engagement and motivation in the learning process. By incorporating themes that are relevant to their lives, teachers make learning more meaningful and enjoyable, fostering a positive classroom environment and improving overall academic performance.



Furthermore, a diverse range of teaching methods promotes student involvement in foreign language classes. Incorporating techniques like games, multimedia resources, and project-based learning keeps lessons dynamic and caters to different learning styles. Variety in instruction prevents monotony and maintains student interest throughout the lesson. By employing a mix of methods, teachers cater to the diverse needs of their students, ensuring that all learners are engaged and motivated to participate in the language learning process (Wang, 2024).

Effective classroom management strategies impact student engagement and learning outcomes. Organizing the class based on students' skills, passions, or learning preferences promotes a personalized learning experience, fostering a sense of ownership and motivation. By employing adaptable grouping techniques, flexible seating arrangements or small group activities, teachers are able provide individualized guidance and support, maximizing each student's capacities.

In this respect, Manchón (2014) sustained that teaching writing skills, it's important to encourage note-taking and summarizing materials to further strengthen their understanding and retention, allowing students to engage with the content. Also, assigning writing tasks for individual reflection promotes independent thinking and deepens students' understanding of the material. These strategies help writing learners develop these skills while maintaining an organized and productive classroom environment.

Likewise, Deevi & Jahan (2023) mention that incorporating assignment choices into writing learning encourages students to explore their interests and display their skills in meaningful ways. For example, students opt for news analysis assignments, where they summarize and critically analyze relevant news items or videos. This activity strengthens their comprehension skills and strengthens their ability to think critically about real-world issues.

Alternatively, students choose creative writing tasks, allowing them to express themselves through short stories, poems, or dialogues. Engaging in creative writing not only reinforces language structures and vocabulary but also nurtures creativity and

self-expression. By including student input in decision-making processes and valuing their ideas, teachers create a sense of ownership and empowerment among students. This fosters a collaborative learning environment characterized by trust and respect, where students feel motivated to participate and contribute to their own learning (Diniatulhaq, 2020).

It be noted that establishing positive relationships in the classroom is crucial for creating a constructive learning environment. Teachers achieve this by getting to know students personally, showing a genuine interest in their lives, and listening to their concerns. By building strong bonds with students, teachers create a sense of trust and respect that fosters open communication and cooperation. This is accomplished by taking the time to get to know students personally, showing genuine interest in their lives, and listening to their concerns (Burden, 2020).

In the same line of reasoning, Diniatulhaq, (2020) agrees that creating positive relationships with students is a cornerstone of classroom management. Promoting an atmosphere of warmth and support helps teachers cultivate an environment where students feel valued and respected. This involves demonstrating a genuine interest in their lives, offering frequent feedback, and providing encouragement.

When students feel connected to their teacher, they are more likely to engage in learning and follow classroom expectations. By establishing trust and rapport, teachers are able to create a safe and welcoming space where students feel valued and respected, and their teachers materialize effective, emotional learning strategies quite necessary in EFLT and specially in teaching young learners to write. Positive reinforcement is a powerful tool for encouraging desired behaviors in the classroom when teaching writing skills. By using praise and rewards, teachers motivate students to participate and follow rules.

This recognition boosts students' self-esteem and fosters a sense of community and camaraderie among classmates. Similarly, consistent discipline ensures that consequences for misbehavior are fair and applied uniformly. When students understand the consequences of their actions, they are more likely to make positive choices and contribute to a positive and productive learning environment. Also, building positive relationships with students

through open communication and respect helps reinforce these expectations and creates a supportive classroom community where everyone feels safe and valued (Yasin, 2022).

In the words of Macías (2018), it is supported that classroom administration is paramount in foreign language education, as it directly impacts students' learning experiences and outcomes. Language teachers often face unique challenges in managing their classrooms due to the diverse nature of language learners and the dynamic nature of language acquisition. These challenges include maintaining student engagement, addressing individual learning needs, and managing disruptive behavior while promoting a positive learning environment (Reinke, 2014).

Consequently, classroom management in teaching foreign language writing skills creates a pleasant learning environment and maximizes student learning outcomes. By taking a balanced approach, creating a supportive environment, and implementing initiative-taking strategies, language teachers overcome the challenges they face and create enriching learning experiences for their students. Collaboration and ongoing professional development further contribute to improving classroom administration practices and ensuring student success in language learning (Burden, 2020).

Learning writing skills in English as a Foreign Language (EFL) context is particularly complex due to several intertwined factors that span linguistic, cognitive, and cultural domains. Writing involves multiple cognitive processes, including planning, organizing, drafting, revising, and editing. EFL learners must manage these processes in a language that is not their native tongue, which increases the cognitive load and errors. Also, in EFL contexts, learners do not have sufficient exposure to authentic English writing (Rijlaarsdam, 2005).

Therefore, there is necessity to rethink and administer the TLP of this important language skill if we aim to transform the proficiency level of A1 learners. The lack of immersion impedes the development of natural and fluent writing skills. Opportunities to practice writing in English might be limited, and feedback not always be immediate or comprehensive, making it difficult for learners to improve their skills .



The author of this research assumes that traditional teaching methods not always address the specific needs of EFL learners in writing, so innovative approaches like self-regulated learning strategies are beneficial to improve students' proficiency in this skill. Classroom management strategies create an environment where students feel supported, motivated, and empowered to succeed.

### **1.2.1. Effective classroom time management**

Likewise, time management is also crucial for maximizing learning opportunities and maintaining an organized and productive classroom environment. By planning lessons and activities carefully, teachers ensure that every minute of class time is used. This allows for timely feedback, adjustments to instruction based on student needs, and opportunities for meaningful learning experiences (Diniatulhaq, 2020).

In this context, classroom time management is necessary for maintaining order and maximizing learning opportunities. Clear expectations, positive reinforcement, and consistent discipline help students understand the rules and guidelines while encouraging positive behaviors. By establishing a structured and supportive learning environment, teachers create a conducive space for learning and growth. Student engagement is key to successful learning outcomes (Yousuf, 2023).

Developing detailed lesson plans with clear objectives and a timeline for each activity ensures that all necessary content is covered without rushing or running overtime. Also, appropriate pacing keeps students engaged and ensures adequate attention to each part of the lesson, balancing instruction, practice, and review. Establishing consistent classroom routines for starting and ending classes, transitioning between activities, and handling materials minimizes downtime and disruptions. Setting clear time limits for activities, discussions, and transitions keeps students focused on tasks, allowing for efficient use of classroom time (Deevi, 2023).

Also, prioritizing content and skills ensures that the most important learning objectives are met first, preventing less critical tasks from consuming valuable class time. Flexible planning allows for adjustments based on student needs and unforeseen circumstances,



ensuring key learning goals are still achieved. Planning and practicing smooth transitions between activities, with clear signals and instructions, helps students move quickly and efficiently from one task to another. Providing pre-transition cues or warnings helps students prepare mentally and physically for the next activity, reducing adjustment time (Burden, 2020).

Active monitoring of students during activities keeps them on task and allows for immediate intervention if issues arise, ensuring time is used. Providing timely and constructive feedback helps students understand their progress and areas for improvement, making subsequent tasks more focused. Encouraging students to take responsibility for their own administration by setting personal goals and self-monitoring helps them develop important life skills and reduces the teacher's management burden. Involving students in the planning and timing of activities increases their investment in the learning process and helps them better understand the importance of time management (Adas, 2013).

Furthermore, regularly reflecting on how time is used in the classroom helps identify areas for improvement, allowing teachers to adjust their strategies based on what works and what doesn't. Seeking feedback from students about the pacing and timing of lessons provides valuable insights and helps tailor time management strategies to better meet their needs. By implementing these time management strategies, teachers create a more organized and efficient classroom environment, enhancing the learning experience for students and helping them achieve their educational goals more (Diniatulhaq, 2020).

Effective classroom management hinges on the organization of turns, classroom talk, and contact. By structuring turn-taking and facilitating meaningful classroom discussions, teachers maintain engagement and foster a conducive learning environment. Additionally, establishing clear lines of communication between students and between students and the teacher promotes participation and minimizes disruptions. Prioritizing these aspects ensures smooth classroom dynamics and improves the overall learning experience for students, enabling them to focus on the lesson content and achieve academic success (Burden, 2020).



Setting clear expectations is imperative in classroom management. Teachers communicate their rules and academic standards clearly and consistently. By establishing a framework for behavior and academic performance, students know what is expected of them and better focus on their learning. Implementing initiative-taking strategies, establishing routines, and procedures from the beginning, helps set the tone for a well-managed classroom. Providing meaningful and engaging activities that accommodate diverse learning styles and preferences also improve student engagement and minimize disruptive behavior (Macías, 2018).

Also, it's important to balance high-energy tasks with relaxing activities and occasionally introducing surprises or theme days keep students motivated and eager to participate. Smooth transitions between activities are crucial to maintaining the flow of the lesson and keeping students focused. Attention grabbers and visual schedules help signal changes and ensure students know what to expect next (Diniatulhaq, 2020).

Recent research highlights the role of time management strategies in enhancing EFL (English as a Foreign Language) students' writing skills. These strategies help students manage their progress and avoid distractions, leading to improved writing performance and overall academic success. The research emphasizes the need for students to arrange their learning schedules to achieve better outcomes in EFL writing courses (Wang, 2024).

Additionally, research by Ye and Ren (2023) illustrates that time management is integral to the ideational planning and reading monitoring processes in EFL writing. Efficient management of time for reading and planning directly influences writing skills by providing necessary conceptual and textual support. This underscores the importance of allocating specific times for reading and writing activities to improve skill integration and writing proficiency.

Furthermore, in self-regulated learning (SRL) strategies, including time management, for improving language skills, including writing. Studies indicate that SRL strategies help students plan, organize, and manage their study time, both in and out of class. This leads to higher academic achievements and better writing performance in EFL learners.

Implementing these strategies allows students to take more responsibility for their learning, thus improving their writing skills through better time management (Chen, 2024).

Collectively, these outstanding authors' studies highlight the importance of time management in EFL writing learning, demonstrating that appropriate time management with SRL strategies lead to improvements in writing skills by fostering better self-regulation, planning, and integration of reading and writing tasks.

### **1.2.2. Self-Regulated Learning (SRL) Strategies**

Incorporating Self-Regulated Learning (SRL) strategies into class management helps students take control of their own learning processes. These strategies include planning, self-monitoring, and self-evaluation. By integrating SRL strategies into EFL classrooms, students improve their writing skills by being more aware of their learning activities and managing their time more. This approach also helps students to stay motivated and engaged, leading to better learning outcomes (Zimmerman, 2002).

