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Trabajo de titulación previo a la obtención del título de magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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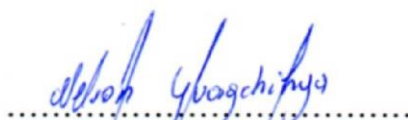
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APROBACIÓN DEL TUTOR

En mi calidad de Tutor del Trabajo de Titulación "Direct grammar instruction on enhancing writing skill" presentado por Campaña Pallasco Gissela Jacqueline, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

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El trabajo de Titulación: "Direct grammar instruction on enhancing writing skill", ha sido revisado, aprobado y autorizada su impresión y empastado, previo a la obtención del título de Magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera; el presente trabajo reúne los requisitos de fondo y forma para que el estudiante pueda presentarse a la exposición y defensa.

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DEDICATORIA

A las personas que me han apoyado
en este camino de aprendizaje y sacrificio.
Gissela Campaña

AGRADECIMIENTO

RESPONSABILIDAD DE AUTORÍA

Quien suscribe, declara que asume la autoría de los contenidos y los resultados obtenidos en el presente Trabajo de Titulación.

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RESUMEN

Este trabajo se enfoca en la Instrucción Gramatical Directa como método didáctico para mejorar las habilidades de escritura en la enseñanza de Inglés como Lengua Extranjera (ILE). Para la validez de la Instrucción Gramatical Directa, se realizó un estudio cuantitativo con 52 estudiantes de nivel A2, en la Unidad Educativa "La Inmaculada", de la ciudad de Latacunga. Los participantes fueron divididos en dos grupos: el grupo de control, integrado por 13 niñas y 12 niños, y el grupo experimental, conformado por 15 niñas y 12 niños. El instrumento de aplicación fue un booklet, el cual sigue los principios de la Instrucción Gramatical Directa y los linemientos del Currículo 2016. Los dos grupos fueron evaluados antes (pretest) y después (postest) de la intervención en cuatro dimensiones: puntuación, ortografía, vocabulario y construcción de párrafos. El grupo experimental recibió una capacitación de 6 semanas usando el booklet; en cambio, el grupo de control no recibió esta formación. Como resultado, se evidenció que el grupo experimental incrementó su promedio en 1,65 puntos por encima del grupo de control. Además, la distribución T de Student alcanzó un 3,02 a favor de la hipótesis propuesta. En los resultados por género, las mujeres alcanzaron 0,28 puntos de diferencia sobre los hombres. Estos resultados demuestran la validez de la Instrucción Gramatical Directa para mejorar las habilidades de escritura en la enseñanza de EFL.

PALABRAS CLAVE: Método Gramatical Directo; Escritura EFL, Enfoque de Procesos; Ortografía; Puntuación; Cuadernillo.

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Title: Direct grammar instruction on enhancing writing skill.

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ABSTRACT

This paper focuses on Direct Grammar Instruction as a didactic method to improve writing skills in teaching of English as a Foreign Language (EFL). For the validity of the Direct Grammatical Instruction, a quantitative study was carried out with 52 students of level A2, in the Educational Unit "La Inmaculada", in the city of Latacunga. The participants were divided into two groups: control group, made up of 13 girls and 12 boys, and experimental group (GE), made up of 15 girls and 12 boys. The application instrument was a booklet, which follows the principles of Direct Grammar Instruction and the Curriculum 2016 guidelines. The two groups were evaluated before (pretest) and after (posttest) the intervention in four dimensions: punctuation, spelling, vocabulary and paragraph construction. The experimental group received a 6-week training using the booklet; in contrast, the control group did not receive this training. As a result, it was evidenced that the experimental group increased its average by 1.65 points above the control group. In addition, Student's T-distribution reached 3.02 in favor of the proposed hypothesis. In the results by gender, women reached a 0.28 point difference over men. These results demonstrate the validity of Direct Grammar Instruction for improving writing skills in EFL teaching.

KEYWORD: Direct Grammar Method; EFL Writing, Process Approach; Orthography; Punctuation; Booklet.

INDEX

FIGURE INDEX

INTRODUCTION

Justification

Writing skills increase academic performance and allow access to new forms of communication in today's world. Currently, students must be able to interact through writing both in the digital society and in the educational field. In these contexts, written texts are very important because they facilitate cultural and scientific exchange among students. For these reasons, EFL students must know how to write, understand and apply the explicit and implicit codes of a text in their learning process (Sugandh, 2017).

Improving writing skills within the English teaching is one of the priorities of Ecuadorian education. For this reason, the Educational Unit "La Inmaculada", located in the city of Latacunga, seeks to improve its EFL teaching and learning processes by incorporating new didactic methodologies in the internal curriculum. In response to this need, this research project proposes Direct Grammar Instruction as a pedagogical resource to make English learning effective within the educational institution.