Self-regulated learning (SRL) strategies enhance writing skills proficiency in EFL students. These strategies empower learners to take control of their own learning processes through goal setting, self-monitoring, self-evaluation, and reflection. Setting specific, achievable goals for writing tasks helps students focus their efforts. For instance, a student might set a goal to improve their use of transitional phrases in essays. Clear goals increase motivation by providing students with a sense of purpose and direction in their writing practice (Perry, 2008).

Students are able to monitor their progress by keeping a journal of their writing activities, noting areas of improvement and recurring mistakes. Self-monitoring encourages students to seek and utilize feedback from peers and instructors, helping them refine their writing skills continuously. Students evaluate their own writing against set criteria or rubrics, which help them identify strengths and weaknesses in their writing. This process fosters critical thinking as students learn to critique their own work objectively and make necessary adjustments. Planning strategies like outlining and brainstorming help students organize their thoughts and structure their writing (Zimmerman, 2002).



Planning also helps students allocate time appropriately for distinct stages of the writing process, such as drafting, revising, and editing. Reflecting on past writing tasks allows students to understand what strategies worked well and what didn't, enabling them to adapt and improve their approaches.

Reflection strengthens metacognitive awareness, helping students become more conscious of their learning processes and more adept at controlling them. Self-regulated learners are flexible and adapt their strategies based on the task requirements and their own learning needs. SRL strategies foster a sense of ownership and responsibility for one's learning, which increases intrinsic motivation. Motivated students are more likely to engage deeply with writing tasks and persist through challenges (Teng, 2018).

Likewise, it is important to reflect and give the necessary levels of help to A1 students through Vygotsky's developmental theory of learning (ZPD), and scaffolded tasks that step by step support students' writing progress, that is from easy to difficult, from simple to complex activities, which lead to metacognition and learning autonomy, that supports SRL.

Lev Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) refers to the difference between what a learner is able to achieve independently and what they accomplish with the guidance and support of someone more knowledgeable. The ZPD consists of two key levels. The first is the actual development level, which represents what a learner is able to do or understand on their own. This reflects the skills and knowledge they have already mastered. The second is the development level, which represents what a learner achieves with assistance. This assistance comes in the form of scaffolding, where the teacher or guide provides structured support to help the learner complete tasks or acquire skills they could not manage alone. As the learner gains competence, this support is gradually withdrawn, allowing them to perform independently.

Vygotsky's theory emphasizes the critical role of social interaction in learning, proposing that collaboration and dialogue are essential for cognitive development. Educators use the concept of the ZPD to tailor their teaching strategies by identifying each learner's current

level of understanding and providing challenges that are just beyond their independent abilities.

In this regard, self-regulated learning (SRL) involves identifying problems in one's writing and devising strategies to overcome them. This problem-solving approach helps students become more independent and resourceful writers. While SRL emphasizes personal control, it also encourages collaboration with peers for feedback and shared learning experiences, enriching the writing process. SRL strategies often incorporate technological tools like grammar checkers, writing software, and online resources, which aid in the writing process and provide immediate feedback.

Incorporating SRL strategies in writing instruction improves students' writing skills by fostering an initiative-taking, reflective, and adaptive approach to learning. These strategies improve writing proficiency while developing lifelong learning skills that are valuable beyond the classroom (Perry, 2008).

Research has shown that SRL strategies improve writing skills. Zimmerman and Kitsantas (2002), explored how self-regulatory processes impact writing skills development in high school students and found that those who received instruction in SRL strategies, such as goal setting, self-monitoring, and self-evaluation, demonstrated improvements in their writing performance compared to those who did not. Their study highlighted the importance of teaching students how to regulate their own learning processes to enhance writing skills.

Similarly, Graham and Harris (2003), investigated the effects of SRL strategies on writing achievement in elementary school students, indicating that those taught SRL strategies showed gains in writing quality, organization, and overall writing proficiency. This study emphasized the role of self-regulation in managing the complexities of the writing process, with young learners.

Perry et al, (2008) examined the impact of SRL strategies on the writing skills of elementary school students, focusing on the development of metacognitive awareness and



strategic planning. They found that students who engaged in SRL activities: planning, self-monitoring, and reflecting on their writing, showed marked improvements in their writing abilities. The study concluded that SRL strategies foster a deeper understanding of the writing process and strengthen the students' ability to produce coherent and well-organized texts.

Finally, Teng and Zhang (2018), focused on Chinese EFL students and investigated the role of SRL strategies in developing writing skills, finding that students who employed SRL strategies related to goal setting, self-monitoring, and seeking feedback, achieved higher levels of writing proficiency. This study emphasized the importance of integrating SRL strategies into EFL writing instruction to help students become more autonomous writers.

Collectively, these studies highlight the benefits of self-regulated learning strategies in improving writing skills by fostering goal setting, self-monitoring, strategic planning, scaffolding support, and reflective practices. SRL strategies empower students to take control of their writing processes, leading to better writing performance and proficiency.

The author of this paper assumes Teng's theory which states that incorporating self-regulated learning strategies in writing instruction improves students' writing skills by fostering an initiative-taking, reflective, and adaptive approach to learning. These strategies improve writing proficiency while developing lifelong learning skills that are valuable beyond the classroom and departing from early school years.

Overall, appropriate classroom administration is essential for maintaining order and maximizing learning opportunities. Yousuf, 2023; Reinke, 2014 provide solid considerations on these grounds, like clear expectations, positive reinforcement, and consistent discipline help students understand the rules and guidelines while encouraging positive behaviors.

By establishing a structured and supportive, assertive, and positive emotional learning environment, teachers create a conducive space for learning and growth. Student

engagement is key to successful learning outcome, so including student input in decision-making processes and valuing their ideas help teachers create a sense of ownership and empowerment among students. This creates a collaborative learning environment characterized by trust and respect, where students feel motivated to participate and contribute to their own learning. This component of classroom management is encouraged from early childhood when learners start to study EFL.

In conclusion, class administration that leverages time management strategies like self-regulatory learning improves EFL students' writing skills, enhancing their overall academic performance and motivation. These approaches create a dynamic and student-centered learning environment that is essential for mastering writing in a foreign language. Implementing these classroom administration strategies help educators create a thriving learning environment where every student feels valued, engaged, and excited to learn, fundamentally with A1 young learners, by recognizing individual strengths, reinforcing positive behavior, establishing routines, facilitating seamless transitions, and promoting positive behavior as a whole class.

Educators foster a sense of belonging and excitement for learning with patience, creativity, and a deep understanding of students' needs and personal characteristics. They cultivate a space where every student feels valued, motivated, and empowered to reach their full abilities, for revealing progress in A1 writing skills.

## CHAPTER II

### METHODOLOGICAL FRAMEWORK

#### 2.1. Methodology Used in the Research Process.

In this chapter, we outline the **methodological framework** employed to investigate the impact of classroom management on the development of writing skills in third-grade elementary students learning English as a Foreign Language (EFL). This chapter details the conceptualization and operationalization of the investigated variables, the research methods and techniques utilized, the data collection procedures, the characteristics of the population and sample, laying a solid foundation for understanding the empirical investigation that follows.

#### 2.2. Conceptualization and operationalization of the variables

In research, conceptualization is the process of defining the key concepts, thus this study intends to examine and ensure clarity about what each concept or variable means within the context of the research (Creswell, 2021). This is a crucial step because different individuals interpret the same term in separate ways. By clearly defining the variables, we ensure that everyone involved in the study has a consistent understanding of the concepts.

Once the variables were defined, the next step is to operationalize them, which involves transforming these conceptual definitions into specific, measurable indicators (Creswell, 2021). This step is essential for the empirical testing of hypotheses as it clarifies how abstract concepts are measured and observed in the research.

##### 2.2.1. Dependent Variable - (Writing Skills in A1 Learners).

Writing skills refer to the ability to express thoughts, ideas, and emotions clearly and accurately through written language. These skills include **language use** (grammar, syntax, vocabulary), **mechanical skills** (punctuation, **spelling**, capitalization), **content treatment**

(creative thinking and logical idea development), **stylistic skills** (appropriate tone and style for the audience), and **judgment skills** (the ability to revise and edit).

Writing skills are crucial for communication, fostering critical thinking, creativity, and cultural understanding. This study aims to examine writing skills improvement through changes that become observable after the implementation of appropriate classroom management with A1 learners.

### 2.2.2. Independent Variable. (Classroom management Strategies for A1 writing skills).

Classroom Management is the process by which teachers create, administer, and maintain a good learning environment. It involves strategies and techniques to ensure that students remain engaged, minimize disruptive behavior, and facilitate the delivery of instruction. Effective classroom administration includes setting clear objectives, using positive reinforcement, maintaining consistent discipline, timing, and employing diverse teaching methods to cater different learning styles and needs.

This approach helps maximize student learning outcomes and create a supportive and productive classroom environment. This study aims to provide a proposal for classroom strategies that helps to improve A1 writing skills in third-grade elementary EFL students.

### 2.2.3. Operationalization of variables

To help operationalize the variables in the study we use the following operationalization matrix:

**Table 1.**

*Operationalization of variables*

<b>Variable</b>	<b>Conceptual Definition</b>	<b>Operational Definition</b>	<b>Measurement Tools</b>
<b>Dependent Variable:</b>	Writing skills refer to the ability to express thoughts, ideas, and	Writing skills for A1 learners will be	<ul style="list-style-type: none"> <li>● Pre-tests</li> <li>● Rubric</li> </ul>

<p><b>Writing Skills in A1 Learners</b></p>	<p>emotions clearly and accurately through written language. For A1 learners, this includes basic sentence construction, appropriate vocabulary use, and understanding of grammar.</p>	<p>measured through these dimensions:</p> <ul style="list-style-type: none"> <li>● Sentence construction</li> <li>● Vocabulary use</li> <li>● Grammar accuracy.</li> <li>● Spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>● Documentary analysis(syllabus)</li> <li>● Diagnostic Survey</li> <li>● Teacher interviews</li> </ul>
<p><b>Independent Variable:</b></p> <p><b>Classroom Management</b></p>	<p>Classroom management refers to the strategies and techniques that teachers use to create an organized and conducive learning environment. For A1 writing skills, this involves managing student behavior, organizing classroom activities, and using instructional strategies that enhance learning.</p>	<p>Classroom management will be assessed through these dimensions:</p> <ul style="list-style-type: none"> <li>● Teacher-Student Interaction</li> <li>● Classroom Organization / timing</li> <li>● Use of Instructional Strategies</li> <li>● Student Engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Observation checklists</li> <li>● Student surveys</li> <li>● Teacher interviews</li> <li>● Post-tests</li> </ul>

*Note: Table 1 presents the operationalization of the independent variable (classroom management) and dependent variable (writing skills) of this study; by outlining their conceptual and operational definition and the measurement tools used to assess them. Elaborated by: Silvia A. Villaprado (2024)*

**2.3. Research methods and techniques.**

To attain a full comprehension on how classroom management affects the learning of writing skills in A1 students, this research employs a mixed method approach that takes advantage of both qualitative and quantitative techniques.