According to Harrity (2021), Grammar Direct Instruction (DGI) proposes a teaching method that could develop syntactic and spelling skills in students. The validity of this method has been supported by several studies carried out in different schools and social contexts. For example, Robinson and Feng (2016) showed in their research that 50% of the participants had significant improvements in their writing skills. Likewise, Reynolds and Kao (2021) showed that students trained with DGI obtain a better command of grammatical structures, a varied vocabulary, fewer misspellings and, in general, more fluent and understandable writing.

The direct beneficiaries of this proposal are the students of the seventh year of basic general education of the Educational Unit "La Inmaculada", because the booklet has been prepared taking into account the needs of this school level. Indeed, children can take advantage of the instrument to improve their skills in the areas of spelling and punctuation. Likewise, EFL teachers will use this booklet a valuable resource for work in the classroom with their students. In this way, they will be able

to renew their didactic methodology, using Direct Grammar Instruction within class planning.

In summary, the English language is increasingly important in society, and therefore, it is necessary to look for new learning methods and materials within schools. In this sense, Direct Grammar Instruction offers an effective methodology through the use of language rules. At the Educational Unit "La Inmaculada", both teachers and students require support in the area of EFL. For this reason, this research proposes the design of an instrument based on the DGI, in order to improve internal educational processes.

Problem Statement

Currently, the teaching of foreign languages focuses on oral skills, so writing skills are relegated to the background. This is evidenced by the prevalence of audilingual methods, which do not take grammatical rules into account. For this type of didactic methodologies, it is not important to write correctly but to speak correctly. However, this proposal is not having the expected results, because school students still do not reach the objectives set forth in the educational curricula for EFL teaching and learning.

In Latin America, EFL knowledge has performance levels below the normal range. For example, tanking into account the B1 level of the Common European Framework for EFL, the percentage of students reaching the standards is very low. Thus, Chile presents only 17% achievement; Colombia, 3.2%; Uruguay, 15%. All cases show a problem in the area of vocabulary and writing. In addition, there are difficulties in the construction of texts, the syntactic order and the spelling rules (Boucher, 2019).

In Ecuador, the students who have reached the B1 level are only approximately 5% (Cronquist and Fiszbein, 2017). Another statistical data shows that 44% of the learners have problems when they write a sentence or conjugate the verb tenses (Dávila et al., 2020). In addition, it is necessary to underline that the Covid-19 pandemic has harmed the educational scenario. This is because the confinement prevented direct contact between the teacher and the student, affecting interpersonal dialogue and pedagogical support.

In the province of Cotopaxi, the English Proficiency Index (2021) indicates that this jurisdiction has not prioritized EFL teaching due to a lack of teachers and methodologies. This harms educational development and delays the insertion of students in the globalized world. This problem is more accentuated in the rural sector, where the State is unable to meet educational needs. For example, in the study by Abata et al. (2021), it was identified that the students had problems such as a lack of vocabulary, as well as poor pronunciation.

In the Educational Unit "La Inmaculada", the EFL teachers have not found a pedagogical strategy that allows them to improve the writing levels of the students. Therefore, there are difficulties in the agreement between subject and predicate and the conjugation of verbs; In addition, students have a shortage of vocabulary and omit certain letters when writing. The problems described were identified in the institution through a pre-test applied to children between 9 and 11 years of age. Thanks to this instrument it was possible to show errors in grammar, syntax and spelling. Also, students do not have enough vocabulary to write about topics such as family, school or food.

In short, current EFL teaching presents serious difficulties in the area of writing. The cause of these difficulties could be found in the widespread use of the audio-lingual method, leaving aside other methods based on direct grammar. As a result, students have problems expressing their ideas through written language. To overcome these difficulties, this research proposal proposes the Direct Instruction of Grammar as a method to improve writing skills in children from 9 to 11 years of age as a foreign language in the Educational Unit "La Inmaculada".

Research questions

 ➢ What is the effectiveness of Direct Grammar Instruction on writing skills in EFL students, level A2, in the Educational Unit "La Inmaculada"?

 ➢ Which instrument adjusts to the guidelines of Direct Grammar Instruction, taking into account the dimensions of spelling, punctuation and writing?

 ➢ What times, resources and materials should be taken into account to design an intervention program based on the direct grammatical method?

- How can the students' progress be measured, before and after an intervention program based on Direct Grammar Instruction?

- What are the differences between the results of male students and female students after the intervention program?

Research objectives

General objective:

- To determine the impact of Direct Grammatical Instruction to improve writing skills in EFL students, level A2, in the Educational Unit "La Inmaculada".

Specific objectives:

- Demonstrate the effectiveness of the DGI methodology to improve writing skills in EFL students, A2 level, in the Educational Unit "La Inmaculada".

- Design a booklet based on the DGI guidelines, taking into account the dimensions of capital letters, spelling, punctuation, and writing.

- Implement an intervention program with students divided into two segments, namely, an experimental group and a control group.

- Evaluate the groups through a pre-test and a post-test to measure the progress of the students who participated in an intervention program.

- To establish the gender differences between the results of male students and female students after the intervention program.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Direct Grammar Instruction.

Grammar Direct Instruction (DGI) is a didactic strategy used in the teaching of writings skills in EFL programs. The DGI methodology combines techniques and resources which allow the application of grammatical rules during the development of the language class (Alghanmi and Shukri, 2016). According to Rodríguez (2015), DGI should be considered as a methodological procedure that seeks to learn the grammatical structure of a language; for example, the difference between subject and predicate, verb tenses, the function of articles, among others. For this reason, the purpose of the DGI programs is to improve the student's communication skills through knowledge of the internal logic of language (Boivin, 2018).

Regarding the application of the DGI within the classroom, this strategy mainly considers reading and writing skills. For Robinson and Feng (2016), grammatical rules are present in both oral and written language; however, it is easier to study these rules in a written text, because it presents more order, cohesion and meaning. For this motive, the DGI strategies considers techniques such as dictation, text correction, reflective reading, among others (Collet and Greiner, 2019). Through these procedures, the student assimilates the grammatical rule present in a text, and then he is able to apply this rule to other texts and readings in different settings, not only at school, but also at home and with his social group (Reynolds and Kao, 2021).

A central point in the conceptualization of DGI is its difference from indirect strategies used in EFL teaching. In this regard, Fontich (2016) asserts that many teachers prefer not to teach the language through grammar, but through dialogues

or conversations. For these teachers, learning grammatical structures does not prepare the student to interact in real contexts; for this reason, it would be better to learn the second language naturally, just as children learn their mother tongue. However, Robinson and Feng (2016) show that DGI is more effective than indirect strategies, since it prepares the student for different communicative scenarios, especially to receive and transmit information in academic, financial or political contexts.

Considering the ideas of the previous paragraph, it is possible to affirm that the DGI uses a deductive methodology. In other words, DGI procedures introduce students to general grammatical rules, and they can apply these structures to different textual needs (Peng, 2017). For example, the grammar rule states that every sentence has a subject, verb and predicate; then, the student can apply this structure to say «Mom is in the garden», or «Two plus two equals four», or «The battle of Pichincha was in 1822». These three sentences belong to three different contexts, which are family, mathematics and history; however, all three sentences share the same grammatical structure. In this way, the importance of deduction within EFL learning is demonstrated, and DGI works precisely with this type of methodological approach (Harrity, 2021).

1.1.1. Principles of DGI.

The DGI is based on some principles, which are:

➢ Exclusive use of the foreign language in the classroom, without taking into account the mother tongue.
➢ The teacher works with an inductive learning of grammar and vocabulary, always showing their practical use through sentences.
➢ Use of drawings and multimedia materials to show the student the meaning of the words taught to facilitate the association of ideas.
➢ Written communication skills are developed before oral communication skills (Rahman and Rashid, 2017).

On the other hand, the DGI has a series of techniques and resources that facilitate the learning of writing in the classroom. These techniques focus on the

grammatical understanding of the language through teacher-guided exercises or peer work activities. Among the main techniques DGM, it is possible to point out the following:

➢ Exercises of questions and answers guided by the teacher and in which the whole group of students participates to practice oral skills.

➢ Reading aloud and dictating various texts to work on oral comprehension of the language.

➢ Promotion of self-correction: the teacher allows the student to respond again before correcting an error.

➢ Writing various types of texts such as personal letters, work emails, short essays (Scheraga, 2021).

Finally, the advantages of the DGI should be underlined. For example, this methodology facilitates a better understanding of the language, since it avoids the interference of the mother tongue while learning English. Likewise, it improves the students' fluency and confidence in expressing himself in the language he is learning, something that has a positive impact on his ability to express himself in writing (Burns and Siegel, 2018).

Similarly, it helps improve reading comprehension by providing a wide range of vocabulary and expressions that favor immersion in the language. Finally, it should be noted that students play an active role in class thanks to the various activities proposed by teachers (Wellman and Santana, 2020).