According to Creswell (2021), the quantitative methodology involves the collection and analysis of numerical data through statistical techniques. It presents a favorable option for this research since it allows us to accurately measure the impact of educational strategies on the improvement of writing skills of third grade elementary school students.

On the other hand, the qualitative method involves the collection and analysis of non-numerical data, including observations, interviews, and open-ended survey responses. It is a valuable approach for our research, as it facilitates the collection of more detailed and nuanced information about participants' experiences and views. This qualitative data provides contextual insights, uncover factors influencing the effectiveness of interactive writing activities, and provides an overview of the strengths and weaknesses inherent in the approach (Creswell, 2021).

By combining statistical data with in-depth insights from observations and interviews, the research aims to provide a holistic understanding of the relationship between effective classroom administration and the enhancement of writing skills.

### **2.3.1. Data collection and techniques**

In this study, data was collected through empirical methods, which involve gathering data through measurable tools, rather than relying on subjective opinions or assumptions. In the context of the current investigation, this method is suitable because it enables the researcher to gather objective data on the effectiveness of classroom management on the learning process of writing skills in A1 students. The data was collected through pre-tests and post-tests evaluations, an observation checklist, a survey for the students, and interviews with the teachers.

Administering a test or assessment to participants both before and after an intervention or treatment allows the researchers to compare the writing skills of A1 students prior to the

implementation of the classroom management techniques (pre-test) and after this implementation has taken place (post-test). By comparing the pre-test and post-test results, we determine whether there was an improvement in the students' writing skills because of the classroom management intervention.

### **Surveys, interviews, and pedagogical tests**

To attain full comprehension on how classroom management affects the learning of writing skills in A1 students, this research will employ the following measure tools:

- ***Pre-tests and Post-tests:*** These measure students' writing skills before and after the classroom management intervention to assess improvement. The tests include a variety of tasks to assess sentence construction, vocabulary use, grammar accuracy, and spelling/punctuation. The evaluation of these tests uses evaluation rubric to ensure consistent scoring across different tests and raters.
- ***Student Surveys:*** These employ a series of Likert scale questions to gather quantitative data on how students perceive the effectiveness of classroom administration strategies while developing A1 writing activities.
- ***Teacher's Interviews:*** Semi-structured interview guides are employed to gather qualitative insights into the teachers' experiences, perceptions, and feelings about the writing skills development of the students, the specific classroom management needs, and the effectiveness of the implemented strategies.

#### **2.3.2. Population, sample, and sampling**

The population of the research is the Third-Year students of "Simón Bolívar" Educational Unit, in the province of Manabí. This is a public school that harbors around 800 students, children, and adolescents, from kindergarten to high school. The group of students under study comes from an urban area in Manabí, Ecuador, a region characterized by its rich cultural traditions and social diversity. The students learn English with an adapted curriculum, which modifies the study plan provided by the Ministry of Education.

Therefore, the content is adapted to the educational needs of certain students, so they learn better.

Regarding the socioeconomic context, students' parents work in public and private sectors. The primary occupations include teachers, medical office workers, homemakers, and public servants. This occupational profile proposes a lower-middle to middle-class demographic, often with a high educational level. A proportion of parents work in the education and health sectors, which influence the value placed on education within their households.

Culturally, the students come from a background where Manabí's customs prevail, influenced by traditions, music, and local festivities. The Manabí region is known for its cuisine, vibrant popular celebrations, and keen sense of community identity. This cultural influence directly impacts social dynamics within the classroom, as values of respect, solidarity, and family coexistence are ingrained in the upbringing of the children.

The fact that many parents work in education or public service fosters a cheerful outlook toward education, as it is viewed to improve the family's socioeconomic conditions. However, material resources in the households are limited, posing a challenge for access to supplementary educational materials. Nevertheless, motivation for learning remains a factor.

This socioeconomic and cultural context provides a framework to understand the students' expectations, interests, and educational needs, which will help identify the most effective pedagogical strategies for their development.

This study uses a convenience sample of 24 students that are between 7 and 8 years old and have an A1 level of English, meaning they just began learning the basic structures and vocabulary of the language, and have difficulties with advanced concepts. They receive 5 hours of English lessons per week, making it easier for them to learn the language due the frequent exposure to it. The sample was chosen randomly.

## **Table 2**

*Learning styles of the students*

Learning Style	Number of Students	Percentage (%)
Visual (V)	5	20.80%
Aural (A)	6	25.00%
Read/Write (R)	4	16.70%
Kinesthetic (K)	5	20.80%
Multimodal (Combination)	4	16.70%
Total	24	100%

*Note: Table 2 displays the different learning styles of the students. Elaborated by: Silvia A. Villaprado (2024)*

Regarding the students' learning style, the group shows a diverse range of preferences that influences how they best absorb and retain information. Visual learners, making up 20.8% of the students, find that diagrams, charts, and other visual aids strengthen their understanding, allowing them to conceptualize information spatially. A slightly larger portion, 25.0%, are aural learners who thrive in environments that emphasize listening—whether through lectures, discussions, or audio-based materials. Meanwhile, read/write learners, who constitute 16.7% of the group, are most comfortable engaging with information through reading instructions and taking detailed notes, relying on written language as their primary tool for learning.

Equally represented, at 20.8%, are kinesthetic learners, who benefit from firsthand activities, with demonstrations and practice exercises that allow them to interact directly with the material. Finally, there are the multimodal learners, also 16.7% of the group, who do not rely on one single learning mode; instead, they flexibly combine the VARK modalities—visual, aural, read/write, and kinesthetic—adjusting their approach based on the specific context to optimize their learning experience. Together, these diverse styles reflect the unique learning dynamics within the group, highlighting the importance of using varied instructional techniques to engage all students.

Although, the lack of a lab in school further limits students' access to more technological resources for EFL learning in “Simón Bolívar” Educational Unit, each classroom has a projector, so teachers have the ability to use different digital resources and employ class administration strategies to ensure productive teaching.

In addition, to gather valuable insights into class management techniques, interviews with a sample of three (3) teachers were conducted out of a population of 11 teachers that work in the school that stands for 27 %. Each teacher shared their unique strategies, offering a diverse range of approaches to maintaining an organized, engaging, and productive classroom environment.

**Table 3.**

*Characteristics of the interviewed teachers*

Teacher	Age	Experience	Degree	Use of technology
1	28 y/o	3 years	English Language Pedagogy	YouTube videos and use of Richmond platform
2	30 y/o	5 years	English Language Pedagogy	Use of slides and YouTube videos
3	37 y/o	15 years	Masters in ESL teaching	Use of Live worksheets and slides

**Note:** Table 3 Shows the age, years of experience, degree, and use of technology of the three teachers chosen for the sample. *Elaborated by: Silvia A. Villaprado (2024)*

#### **2.4.Diagnostic stage**

The diagnostic stage is a crucial component in understanding the current abilities and needs of students in the learning process of writing skills. This stage involves gathering initial data on students' writing skills, which serve as a baseline for measuring progress and effectiveness of the proposed class administration strategies for writing.



In addition to students' assessments, teacher interviews play a vital role in the diagnostic stage. These interviews provide valuable insights into the instructional methods and classroom administration strategies currently used by teachers, allowing us to identify gaps between teaching practices and student needs. This information is essential for the development of a proposal that supports both students' learning and teachers' professional growth.

Furthermore, a thorough documentary analysis of the courses' curricula is conducted, focusing on the objectives, contents, and number of instructional hours dedicated to writing skills. This analysis helps to understand the structure and focus of the existing curriculum, ensuring that both the instructional context and the specific learning needs of students are taken into consideration.

#### 2.4.1. Documentary analysis to assess the courses' curricula.

This section focuses on the documentary analysis of the courses' curricula to gain a deeper understanding of how instructional design supports the development of writing skills. This process helps to identify strengths and gaps within the current curriculum framework. The curriculum is segmented into three trimesters with three units each built around specific themes. Each thematic unit has an approximate duration of 25 hours distributed in two and a half weeks.

**Table 4.**

#### *Curricula analysis*

<i>Section</i>	<i>Unit</i>	<i>Topic</i>	<i>Hours</i>
First trimester	What's my favorite sport?	Focus on sports vocabulary, grammar (present simple, present continuous), prepositions of movement, and time expressions.	25 hours
	What do I need to eat?	Covers food, nutrition, countable/uncountable nouns,	25 hours



		quantifiers, and asking about quantities.	
	Why do I get sick?	Discusses health, hygiene habits, expressing sympathy, and modal verbs like "/n't."	25 hours
Second trimester	What was it here millions of years ago?	Includes body parts, historical eras, dinosaurs, and past tense (there was/there were).	25 hours
	Where is the lost treasure?	Focuses on maps, directions, past simple tense, and irregular verbs.	25 hours
	What did ancient cultures believe?	Covers mythology, ancient civilizations, and past simple negative and interrogative forms.	25 hours
Third trimester	What could I do when I was small?	Teaches action verbs, adverbs, and modal verbs (could/couldn't).	25 hours
	What are the most amazing places on Earth?	Focuses on biomes, natural features, and comparatives and superlatives.	25 hours
	Where do I want to travel?	Discusses landmarks, future plans (using "going to"), and travel-related vocabulary.	25 hours

*Note: Elaborated by: Silvia A. Villaprado (2024)*

This analysis allows for the identification of key moments within each theme where targeted activities enhance writing skills in sentence construction, vocabulary use, grammar accuracy, and spelling and punctuation. This approach ensures alignment with the thematic content while introducing structured writing tasks that fit naturally into the progression of the curriculum.

The application of the instrument pre-tests, interviews, and surveys—revealed key gaps in both the instructional approach and the classroom environment for teaching



writing skills to A1 learners. First, pre-test results indicated a need for targeted support in foundational skills: sentence construction, vocabulary use, and spelling. Interviews with the 3 teachers that form part of the sample highlighted the challenges of maintaining an organized, engaging classroom setting, with specific areas for improvement in structured routines, flexible seating arrangements, and integrating collaborative, student-centered activities to keep students on task.