1.1.2. Direct Grammar Instruction Methodology

The DGI methodology contains a series of ordered steps which seek to fulfill an initial objective: improve EFL writing by applying direct grammar. Graphic below shows a flowchart to apply the DGI within a classroom. The steps of the model include: initial evaluation, planning and implementation of the strategy, feedback, final evaluation and goal achieved. Likewise, it is possible to observe three control questions, which determine if there are grammatical needs, positive progress and relevant results. In the following paragraphs, these items are analyzed one by one.
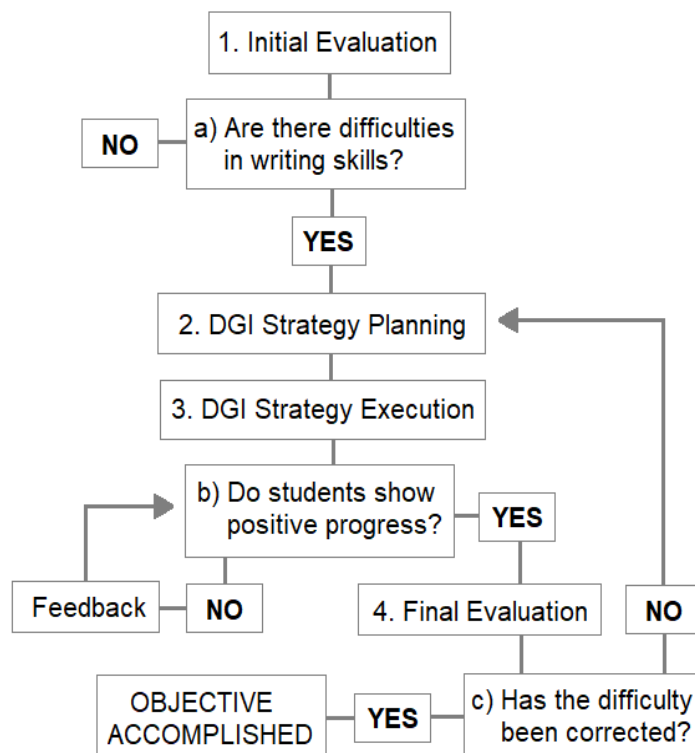
Graphic 1. *Flowchart of a DGI strategy.*
Source. *Own elaboration.*

First, the DGI methodology considers an initial evaluation. According to Al-Mahrooqi et al. (2017), it is recommended that the initial evaluation be holistic; that is, it is necessary to evaluate in a general way the four basic skills of the English language, namely: speaking, listening, reading and writing. On the other hand, there are factors that condition the EFL evaluation, among them it is possible to list: age, school level, study units, socioeconomic status, etc. All these factors must be taken into account when choosing and applying the evaluation within the DGI methodology (Collet and Greiner, 2019).

The first question that the flowchart presents is: do the difficulties have to do with the grammatical area? If the answer is negative, then the usefulness of the DGI methodology is ruled out. If the answer is *yes*, then the circuit goes to strategy planning and implementation. The main strategies considered by the DGI programs are of three types: a) Grammar training workshops; b) Comparative grammar; c) Correction of texts between pairs.

a. Grammar Training Workshops GTW. According to Newell, Bloome and Hirvela (2015), GTW aim to create a direct relationship between grammar and the student. The GTW methodology combines didactic resources and pedagogical strategies such as memory cards, correction diaries, daily stories, reward systems, among others. Regarding the contents, a GTW program considers three grammatical dimensions: syntax, spelling and pragmatics. In addition, it is necessary to underline that the GTW methodology works with small groups of students, between 7 and 10 children, since teachers must control both group and individual learning (Kostera et al., 2015).

b. Comparative grammar. This strategy consists of comparing the grammatical rules of the native language with the grammatical rules of the foreign language. Through this comparison, the student can distinguish the similarities and differences in the language (Giovanelli, 2015). For example, a similarity between English and Spanish is the use of the letter «s» to form the plural number of a noun; for its part, a difference can be found in the article, since Spanish has five species «el, la, los, las», while English only has one species «the». Finally, Garton and Copland (2018) points out that, in order to run a comparative grammar program, it is necessary to work with the appropriate teaching resources. For this reason, the materials must be prepared in two sections, English and Spanish, so that students can make accurate comparisons between the two languages.

c. Correction of texts between pairs. This strategy is based on this principle: a student supports another student. Regarding the subject, Newell, Bloome and Hirvela (2015) affirm that language learning does not occur individually, but interpersonally. In other words, the child learns to speak while conversing with his parents, friends and teachers. For this reason, grammar can also be internalized through collaborative work. The methodology consists of creating teams of two people, who answer the same questions, copy the same story or listen to the same dictation. Then, the written texts are exchanged and each student identifies her partner's mistakes (Giovanelli, 2015). In this way, both parties learn actively and dynamically.

At this point, it is necessary to analyze the second control question: Do the students show positive progress? To answer this question, the teacher must subjectively evaluate the progress of her students through two resources: the observation diary and the classroom experience. If there are no positive advances, the teacher must provide feedback; that is, certain key points of the DGI strategy must be reinforced (Boivin, 2018). On the contrary, if positive progress is evidenced, the teacher proceeds to apply a final evaluation.

The final evaluation is the critical point in an DGI program. If the students pass, the goal has been reached; but if they disapprove, it is necessary to rethink the intervention strategy. According to Kim and Gotto (2017), DGI strategies depend on the educational context, the learner's age, the educational teacher's beliefs, and the teaching resources available. For this reason, Harrity (2021) considers that the GTW methodology is more effective in school contexts, because children need the guidance and accompaniment of a teacher. On the other hand, comparative grammar and peer proofreading are generally applied to students at higher levels, in schools and even in university (Collet and Greiner, 2019).

1.1.3. Didactic resources for the DGI application.

Teaching resources play a key role in EFL teaching, as they facilitate the transmission and understanding of class content. For this reason, the DGI program includes a diverse set of materials, both traditional and innovative. According to Herrell and Jordan (2016), it is possible to divide teaching resources into materials and digitals; both types of tools focus on grammatical dimensions such as syntax or spelling. In addition, these resources are adapted to the student's needs and the lesson difficulty, and for this reason, each DGI strategy requires an appropriate didactic resource in order to develop the abilities and skills that the class has proposed (Mumary, 2017).

Firstly, material teaching resources are the most used in traditional teaching. These materials can be manipulated by students, and this favors sensory learning (Gruson et al., 2018). Among the main material resources, it is possible to list the following: memory cards, puzzles, exercise books, guessing games, didactic brochures, among others. For his part, Vergel (2017) points out that learning

English grammar is achieved through analysis and repetition of contents. Therefore, the traditional methodology provides invaluable resources to fulfill the purposes of the DGI programs; These tools are focused on the individual work of the student, since each one must build their knowledge based on their mistakes and successes (Faya and Chao, 2015).

Second, digital resources are more recent. According to Minsheng and Jinhua (2017), EFL teaching is currently unthinkable without the help of Information and Communication Technologies ICT. For this reason, DGI programs consider the use of ICT tools such as computers, mobile devices, internet, social networks, etcetera. Within these resources, digital applications such as *Daily Grammar* or *English Grammar 101* have a positive impact on intermediate and advanced level students (Geikhman and Bonilla, 2022). However, one danger of these online tools is that they are used for non-educational purposes; therefore, in the case of children, the supervision of parents and teachers is necessary.

On the other hand, it is essential to remember that grammar can be boring and monotonous for some EFL learners. This is due to the number of rules and exceptions that the English language has, and some students are not very interested in learning these technical aspects (Kim and Gotto, 2017). In these cases, motivation is an important factor within the DGI methodology. For this reason, Gruson et al., (2018) points out that didactic resources in EFL teaching must be innovative, stimulating and fun. In this way, it is not enough to just look for the work tools, but the materials must be adapted to the needs of the class; in this mode, the didactic material becomes a positive stimulus within the teaching process.

Likewise, the use of teaching resources depends on the working techniques in the classroom. For example, dictation is a procedure that helps improve both listening and writing, and in the end of class students can identify their grammatical errors with the teachers' help. In dictation, students use resources such as notebooks, pencils, graphic organizers, synoptic charts, content outlines, etc. (Herrell & Jordan, 2016). Another example is grammar diaries, which consist of notebooks to record grammatical rules, exceptions to the rule, and comparative charts between languages. In this way, students can apply the knowledge acquired

in the DGI program to different situations, dialogues and contexts (Garton and Copland, 2018).

Finally, it should be remembered that the students' age is an important factor when selecting a particular teaching resource. As Rodríguez (2015) explains, the DGI methodology adapts to any educational level, from school to university; however, techniques and materials should be proposed according to age. Especially, teaching school-age children requires the use of more playful resources, such as cards, colors, interactive videos, among others. Likewise, the teacher becomes a motivator, because he must arouse the student's interest in the class contents (Mumary, 2017).

1.1.4. Advantages and disadvantages of the DGI.

The DGI methodology has a positive impact on learning EFL. However, it is also possible to encounter certain difficulties. The following sections present three DGI advantages, which are: a) long-term effectiveness, b) ease of application, c) adaptability in different contexts.

a. DGI program generates learning that lasts over time. As Vergel (2017) explains, learning grammar can be very complex and difficult, but the brain assimilates the language syntax in long-term memory. In other words, grammatical structures are stored by learners for life, and this facilitates the spontaneous creation of sentences, questions, exclamations, comments or opinions, even when the learner is not aware of the implicit use of grammar. In the field of neuropsychology, Dracsineanu (2020) states that students who have received grammatical instruction are capable of developing greater communication skills, because the Broca and Wernicke brain areas receive direct stimulation when learning syntactic rules or spelling of a new language.