Survey responses underscored students' dissatisfaction with the current classroom setup and a lack of enjoyment in writing activities. Many students (14 that stands for 58%) felt that the physical environment did not support writing, and a large portion (17 that stands for 70%) indicated they did not enjoy writing tasks, proposing that activities need to be more engaging and better aligned with student interests. Additionally, although a majority (14 that stands for 58%) felt supported by their teacher, some students (11 that stands for 45%) expressed a need for clearer guidance and more structured feedback.

These findings reveal gaps in classroom management, instructional design, and student engagement strategies. Addressing these gaps by enhancing classroom routines, adapting the environment, and introducing more interactive and relevant writing activities create a more supportive and motivating learning experience for young learners developing their writing skills in English.

#### **2.4.2. The initial diagnosis (Pre-test).**

The initial diagnosis through a pre-test is a fundamental step in establishing the current proficiency levels of A1 students in writing. This test provides quantitative data that highlights each student's strengths and weaknesses in distinct aspects of writing: grammar, vocabulary, and sentence structure. This section analyses the results of the Pre-test to set a benchmark for future progress.

The Pre-Test assessed students across several areas including Sentence Construction, Vocabulary Use, Grammar Accuracy, and Spelling and Punctuation, with a maximum score of 5 points each. Based on their results, students were categorized into four distinct levels.

**Table 5.**

*Diagnostic pre- test results (See Annex 6)*

<b>Level</b>	<b>Participants</b>	<b>Percentage</b>
<b><i>Sentence Construction</i></b>		
Basic	10	41.67%
Good	14	58.33%
<b><i>Vocabulary Use</i></b>		
Basic	10	41.67%
Good	14	58.33%
<b><i>Grammar Accuracy</i></b>		
Basic	3	12.5%
Good	18	75%
Excellent	3	12.5%
<b><i>Spelling and Punctuation</i></b>		
Basic	10	41.67%
Good	13	54.17%
Excellent	1	4.17%

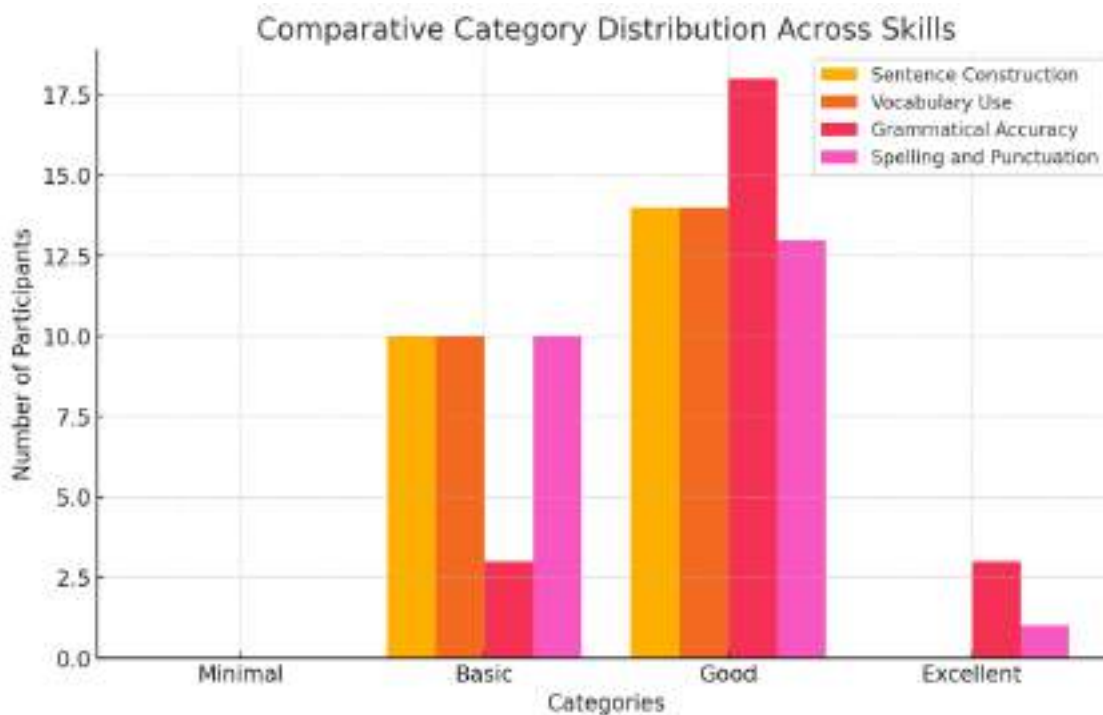
*Note: Table 5 presents the number and percentage of participants across proficiency categories (Minimal, Basic, Good, And Excellent) for four language skills: Sentence Construction, Vocabulary Use, Grammatical Accuracy, and Spelling and Punctuation. Elaborated by: Silvia A. Villaprado (2024)*

Participants were categorized into proficiency levels—Minimal, Basic, Good, or Excellent—based on their scores in skill areas, with each level corresponding to score ranges. In Sentence Construction, Grammar Accuracy and Spelling and Punctuation scores of 0-4 indicated Minimal, 4-8 indicated Basic, 8-12 indicated Good, and 12-16 indicated Excellent. Vocabulary Use followed a similar structure, with 0-6 for Minimal, 6-12 for Basic, 12-18 for Good, and 18-24 for Excellent. For example, a score of 10 in Sentence Construction fell into the "Good" category, fitting within its defined range. This standardized approach provided a consistent way to assess and categorize skill levels across the different areas.

Specifically, targeted interventions for the Basic level learners—particularly in Sentence Construction, Vocabulary Use, and Spelling and Punctuation—lift overall proficiency. Additionally, none reached the excellent level in Sentence Construction and Vocabulary Use, marking these as key areas for advanced development to push proficient participants toward excellence. In summary, the primary opportunities lie in helping Basic-level participants to progress to the “Good” level across all skills and providing advanced practice to guide more participants toward the Excellent tier in Sentence Construction and Vocabulary Use with the support of scaffolding levels of help, moving from an initial zone, to a proximal zone of development (ZPD).

**Figure 1.**

*Proficiency level across language skills*



*Note: Graph 1. Illustrates the distribution of participants across proficiency categories (Minimal, Basic, Good, Excellent) for four language skills: Sentence Construction, Vocabulary Use, Grammatical Accuracy, and Spelling and Punctuation. Elaborated by: Silvia A. Villafuerte (2024)*

### 2.4.3. Interviews to assess teaching practices.

To improve writing instruction, it is essential to understand the current teaching practices that reveal the class administration employed by educators. Interviews serve as a valuable tool in gathering insights into how teachers approach the development of writing skills, the challenges they face, and the strategies they find most effective. This section describes the findings gathered through the interview process designed to understand and reflect on teaching practices.

**Table 6.**

*Key points of Teachers' Interviews*

<b>Question</b>	<b>Good practice</b>	<b>Area of opportunity</b>
How do you provide feedback on students' writing tasks? Can you give an example?	<ul style="list-style-type: none"> <li>● Constructive and Specific Feedback</li> <li>● Positive Framing</li> <li>● Both Verbal and Written Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporation of structured reflection exercises</li> </ul>
Can you describe any specific routines or procedures you have in place for writing lessons?	<ul style="list-style-type: none"> <li>● Structured Approach</li> <li>● Encouraging Peer Learning</li> <li>● Writing Station</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporate a rhythm that students become familiar with</li> </ul>
What strategies do you use to ensure that all students remain on task?	<ul style="list-style-type: none"> <li>● Setting Small Goals</li> <li>● Timers as Motivation</li> <li>● Clear Visual Reminders</li> <li>● Peer Accountability</li> </ul>	<ul style="list-style-type: none"> <li>● Use of collaborative exercises before independent work</li> </ul>
What challenges do you face in organizing the classroom for writing activities, and how do you address them?	<ul style="list-style-type: none"> <li>● Addressing Spatial Constraints</li> <li>● Managing Noise Levels</li> <li>● Delegating Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce specific seating arrangements.</li> <li>● Use of gamified activities</li> </ul>
What instructional strategies do you find most effective for teaching writing skills? Why do you think they work?	<ul style="list-style-type: none"> <li>● Modeling as a Teaching Strategy</li> <li>● Graphic Organizers</li> <li>● Story Starters and Prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporation of SRL and PWA techniques</li> <li>● Use of colorful visual aids</li> </ul>

How do you incorporate different instructional methods to cater to various learning styles in writing?	<ul style="list-style-type: none"> <li>● Incorporating Movement</li> <li>● Comprehensive Approach</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporation of audiovisual and sensory materials</li> </ul>
How do you gauge student engagement during writing lessons? What indicators do you look for?	<ul style="list-style-type: none"> <li>● Observing Nonverbal Cues</li> <li>● Looking for Verbal Participation</li> <li>● Volunteering as an Engagement Indicator</li> </ul>	<ul style="list-style-type: none"> <li>● Focus on questions and curiosity.</li> <li>● Use of system to signal the beginning and end of activities.</li> </ul>
What techniques do you use to motivate students to engage with writing tasks? What is your opinion about the use of technological applications?	<ul style="list-style-type: none"> <li>● Praise and Rewards</li> <li>● Selective Use of Technology</li> <li>● Ownership through choices</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporation of gamified activities</li> <li>● Use of technology to promote vocabulary acquisition.</li> </ul>

*Note: Table 6. Presents the key points of the teachers' responses during the interviews conducted to get a further understanding of their teaching strategies regarding writing skills. Elaborated by: Silvia A. Villaprado (2024)*

While the teachers' feedback strategies are effective for maintaining student confidence, they focus more on positive feedback, missing the constructive critique. A recommended improvement would be to implement more structured reflection exercises, where students engage with feedback and develop personal strategies for improvement.

The writing buddies' approach keeps students engaged, but introducing peer accountability through a more structured system further enhance focus and collaboration. Also, deeper peer-to-peer interaction be encouraged by incorporating more collaborative exercises before independent work. Also, while teachers manage classroom challenges with creative solutions, such as using desk dividers and noise monitors, more flexible seating arrangements and structured times for collaboration strengthen both student focus and interaction.

The teacher's use of timers to keep students on tasks is beneficial, but flexibility in time limits is necessary for students who feel pressure from timed activities. Instead, by structuring the class into clear, purposeful segments (review, mini-lesson, brainstorming, writing, reflection), the teacher creates a rhythm that students become familiar with, reducing time spent on transitions and helping them stay focused on each phase of the lesson.