b. The DGI has a simple application methodology, therefore, the costs are not a problem. For example, if students work with a peer correction strategy, it is only necessary to use basic materials such as pencils, notebooks and erasers (Chirkova, Chernovets and Zorina, 2021). Similarly, Herrell and Jordan (2016) consider that the didactic resources used in EFL teaching are not a problem, since

students' creativity can be used to create their own learning tools. In this sense, the DGI does not represent large economic costs; On the contrary, the effectiveness of this methodology is relatively cheap compared to other strategies and programs.

c. The DGI can be adapted to all educational levels, from school to university. This is because the grammar of a language is universal, and therefore the place and time of application is not relevant (Robinson and Feng, 2016). In addition, learning English through a grammatical method allows to adapt the language rules in different dialogues and contexts. According to Kostera et al. (2015), the student who has learned the basic syntactic structure of a sentence is capable of reproducing this structure in everyday, technical or academic conversations. It just takes enough vocabulary and frequent practice to improve and hone these communication skills.

Regarding the disadvantages, it is possible to find difficulties with the duration of the programs. A DGI strategy, to be effective, needs a long application time. According to Rahman and Rashid (2017), grammatical structures are complex to assimilate, since they are rules that require logical understanding. In addition, both students and teachers must work the class contents with patience and dedication. For this reason, the DGI methodology includes feedback as a fundamental part of its didactic model; that is, if the students have not reached an adequate level of knowledge, then the teacher must repeat or reinforce the lesson in order to fulfill the purpose of the grammar training program (Martí, 2015).

Another considerable disadvantage is that, today, most teachers are not trained to work with the DGI methodology. This problem has two causes. The first reason is that many teachers do not have solid grammatical knowledge, because they have been interested in other dimensions of EFL teaching such as colloquial conversations or vocabulary learning (Collet and Greiner, 2019). The second reason is the belief that grammar must be learned intuitively or implicitly, since the most important thing is that the student develops the ability to dialogue (Arias, 2020). For these reasons, before starting an DGI program, teachers or guides must be trained in the use of techniques and resources that facilitate the application of DGI training strategies into the classroom.

13

1.2. EFL Writing.

Writing is a process by which human beings can transmit their thoughts in symbols. Since ancient times, writing has served to record the activities of societies over time. Currently, the writing consists of various symbols which have been taken from the Greek and Roman world. These symbols can be combined to form words that have their own meaning. In short, writing is a means of communication that does not use the oral word but the signs of a certain alphabet (Burns and Siegel, 2018).

In the field of writing there are some types. Academic writing is used in schools and universities to write scientific texts that must be clear, precise and with a specialized vocabulary. Formal writing is used in the field of business and in the legal world, since the texts must be cordial, diplomatic and persuasive. Literary writing is used in stories, novels and poetry; The goal of this type of writing is to create beauty through the words (Fontich, 2016).

Writing is important in social and academic spheres. Writing is one of the most useful means of communication, because through written language people emit messages, record ideas and understand instructions (Scheraga, 2021). The written medium allows reaching many recipients, regardless of time and place. The message reaches other individuals even if they are not present, since it is a communication system through graphic, transcribed or printed signs to be transmitted to others that endure, facilitating their reading at any time (Reynolds and Kao, 2021).

1.2.1. The Process Approach in EFL Writing

The process approach is a set of ordered steps through which the student can create a text. This approach facilitates thinking, organizing ideas, reviewing and editing texts. One of the advantages of the process approach is that it also allows feedback and encourages revision and correction of texts (Camp 2005 as cited in Abata et. al, 2017). Writing is a dynamic process and, for its execution, there is a series of ordered steps, which are developed in the following paragraphs.

The process approach begins with pre-writing, which is the set of abilities and skills necessary to be able to graph and understand the symbols of a language. In pre-writing, children learn the graphemes of the alphabet and practice until they perfect their calligraphy. In addition, the notions of syntax and semantics are necessary to understand what words can be formed with a certain set of letters (Rodríguez et al., 2021).

The second step writing is in the process. In this stage, letters are arranged to make words, words make sentences, and sentences make paragraphs. With this sequence, a central idea is developed, which can be interpreted by the reader. At the moment of writing, it is necessary to take into account elements such as spelling, syntax, and punctuation (Pullum, 2016).

Revision is the third step in the writing process. In this section, the writer checks the content of their text, clarifies the ideas of it, checks the coherence of the sentences, checks the vocabulary, punctuation and spelling, and they can even measure paragraphs of their writing. Editing is one of the most important factors in obtaining clear, accurate and consistent texts (Burns and Siegel, 2018).