#### 2.4.4. Survey Results

**Table 7.**

*Surveys results*

Question	No	Sometimes	Yes
My teacher helps me when I don't understand.	3 12.50	7 29.17	14 58.33
My teacher tells me what I need to do in writing class.	5 20.83	1 04.17	18 75
I like the way my classroom is set up for writing.	11 45.83	4 16.67	9 37.50
My classroom is a good place to write.	14 58.33	4 16.67	6 25
I like writing in class.	17 70.83	2 08.33	5 20.83
I like the activities we do to practice writing.	11 45.83	2 08.33	11 45.83
I use what my teacher shows me when I write.	3 12.50	4 16.67	17 70.83
I think about ideas before I start writing.	2 08.33	2 08.33	20 83.33

*Note: Elaborated by: Silvia A. Villaprado (2024)*

To identify areas of the survey in need of improvement, the focus was on questions where the highest percentage of students responded with "No" or "Sometimes," as these answers indicate areas where students feel less positive. The question with the most "No" responses, at 70.83%, is "I like writing in class," proposing that a student do not enjoy



writing activities. This high rate of dissatisfaction display a need to make these activities more engaging or better aligned with students' interests.

The question "My classroom is a good place to write," received a 58.33% "No" response rate, indicating that students do not feel the classroom environment supports their writing efforts. Enhancing the classroom setup helps create a more conducive space for writing. Similarly, "I like the way my classroom is set up for writing," received 45.83% "No" responses, further proposing that students find the physical setup or organization of the classroom unsupportive for writing tasks.

Lastly, "I like the activities we do to practice writing," also, 45.83% "No" responses, indicating that almost half of the students do not enjoy the current writing activities. This highlights a need to diversify or redesign these activities to better suit students' learning preferences. Overall, the survey underscores the classroom environment and writing enjoyment and engagement as two primary areas where students express less positive feedback. Focusing on these areas improves students' engagement and satisfaction with writing in class.

The application of the instrument pre-tests, interviews, and surveys—revealed key gaps in both the instructional approach and the classroom environment for teaching writing skills to A1 learners. First, pre-test results indicated a need for targeted support in foundational skills: sentence construction, vocabulary use, and spelling. Interviews with teachers highlighted the challenges of maintaining an organized, engaging classroom setting, with specific areas for improvement in structured routines, flexible seating arrangements, and integrating collaborative, student-centered activities to keep students on task.

Survey responses underscored students' dissatisfaction with the current classroom setup and a lack of enjoyment in writing activities. Students felt that the physical environment did not support writing, and indicated they did not enjoy writing tasks, proposing that activities need to be more engaging and better aligned with student interests. Additionally, although a majority felt supported by their teacher, students expressed a need for clearer guidance and more structured feedback.



These findings reveal gaps in classroom administration, instructional design, and student engagement strategies. Addressing these gaps by enhancing classroom routines, adapting the environment, and introducing more interactive and relevant writing activities create a more supportive, and motivating learning experience for young learners developing their writing skills in English

## CHAPTER III

### THE PROPOSAL

This chapter constitutes the centerpiece of the present research work. This proposal emphasizes a classroom administration approach designed to improve the writing skills of A1 learners through these strategies: well-structured lesson plans, interactive activities, and collaborative tasks. By integrating elements of the Process Writing Approach, Communicative Language Teaching, and Self-Regulated Learning, the aim is to establish a well-managed, student-centered environment that supports participation, engagement, and focused learning.

Key classroom management strategies include creating predictable routines, using clear instructions, and fostering a collaborative atmosphere to keep students on task and motivated. Group activities and peer feedback sessions will promote cooperation while minimizing disruptions, and structured feedback cycles will help maintain a balance between guidance and independent work. This proposal offers a practical framework for managing the classroom in a way that strengthens writing fluency, builds confidence, and encourages critical thinking, all while ensuring that students enjoy the learning process in a well-organized and supportive setting.

#### 3.1.Objectives of the proposal

The primary objective of this proposal is to improve A1 level English learners' writing skills by implementing classroom administration strategies through some methodological guidelines that will help improving the teaching learning process of A1 writing skills with 3<sup>rd</sup> grade young learners.

Specific objectives include:

- To enhance students' ability to use target grammar and vocabulary in writing.
- To encourage collaborative learning through peer feedback.
- To build students' confidence in writing through structured tasks.
- To increase student engagement with varied interactive teaching strategies.

### **3.2. Theoretical foundation**

The theoretical foundation for the proposal emphasizes key aspects that improves the teaching and learning process of writing in English as a Foreign Language (EFL), integrating various approaches and strategies to improve the writing skills of A1 learners focusing on classroom management and methodologies that promote engagement. Writing, as a complex skill, requires mastery of multiple components, including language use, mechanics, content treatment, and judgment.

For the elaboration of the proposal a group of outstanding language scholars were reviewed and assumed: Vygotsky (1978), Kobayashi (2012), Teng (2018), Iskandar (2020), Diniatulhaq (2020), Yasin (2022), Deevi (2023), Coellar (2024), Wang (2024), among others.

The author of this paper assumes that:

- Writing is a dynamic and cognitive process involving both social and cognitive activities. This perspective proposes that writing instruction not simply focuses on the final product but also engages students in the prewriting, revising, and editing stages.

- The proposal advocates the Process Writing Approach (PWA), which emphasizes writing as an iterative process that involves brainstorming, drafting, and revision, encouraging students to reflect, revise, and continuously improve. By fostering creativity, critical thinking, and collaboration through peer feedback and group discussions, PWA makes the writing process interactive and supportive.

- Furthermore, self-regulated learning (SRL) strategies are central to the proposal, empowering students to take control of their learning through goal setting, self-monitoring, and self-evaluation. These strategies promote autonomy and motivation as they help learners reflect on their progress and adjust their approaches, which is essential for language learners.



- Classroom management is another foundational element highlighted in the proposal, emphasizing the importance of organizing the learning environment to maximize engagement and minimize disruptions. Setting clear expectations, using positive reinforcement, and creating structured routines are vital for maintaining focus and encouraging participation. Moreover, collaborative activities like peer feedback and group work further strengthen student interaction and learning outcomes.

By combining these approaches, the proposal offers a comprehensive framework, which will provide some methodological guidelines that will support English language teachers' work, as well as some classroom administration strategies that will not improve writing proficiency, while fostering a supportive and engaging learning-teaching environment for A1 learners, promoting critical writing skills while staying motivated and involved in the learning process.

### **3.3.Characteristics of the proposal.**

#### METHODOLOGICAL GUIDELINES TO SUPPORT CLASSROOM MANAGEMENT A1 WRITING SKILLS.

This proposal is designed to improve writing skills in A1 learners through effective classroom management strategies that foster an organized, interactive, and student-centered learning environment. They are the following:

##### Consistency and Methodological Structure

- A key characteristic is the implementation of clear classroom routines that promote consistency and structure, ensuring that students understand the flow of each session. These routines help learners feel confident. Ex. Using part of the board to precise the day's objective of the class and the homework, giving responsibilities to specific learners, the so-called "helping hands." They will erase the board; take the attendance, read the headings of the exercises, etc.
- Seating arrangements in each lesson maximizes student participation and facilitates collaborative learning. This encourages engagement and helps the teacher monitor student interaction more. (See Annex 8)



- Each session includes well-defined time limits for different activities, ensuring that students remain focused and on tasks. For instance, warm-up games and interactive exercises are limited to brief periods, followed by more structured writing tasks, preventing distractions, and maintaining a smooth transition between activities. The use of clear transitional cues and instructions further helps to minimize downtime and keeps students engaged.
- Positive reinforcement and feedback as integral classroom administration techniques. Students are encouraged to review each other's work through peer feedback sessions, which not only help reinforce writing skills but also create a supportive classroom community.
- The teacher acts as a facilitator, offering guidance when necessary while empowering students to take ownership of their learning, developing. The writing buddies technique improves accountability and collaboration, ensuring that all students stay on task and participate in the learning process.
- Catering different learning styles and needs, the proposal incorporates differentiated instruction using writing stations. These stations provide flashcards, prompts, and vocabulary journals, allowing students to work independently or in small groups.
- For managing the classroom, the teacher will offer personalized attention, targeted support to students, who need additional help, while allowing others to work at their own pace.
- Using gamified activities such as "Health Bingo" or "Treasure Hunts" engage students in a funny, structured manner, helping manage their attention and energy levels throughout the lesson in an enjoyable manner.
- Teaching students' strategies for the various components of the writing process. Incorporating Self-Regulated Learning (SRL) strategies into class administration helps students take control of their own learning processes. Gradually release writing responsibility from the teacher to the student.
- Encouraging learners to work on their own errors in combination with peers, teachers, and materials to enhance learning outcomes with the support of code



writing that is previously negotiated among the students and the teacher when drafting, revising, and editing the written work. Example:

D	Determiner	S/ PL	Singular /Plural
SV	Subject - Verb Agreement	VF	Verb Form
WF	Word Formation	PP	Preposition
C	Capital Letters	?	Meaning is unclear
WO	Word Order	S	Spelling

- Rewarding the most outstanding pieces of writing by giving badges to stimulate the best writers or sending messages to their parents to inform them about their children's progress in writing.

### 3.3.1. Viability

The proposal is viable because it builds on widely accepted educational frameworks and proven teaching methodologies, making it adaptable to various educational contexts, as in this case A1 young third grade students. The integration of interactive and peer-led activities ensures that students are consistently engaged, while the inclusion of practical, first-hand exercises caters to diverse learner profiles. The materials required for the lessons: flashcards, writing prompts, and vocabulary journals, are simple and easy to source, making the proposal cost-effective and straightforward to implement.

Furthermore, the structured lesson plans provide a clear pathway for teachers to follow, ensuring that the objectives are met without requiring extensive additional preparation. The peer collaboration and feedback elements reduce the teacher's workload, making the

proposal scalable for larger class sizes without compromising the quality of instruction. This blend of well-researched approaches and practical, manageable activities ensures the proposal's viability in both public and private educational settings.

### **3.3.2. Feasibility**

This proposal is feasible due to the practical nature of its implementation and the accessibility of its resources. Each lesson is designed to be completed within standard class periods, and the activities do not require advanced technology or special equipment, which are inexpensive to create and easily adaptable to different class sizes and learning environments.

Moreover, the proposal encourages peer feedback and group activities, reducing the teacher's direct involvement in every writing task and allowing for a more student-centered approach. Teachers are able to set up and facilitate the sessions, as the proposal provides detailed instructions for each activity and clear objectives for each lesson. Additionally, simple seating arrangements and common classroom objects (e.g., maps, sports equipment, and food items) makes it feasible to replicate the lessons in a variety of educational contexts, including schools with limited resources.