Finally, publication is the act of delivering a written text to the public. In the case of classrooms, the text is published for the teacher and for classmates. In other words, publishing is subjecting the writing ability of a student to the criteria of others. In schools, the publication should serve to build a community of critical readers, who point out the good and bad of a text, and the author can correct it (Fontich, 2016).

1.2.2. Process and product approaches

The process approach is useful for developing writing skills; however, it is necessary to complement this methodology with other processes. Taking this need into account, Abata et al. (2017) proposes combining the process approach with the product approach, because the results show improvements in text writing. According to the authors: "Process and product approach contribute to enhance the main components of writing skill: content, organization, grammar, vocabulary,

spelling and punctuation. This combination is more useful than teaching with only one approach" (Abata et al., 2017, p.116)

According to Abata et al. (2019), if the process approach and the product approach are integrated, the advantages of both approaches are also combined. For example, there are improvements and good results in aspects of writing such as grammatical organization, vocabulary or spelling. Similarly, the combination of processes motivates student learning and improves teachers' methodology. In the graphic 2, it is possible to highlight the positive aspects of the combined process.

Modeling: children receive a text model, which can be a letter, a story or a news fragment. Teachers should highlight important vocabulary and grammatical structures.

Controlled Writing: This is the time to practice the highlighted information in the text. The teacher should indicate which words and examples the children will use in their final text.

Planning: Students give ideas and the teacher helps to organize these contributions in a coherent way. It is important to use material such as pictures to help children come up with ideas.

Guided Writing: Children imitate the opening text using the ideas from the planning stage. It is important to control the pace of writing, grammar and vocabulary.

Writing: At this stage, children write a paragraph with their own ideas. Teachers should provide feedback so that students correct mistakes and improve writing.

Revising: Teachers provide feedback as students improve the text. In this stage, the writing, writing, punctuation, and other aspects are polished.

Publishing: the final text is published in a visible place, which can be the bulletin board or a social network.
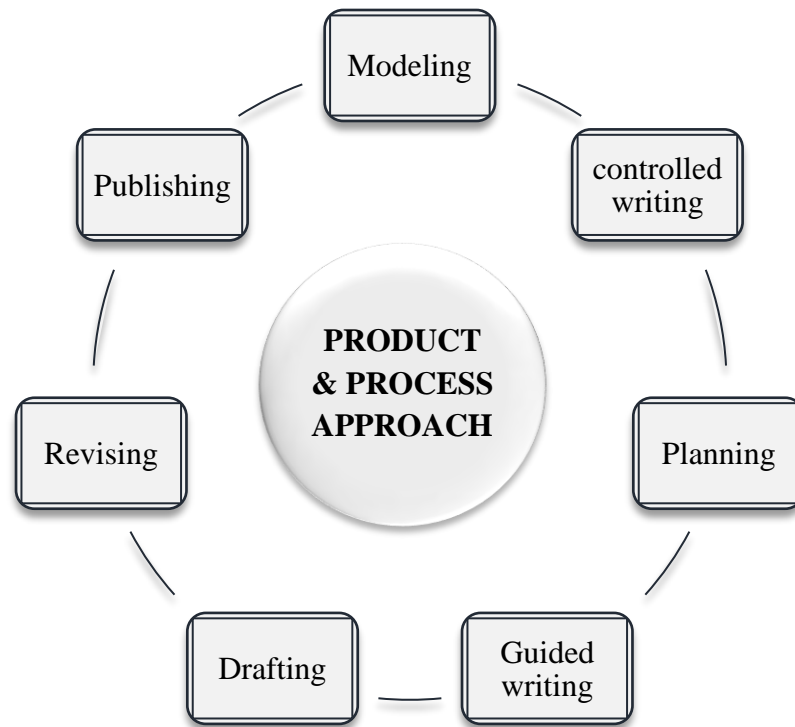
Graphic 2. *Integrated Product approach and Process approach*
Source. *Abata et al. (2019).*

1.2.3. Writing in EFL learning.

Today's world is encoded in different signs and symbols that people must learn to write and decipher. With the development of ICT tools, communication is done in writing, through emails, letters, blogs, comments, stories on social networks, among others. Similarly, the business world works through trades, contracts, declarations, laws, agreements, exhibitions, and so on (Dracsineanu, 2020). In these contexts, writing constitutes an essential skill, because without it, people are not prepared to perform in jobs such as teachers, secretaries, university students, journalists, and other professions (González and Llurda, 2016).

So, the importance of writing within EFL teaching is indisputable. However, despite the usefulness of writing in the contemporary world, Latin America has trouble developing this skill in its English programs. For example, the research by Dávila et al. (2020) shows that 44% of EFL students in Ecuador do not have the necessary skills to produce a written text, and this also directly harms reading skills. Similarly, the study by Rodríguez et al. (2021) evidence that 45.7% of EFL learners

in Mexico have difficulties applying grammatical rules to a written text; especially, the study found problems in the areas of vocabulary, verb tenses, prepositions, and subject-predicate agreement.