### **3.3.3. Benefits**

students, the proposal offers a comprehensive approach to developing writing skills by integrating grammar, vocabulary, and sentence-building into engaging, interactive activities. Students have opportunities to practice writing in meaningful contexts, which helps them see the relevance of writing beyond the classroom. The integration of peer feedback improves their writing skills as it fosters critical thinking, as they learn to assess their own and others' work. Additionally, the proposal promotes collaborative learning, helping students build social skills and fostering a positive, effective, emotional classroom environment where teamwork and communication are emphasized.

The inclusion of Self-Regulated Learning (SRL) strategies encourages students to take ownership of their learning, helping them develop lifelong skills like goal-setting,

reflection, and self-assessment. The Process Writing Approach (PWA) strategies, such as guided drafting and structured revision phases, are also integrated to encourage students to see writing as a process of continuous improvement rather than a one-time task. The interactive, game-like activities helps maintain prominent levels of student engagement, making classroom administration easier and improving overall learning outcomes. By fostering a student-centered learning environment, this proposal helps create a dynamic classroom where students feel motivated and empowered to improve their writing skills.

### **3.4. Classroom Management Strategies for A1 learners**

The proposal integrates specific classroom management strategies that strengthen both self-regulated learning (SRL) and the Process Writing Approach (PWA) by creating a highly structured, interactive, and child-friendly learning environment. These strategies ensure that A1 learners, who are often in the preliminary stages of language acquisition, feel supported and motivated while developing their writing skills in a collaborative setting.

#### ***1. Clear Objectives and Goal-Setting***

For A1 learners, particularly children, having clear and simple objectives provides guidance and helps reduce cognitive overload. At the start of each session, objectives are introduced using visual aids and color-coded charts making the goals tangible and easy to understand.

To support young learners' development of self-regulation skills, each child completes a goal-setting sheet where they identify personal targets for the session. This process encourages them to monitor their progress and reflect at the end of the session, reinforcing their sense of achievement. In the PWA, these clear objectives ensure purposeful engagement at each stage of the writing process, from brainstorming to revising, while keeping tasks age-appropriate and manageable for young learners.

#### ***2. Seating Arrangements***





Young A1 learners thrive in environments that promote interaction and peer accountability. The proposal incorporates flexible seating arrangements: semi-circles for collaborative activities (e.g., brainstorming) and pair pods for peer review. These setups foster a supportive environment where children work together to brainstorm ideas or provide feedback on each other's work.

For instance, during brainstorming activities, students are seated in a semi-circle to share ideas while the teacher facilitates, ensuring that even the quieter children participate. During peer review, pair pods encourage one-on-one feedback, helping students focus on specific errors and improvements. These seating arrangements create a dynamic, interactive classroom atmosphere that supports the developmental and social needs of young learners.

### ***3. Routine and Structure***

Children benefit from predictable routines that create a sense of security and help them understand what to expect. The proposal outlines a structured sequence for each session, including goal setting, task completion, peer feedback, and reflection. For example, a stoplight system is used to visually signal transitions between activities:

- Green Light: Indicates that students are working on tasks.
- Yellow Light: Signals preparation for a transition. 
- Red Light: Marks the end of an activity and time to pause or reflect. 

This routine helps A1 learners internalize the stages of the PWA, progressively building their understanding of the writing process. Over time, they come to anticipate and navigate each stage with greater independence, which is critical for their long-term development as writers.

### ***4. Peer Collaboration and Accountability***

For young A1 learners, collaboration is a key motivator and provides opportunities for language practice in a social context. The proposal encourages peer collaboration

through activities like group brainstorming and peer review, where children exchange ideas and provide feedback to one another using rubrics designed for their language level.

For example, during brainstorming, students work together to generate ideas about topics such as "My Favorite Sport," sharing vocabulary and structures they've practiced, and during the peer review activity, students are paired up in "pair pods" seating arrangements, fostering one-on-one interaction. Each student reads their partner's work and uses simple, child-friendly feedback rubric. This process builds accountability by teaching students to focus on specific writing elements and support their peers constructively.

### ***5. Materials and Resources***

The proposal provides child-friendly materials to support A1 learners' writing development. These include:

- Flashcards and videos for vocabulary building, ensuring concrete connections between language and meaning.
- Goal-setting sheets to encourage self-regulation and reflection.
- A writing station full of scraps, stickers and writing prompts to make the process more engaging.

For example, in the "What Do I Need to Eat?" session, children use flashcards with colorful pictures to match food items with categories (e.g., countable, or uncountable nouns), followed by writing a shopping list for a healthy meal. These materials simplify abstract concepts, making them accessible to children who are just beginning to acquire English.

### ***6. Gamified Activities***

Gamification is effective for young A1 learners, as it transforms the writing process into an enjoyable and interactive experience. Each session incorporates games or challenges designed to engage young learners while reinforcing language skills.

For instance, in the "What's My Favorite Sport?" session, students play a guessing game, acting out sports-related vocabulary while their peer's guess. Also, immediate rewards motivate students to stay engaged and reflect on their progress. At the end of the 5-session program, students with most badges earn a prize from a "mystery box," creating excitement and encouraging consistent effort.

The proposal consists of five structured sessions:

- Session 1: What's My Favorite Sport?
- Session 2: What Do I Need to Eat?
- Session 3: Why Do I Get Sick?
- Session 4: What Could I Do When I Was Small?
- Session 5: Where Do I Want to Travel?

These sessions were designed to build specific language skills progressively, of visual aids, direct materials, collaborative tasks, and gamified activities ensure that young learners remain engaged while gradually building their writing skills. The structured routine, clear objectives and use of scaffolding provide the support A1 learners need to succeed, while the interactive nature of the tasks promotes both language development and social interaction, which are essential for children at this level. By making the learning process enjoyable and purposeful, the proposal fosters confidence and a sense of accomplishment in young writers.




### **3.5. Structure of the proposal**

The proposal consists of five structured sessions designed to build specific language skills progressively, combining interactive, collaborative, and independent writing tasks, timing the activities. Each session uses a writing station with resources like flashcards, objects, and goal-setting sheets to support the activities. A stoplight system is used to signal the beginning and end of the activities in an enjoyable way.

#### **2.5.1. Routine and Structure**



□ Introduce the Stoplight System: at the start of the session, explain what each color means and how students respond:

- Green Light: "Go! The activity is in progress, and students are participating." 
- Yellow Light: "Get ready! We are about to transition to the next activity." 
- Red Light: "Stop! The current activity has ended, and we're moving to the next task or pausing for instructions." 

□ Seating Arrangement Set-up: Encourage the class to help with the semicircle seating arrangement to begin the session with collaborative work.

1. **Clear objectives:** Begin each session stating the purpose of the class.

Duration: 2 minutes

2. **Gamified Activity:** Engaging, interactive activities to introduce the session's themes, build energy, and activate prior knowledge.

Duration: 10 minutes

3. **Grammar Practice:** Focused work on key grammar points, using examples, sentence-building tasks, and firsthand practice.

Duration: 10 minutes

4. **Group Brainstorming:** The whole group works together to brainstorm ideas related to the theme and grammar they just practiced. This helps generate content for their writing tasks.

Duration: 5 minutes



□ Seating Arrangement Transition: Tell the class to bring their desks back to the traditional seating position to begin individual work.

5. **Goal Setting:** After brainstorming, each student fills out a goal-setting sheet, specifying objectives they want to achieve during the writing session.

Duration: 5 minutes

6. **Writing Task:** Students visit the writing station and create written work based on the vocabulary, grammar, and ideas generated in the brainstorming session, while keeping their goals in mind and focusing on authentic contents of an alleged scenario.

Duration: 15 minutes

7. **Goal Revising:** Before peer review, students revisit their goal-setting sheet to assess their progress toward the objectives they set earlier, helping them stay mindful of their goals.

Duration: 3 minutes

□ Seating Arrangement Transition: Students help place their desks in pair pod position for the next activity.

8. **Peer Review:** Students pair up for peer review, providing feedback to each other on their writing according to a given rubric.

Duration: 10 minutes

9. **Reflection Time:** This is a dedicated reflection segment where students review peer feedback and reflect on how it aligns with their initial goals.

Duration: 5 minutes



10. **Error correction:** As a homework assignment, students will be asked to write an improved version of their writing sample according to their initial goals and feedback received.
  
11. **Reward Policy:** Their improved work will be assessed by the teacher and badges will be awarded for outstanding writing; these badges will be included in a leaderboard. At the end of the 5 sessions the students with most badges earn, get the chance to take a price from a “mystery box”.



## 2.5.2. System of activities

**Table 8**
*Structured activities for enhancing writing skills for A1 learners.*

STAGES	OBJECTIVE	ACTIVITIES	PROCEDURES
Session 1: What's My Favorite Sport?	Introduce sports-related vocabulary, present simple/continuous tenses.	1. Clear Objectives 2. Gammified activity 3. Grammar Practice 4. Group Brainstorming 5. Goal setting 6. Writing Task 7. Goal Revising 8. Peer Review 9. Reflection time 10. Error correction	Materials and Resources: - Sports flashcards. - Sport objects scraps - Goal- setting sheets. Routine and Structure: <u>Seating Arrangement: Semi-Circle</u> 1. Start by explaining the goal of the session. 2. Divide students into two teams. Each team sends a representative to act out a sports action and the other team members guess the action. 3. Focus on present simple and continuous tenses with sentences like "I play soccer" vs. "He is running now." Provide sentence starters for students to complete using sports vocabulary. 4. Ask students to share their ideas by raising their hand. <u>Seating Arrangement: Traditional</u> 5. Each student fills out the goal-setting sheet with their purpose for the session.



6. Students choose an object from the writing station and write a paragraph describing their favorite sport, using the target grammar and prepositions.
7. Students revisit their goal-setting sheet to assess their progress.

Seating Arrangement: Pair Pods

8. Students exchange texts to check grammar and prepositions.
9. Students ask themselves if they accomplish their goal and write down their thoughts, ask volunteers to share their insights.
10. Error correction assignment

Session 2: What Do I Need to Eat?

Practice food vocabulary, countable/uncountable nouns, and quantifiers.

1. Clear Objectives
2. Gamified Activity
3. Grammar Practice
4. Group Brainstorming
5. Goal setting
6. Writing Task
7. Goal Revising

Materials and Resources:

- Food flashcards
- Food scraps
- Goal- setting sheets.

Routine and Structure:

Seating Arrangement: Semi-Circle

1. Start by explaining the goal of the session.
2. Word matching game with food items. Once matched, they must categorize them as countable or uncountable.



- 8. Peer Review
- 9. Reflection time
- 10. Error correction

- 3. Focus on quantifiers (some, any, much, many) and countable/uncountable nouns. Use examples from the warm-up to explain quantifier use ("I have some apples," "Do you have any water?").
- 4. Ask students to share their ideas by raising their hand.

Seating Arrangement: Traditional

- 5. Each student fills out the goal-setting sheet with their purpose for the session.
- 6. Students create a shopping list for a healthy meal with objects from the writing station using correct quantifiers and countable/uncountable nouns.
- 7. Students revisit their goal-setting sheet to assess their progress.

Seating Arrangement: Pair Pods

- 8. Students exchange lists to check grammar and quantifier use.
- 9. Students ask themselves if they accomplish their goal and write down their thoughts, ask volunteers to share their insights.
- 10. Error correction assignment

Session 3: Why Do I Get Sick? Teach health vocabulary, hygiene

- 1. Clear Objectives
- 2. Gamified Activity

Materials and Resources:  
- Bingo cards.



habits, and modal verbs (/n't).

3. Grammar Practice

- Healthy actions flashcards or video

4. Group  
Brainstorming

- Goal-setting sheets.

5. Goal setting

Routine and Structure:

Seating Arrangement: Semi-Circle.

6. Writing Task

1. Start by explaining the goal of the session.
2. Create bingo cards with hygiene habits and health-related vocabulary. Call out actions, and students mark them off.

7. Goal Revising

3. Practice modal verbs ("You wash your hands"). Students' complete advice sentences using "" or "n't."

8. Peer Review

4. Ask students to share their ideas by raising their hand.

9. Reflection time

Seating Arrangement: Traditional

10. Error correction

5. Each student fills out the goal-setting sheet with their purpose for the session.
6. Students choose a flashcard from the writing station and Write health advice for a friend.
7. Students revisit their goal-setting sheet to assess their progress.

Seating Arrangement: Pair Pods

8. Students swap papers and provide feedback on the clarity of advice and proper use of modal verbs.



- 
9. Students ask themselves if they accomplish their goal and write down their thoughts, ask volunteers to share their insights.
  10. Error correction assignment.
- 

Session 4: What  
Could I Do  
When I Was  
Small?

Introduce modal verbs  
(could/couldn't) and  
action verbs.

1. Clear objectives
2. Gamified Activity
3. Grammar Practice
4. Group  
Brainstorming
5. Goal setting
6. Writing Task
7. Goal Revising
8. Peer Review
9. Reflection time
10. Error correction

Materials and Resources:

- Action flashcards or video
- Goal-setting sheets

Routine and Structure:

Seating Arrangement: Semi-Circle

1. Start by explaining the goal of the session.
2. Recall what students could/couldn't do when they were younger.
3. Focus on using "could" and "couldn't" in sentences.
4. Ask students to share their ideas by raising their hand.

Seating Arrangement: Traditional

5. Each student fills out the goal-setting sheet with their purpose for the session.
6. Students choose a flashcard from the writing station and draft a short story about what they could and couldn't do as little children.
7. Students revisit their goal-setting sheet to assess their progress.

Seating Arrangement: Pair Pods

---



8. Review each other's stories for correct modal verb use.
9. Students ask themselves if they accomplish their goal and write down their thoughts, ask volunteers to share their insights.
10. Error correction assignment.

Session 5:  
Where Do I  
Want to Travel?

Teach vocabulary related to travel and landmarks, and the future tense ("going to").

1. Clear objectives
2. Gamified activity
3. Grammar Practice
4. Group Brainstorming
5. Goal setting
6. Writing Task
7. Goal Revising
8. Peer Review
9. Reflection time
10. Error correction

Materials and Resources:

- Country and landmarks flashcards
- Landmark scraps
- Goal- setting sheets.

Seating Arrangement: Semi-Circle

Routine and Structure:

1. Start by explaining the goal of the session.
2. Picture matching game of famous landmarks with the country
3. Future tense ("I'm going to visit the Eiffel Tower").
4. Ask students to share their ideas by raising their hand.

Seating Arrangement: Traditional

5. Each student fills out the goal-setting sheet with their purpose for the session.



6. Students choose a landmark from the writing station and write about a dream travel destination using the future tense.
7. Students revisit their goal-setting sheet to assess their progress.

Seating Arrangement: Pair Pods

8. Exchange writings to check future tense and vocabulary use.
9. Students ask themselves if they accomplish their goal and write down their thoughts, ask volunteers to share their insights.
10. Error correction assignment.

---

*Note: Table 7 Displays the proposal's system of activities for enhancing writing skills in Third-Year EFL students of the "Simón Bolívar" Educational Unit" indicating the structure and components. Elaborated by: Silvia A. Villaprado (2024).*

### 3.6. Results obtained from the implementation of the proposal.

**Table 9.**

*Post- test results (See Annex 9)*

Level	Participants	Percentage
<b><i>Sentence Construction</i></b>		
Good	6	25%
Excellent	18	75%
<b><i>Vocabulary Use</i></b>		
Good	4	16.67%
Excellent	20	83.33%
<b><i>Grammar Accuracy</i></b>		
Good	7	29.17%
Excellent	17	70.83%
<b><i>Spelling and Punctuation</i></b>		
Good	6	25%
Excellent	18	75%

*Note: Table 9 presents the number and percentage of participants across proficiency categories (Minimal, Basic, Good, And Excellent) for four language skills: Sentence Construction, Vocabulary Use, Grammatical Accuracy, and Spelling and Punctuation. Elaborated by: Silvia A. Villaprado (2024)*

The analysis of results highlights robust performance across all the linguistic areas. In Sentence Construction, 75% of students achieved the highest level, indicating that the majority demonstrate solid proficiency in this skill. Vocabulary Use showed the highest overall performance, with 83.33% of students reaching the highest level, reflecting strong vocabulary domain across the group. In Grammar Accuracy, 70.83% of students attained the Excellent level, while 29.17% remained at Good, marking the highest proportion in this category across all evaluated areas. This proposes that grammatical accuracy is an area requiring more reinforcement. Lastly, in Spelling and Punctuation, the results mirrored those of Sentence Construction, with 75% achieving the highest level.

### 3.6.1. Comparison between Pre & Post-test results

**Table 10.**

*Pre and post-test results comparison*

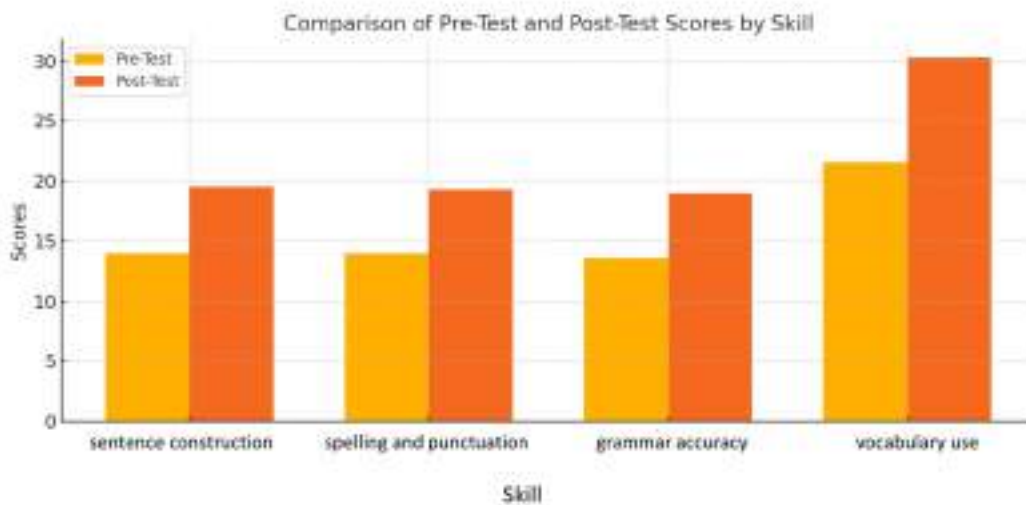
Area	Pre-test	Post-test	Improvement
Sentence Construction	14	19.5	+5.5
Vocabulary Use	21.6	30.3	+8.7
Grammar Accuracy	13.6	19	+5.4
Spelling and Punctuation	14	19.3	+5.3

*Elaborated by: Silvia A. Villaprado (2024)*

The results show improvements across all areas, with the largest increase in Vocabulary Use with 8.7 points (Fig.1), followed by Sentence Construction with 5.5 points (Fig. 2), Grammar Accuracy with 5.4 points (Fig. 3), and Spelling/Punctuation with 5.3 points (Fig. 4).

**Figure 2.**

*Pre and post-test results*



*Elaborated by: Silvia A. Villaprado (2024)*

Figure 2. shows a comparison of Pre-Test and Post-Test scores across four sub-skills: sentence construction, spelling and punctuation, grammar accuracy, and vocabulary use. Overall, the Post-Test scores are consistently higher across all sub-skills, indicating that the intervention with the validation of the classroom administration strategies was effective. Vocabulary use stands out as the language skill with the highest scores overall, both before and after the intervention, and it also shows a marked improvement in the Post-Test results, while grammar accuracy, although improved, might benefit from further targeted interventions to achieve greater progress.

### **3.7. Conclusions**

- The study demonstrated improvements in the writing skills of A1 learners in an English as a Foreign Language (EFL) context by implementing effective classroom administration strategies grounded in well-established theoretical frameworks. Guided by the Process Writing Approach (PWA), Self-Regulated Learning (SRL), Scaffolding Attention, and Communicative Language Teaching Principles, the research validated the importance of structured and interactive methodologies in fostering language development.

- By incorporating PWA, students were able to engage in brainstorming, drafting, revising, and editing, which improved their sentence construction, vocabulary usage, and spelling accuracy. This structured process allowed A1 learners to progress from a basic level to excellent proficiency levels, demonstrating that iterative practice fosters clarity, coherence, and overall writing proficiency. Furthermore, Self-Regulated Learning strategies were integral to the study's success. Techniques of goal-setting, self-monitoring, and self-evaluation empowered students to take ownership of their learning, contributing to marked improvements in grammar accuracy and content organization.

- Collaborative activities and peer feedback principles of contextual and cooperative learning played a central role in the study. These practices created opportunities for

meaningful interaction and skill refinement, encouraging learners to participate in the writing process. Additionally, emphasis on classroom administration, as structured routines, clear instructions, and interactive teaching strategies provided the supportive framework necessary for students to excel.

- The improvements in writing skills underscore the efficacy of integrating the Process Writing Approach, Self-Regulated Learning, and effective classroom management strategies. Students gained proficiency in grammar and sentence construction and developed the confidence necessary for sustained progress. This research highlights the importance of applying evidence-based methodologies to create engaging, structured, and student-centered learning environments, advancing A1 learners' abilities in mastering writing as a fundamental language skill.

The methodological support provided to teachers through carefully designed activities strengthen their ability to address the challenges of teaching writing skills to A1 learners in an EFL context. By incorporating structured lesson plans, clear classroom routines, and student-centered strategies such as the Process Writing Approach (PWA) and Self-Regulated Learning (SRL), teachers are now better equipped to foster an engaging, collaborative learning environment. These guidelines empower educators to implement innovative classroom administration techniques, cater to diverse learning styles, and support students in developing foundational writing skills.

### **3.8. Recommendations**

The author of this scientific paper proposes to the EFLT community the following recommendations:

- To introduce classroom management strategies, proposed in this paper, for developing writing skills with A1 learners in other schools that share the same sociolinguistic characteristics.
- To continue studying this theme related to classroom management in EFLT in the other language skills, say speaking, listening, and reading, by adapting them to the



new demands of the dynamics of sociocultural, economic, and educational transformations of Ecuador.

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ANNEXES

Annex 1. Pre-test

Nickname: \_\_\_\_\_

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

1. SENTENCE CONSTRUCTION

- 1 Write a sentence about your favorite animal.  
Start with "My favorite animal is ..."

\_\_\_\_\_

- 2 Write a sentence about food you like.  
Start with "I like to eat ..."

\_\_\_\_\_

- 3 Write a sentence about what you do on your birthday.  
Start with "On my birthday, I ..."

\_\_\_\_\_

- 4 Write a short text of 3-4 sentences to describe what you see in the picture.



---

---

---

---

## 2. VOCABULARY USE

Use each word from the box to write a sentence. You will write three sentences in total.

cat      ball      jump

1

---

2

---

3

---

4

Use the words from the box to write a short story (3-4 sentences).

dog      house      sunny  
window      play

---

---

---

---

### 3. GRAMMAR ACCURACY

Fill in the blanks with the correct word from the box.

big      red      sleep

- 1 The apple is \_\_\_\_\_
- 2 I like my \_\_\_\_\_
- 3 The baby likes to \_\_\_\_\_

Read the sentence. Find and correct the mistake to make the sentence right.

- 4 He are my friend.

---

- 5 I have a two dogs.

---

- 6 She like to eat apple.

---



#### 4. SPELLING AND PUNCTUATION

Read the text. Find and correct the spelling and punctuation mistakes.

- 1 the sun is shinning brite today. we are goin to the beech with our frends.  
dont forget to bring a hat and sunglases

---

---

Listen to the sentence your teacher says and write it down.

2

---

3

---

4

---



Annex 2. Post-test

Nickname: \_\_\_\_\_

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

## 1. SENTENCE CONSTRUCTION

- ① Write a sentence about what you see at the park.  
Start with "At the park, I see ..."

\_\_\_\_\_

- ② Write a sentence about what you do in the morning.  
Start with "Every morning, I ..."

\_\_\_\_\_

- ③ Write a sentence about your best friend.  
Start with "My best friend is ..."

\_\_\_\_\_

4

Write a short text of 3-4 sentences to describe what you see in the picture.



---

---

---

---

## 2. VOCABULARY USE

Use each word from the box to write a sentence. You will write three sentences in total.

garden    rabbit    run

1

---

2

---

3

---

4

Use the words from the box to write a short story (3-4 sentences).

bike    park    tree  
friend    ride

---

---

---

---

### 3. GRAMMAR ACCURACY

Fill in the blanks with the correct word from the box.

blue      play      happy

- 1 The sky is \_\_\_\_\_
- 2 We \_\_\_\_\_ soccer at school.
- 3 She is \_\_\_\_\_ with her new toy.

Read the sentence. Find and correct the mistake to make the sentence right.

- 4 They is playing outside

---

- 5 This flowers are in the table

---

- 6 We goes to school every day

---

#### 4. SPELLING AND PUNCTUATION

Read the text. Find and correct the spelling and punctuation mistakes.

- 1 my sister have a new doll. its name is sarah she loves to play with it every day. her favorit game is dress up

---

---

Listen to the sentence your teacher says and write it down.

2

---

3

---

4

---

### Annex 3. Evaluation Rubric

#### EVALUATION RUBRIC

This rubric covers the key indicators of writing skills:

- **Sentence Construction:** Assess whether sentences are complete, clear, and grammatically correct.
- **Vocabulary Use:** Evaluate the appropriateness and variety of vocabulary used.
- **Grammar Accuracy:** Check for correct use of tense, agreement, and word order.
- **Spelling and Punctuation:** Look for correct spelling, capitalization, and use of punctuation marks.

The scoring scale for each component is:

0 = No attempt or entirely incorrect.

1 = Minimal level, many errors.

2 = Basic level, several errors.

3 = Good, few errors.

4 = Excellent, error-free.



**TRABAJO DE TITULACIÓN**

SENTENCE CONSTRUCTION		GRAMMAR ACCURACY		
1				
2				
3				
4				
TOTAL SCORE:		TOTAL SCORE:		
VOCABULARY USE		SPELLING AND PUNCTUATION		
1				
2				
3				
4				
5		TOTAL SCORE:		
6				
TOTAL SCORE:				
SKILL	MINIMAL	BASIC	GOOD	EXCELLENT
SENTENCE CONSTRUCTION	0-4	4-8	8-12	12-16
VOCABULARY USE	0-6	6-12	12-18	18-24
GRAMMAR ACCYRACY	0-4	4-8	8-12	12-16
SPELLING AND PUNCTUATION	0-4	4-8	8-12	12-16

**TOTAL SCORE**



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DEL ECUADOR

**TRABAJO DE TITULACIÓN**

**Annex 4. Interview Guide for teacher.****1. *Teacher-Student Interaction***

- Can you describe your approach to interacting with students during writing lessons?
- How do you provide feedback on students' writing tasks? Can you give an example?

**2. *Classroom Organization***

- Can you describe any specific routines or procedures you have in place for writing lessons?
- What strategies do you use to ensure that all students remain on task?
- What challenges do you face in organizing the classroom for writing activities, and how do you address them?

**3. *Use of Instructional Strategies in Teaching Writing Skills***

- What instructional strategies do you find most effective for teaching writing skills? Why do you think they work?
- How do you incorporate different instructional methods to cater to various learning styles in writing?

**4. *Student Engagement***

- How do you gauge student engagement during writing lessons? What indicators do you look for?
- What techniques do you use to motivate students to engage with writing tasks, especially those who might struggle or feel disinterested?
- Can you share an example of a writing activity that successfully engaged your students? What do you think made it effective?

***Concluding Question***

- Is there anything else you would like to add about your experience or challenges in teaching writing?

Annex 5. Student's survey

CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

### STUDENT SURVEY

Cross the face that shows how you feel about each question.

😊 = Yes, 😐 = Sometimes, ☹️ = No

TEACHER'S HELP			
My teacher helps me when I don't understand.	😊	😐	☹️
My teacher tells me what I need to do in writing class.	😊	😐	☹️

CLASSROOM FEELING			
I like the way my classroom is set up for writing.	😊	😐	☹️
My classroom is a good place to write.	😊	😐	☹️

ENJOYMENT AND PARTICIPATION			
I like writing in class.	😊	😐	☹️
I like the activities we do to practice writing.	😊	😐	☹️

LEARNING WRITING			
I use what my teacher shows me when I write.	😊	😐	☹️
I think about ideas before I start writing.	😊	😐	☹️



Annex 6. Pre-test Results

PRETEST			
SENTENCE CONSTRUCTION	VOCABULARY USE	GRAMMATICAL ACCURACY	SPELLING AND PUNCTUATION
9	15	12	10
7	11	10	8
11	17	14	12
10	16	13	11
7	11	8	7
9	14	11	10
10	16	12	11
7	11	9	8
11	17	13	12
7	11	10	8
12	15	12	12
7	11	9	7
10	15	11	10
9	13	10	20
8	12	8	7
8	12	9	8
11	17	12	12
7	11	9	8
9	16	13	11
10	16	12	12
10	16	12	12
7	11	9	8
9	15	12	11
8	12	8	8



Annex 7. Survey Results

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	Yes	Yes	No	ST s	ST	No	No	ST s
2	ST	Yes	Yes	No	Yes	Yes	No	No
3	Yes	No	ST	No	No	Yes	ST s	No
4	Yes	Yes	No	No	Yes	No	No	No
5	No	No	No	No	No	ST	No	No
6	ST	Yes	No	No	Yes	ST	No	No
7	Yes	Yes	Yes o	No	No	No	ST s	No
8	ST	Yes	No	No	Yes	No	Yes	No
9	Yes	No	Yes	No	Yes	ST	No	No
10	Yes	No	ST	ST	No	Yes	ST	ST
11	No	Yes	Yes	No	Yes	No	Yes	No
12	ST	No	No	No	Yes	ST	No	Yes
13	Yes	Yes	No	No	ST	Yes	Yes	ST
14	Yes	Yes	No	No	Yes	No	ST	ST
15	ST	Yes	No	No	Yes	Yes	Yes	No
16	Yes	ST	No	No	Yes	No	No	ST
17	No	No	No	No	No	No	Yes	No
18	Yes	Yes	No	No	No	No	ST	ST s
19	ST s	No	No	No	No	Yes	No	No
20	Yes	Yes	No	No	No	Yes	No	ST
21	No	No	No	No	ST s	Yes	No	No
22	ST	Yes	No	No	No	Yes	No	ST
23	Yes	No	No	No	No	Yes	ST s	No
24	Yes	Yes	ST s	No	No	No	No	No

## Annex 8. Seating Arrangements

### 1. Semicircle



### 2. Traditional



### 3. Pair Pods





**Annex 9. Post-test Results**

PRETEST			
SENTENCE CONSTRUCTION	VOCABULARY USE	GRAMMATICAL ACCURACY	SPELLING AND PUNCTUATION
18	26	18	26
19	22	19	22
15	25	15	25
15	25	15	25
16	24	16	24
16	28	16	28
19	24	19	24
19	26	19	26
16	26	16	26
17	25	17	25
19	26	19	26
16	23	16	23
18	24	18	24
15	24	15	24
15	25	15	25
19	26	19	26
16	25	16	25
19	28	19	28
18	25	18	25
17	27	17	27
15	28	15	28
17	27	17	27
15	25	15	25
16	26	16	26



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