Difficulties in the development of writing could have their origin in the current paradigm of language teaching. Within recent history, EFL programs have had three paradigms: Grammar-Translation Method, Audio-lingual Method, and Skills-Oriented Instruction (Scheraga, 2021). The Grammar-Translation Method is considered a traditional paradigm. Its methodology consists of teaching grammar, writing rules and translation from the foreign language to the mother tongue. Through this method, students learn to create texts with their own ideas, and at the same time, they practice spelling and pronunciation (Collins, 2015).

However, the Grammar-Translation Method has been criticized for its technicalities and its lack of usefulness in the contemporary world. Indeed, as Cummins and Early (2015) explain, nowadays EFL learners must be prepared to perform in everyday dialogues, in the business world and in social networks. From this perspective, speaking is more useful than writing, and therefore grammar should not be explicitly taught in the classroom. The Audio-lingual Method emerged precisely to meet this need for communication. From this method, students learn the foreign language through dialogues with the teacher, as well as through movies, songs, podcasts, among other audiovisual resources (Gebhard and Graham, 2018).

Currently, the most widespread paradigm in EFL teaching is Instruction Oriented towards the Development of Skills. According to Burns and Siegel (2018), this method aims to develop all the skills of the English language; in this sense, it is a holistic and integrator approach. In this way, the student not only improves speaking and listening skills, but also reading and writing skills. However, although the intention is positive, in practice the expected results have not been evidenced. For example, Alghanmi and Shukri (2016) explain that most teachers do not pay attention to writing skills; instead, they only focus on oral communication.

As a result, writing has been relegated to being a second-rate competence. For this reason, current education must reconsider the paradigms of teaching writing within EFL programs (Jinxiu and Zhengping, 2016). On this subject, recent research shows that writing is the basis for other skills, because it prepares the student for reading and pronunciation, the concatenation of ideas, and the internal logic of discourses (Wellman and Santana, 2020). Taking these findings into account, Arias (2020) proposes to start promoting a more reflective and critical writing, which should constitute the foundation of EFL teaching. To fulfill these purposes, there are traditional methodologies adapted to current needs. For example, Direct Grammar Instruction, whose methodology has allowed improving writing skills in learners of all ages (Vergel, 2017).

1.2.4. Dimensions of EFL Writing.

Writing is, above all, a technique developed by human beings to communicate ideas, instructions or feelings, without the need to use oral language (Boivin, 2018). For this reason, it is important to know the components of writing, namely: grammar, spelling, semantics and pragmatics. Each of these elements contributes to building the logical structure of the sentence, and in this way the individual can establish written communication at different levels of language (Scheraga, 2021). In addition, it should be noted that mastery of the components of writing allows identifying the quality of a text according to the context of production; for example, a literary text and a scientific text are different because their semantic and pragmatic elements are not the same (Burns and Siegel, 2018).

First of all, grammar is the set of rules to form words, order sentences and coordinate paragraphs (Rodríguez et al., 2021). According to Collet and Greiner (2019), grammar can be divided into two main branches: morphology and syntax. Morphology studies the formation of words, their roots and endings; In this sense, this grammatical branch also analyzes suffixes and prefixes, and the importance of these particles or morphemes in the structuring of the lexicon. For its part, syntax studies the function of words within the sentence; that is, the relationship between the subject and the predicate, the presence of verbal periphrases, the modifiers of

the subject, the objects of the predicate, among other syntactic categories (Fontich, 2016).

Secondly, spelling is the complement of grammar, since it includes the study of the rules to be able to write a word correctly. According to Cummins and Early (2015), spelling encompasses a set of linguistic rules that allow writing a text, which can be read and interpreted in a community of readers. Within the orthographic field, the so-called auxiliary signs must also be considered, such as the accent mark or the umlaut. Unlike Spanish, English does not use a large number of auxiliary signs. However, there are graphemes that are problematic in writing and reading (Pullum, 2016). On the other hand, it is necessary to consider that English has received many words from other languages, especially French and German. In these cases, knowledge of spelling is important, since it allows understanding the syntactic function of words within the sentence (Garton and Copland, 2018).

Thirdly, semantics is one of the most relevant aspects of EFL writing. According to Garton and Copland (2018), semantics studies the meaning of words, morphosyntactic families, etymologies, and neologisms. For this reason, semantics allows to expand the vocabulary and to employ dictionary terms to increase the frontiers of written language. Similarly, the importance of semantics is reflected in the use of synonyms and antonyms, which make up the lexicon of a person in a certain area (Harrity, 2021). For Giovanelli (2015), the more vocabulary a person knows, the more ideas they can express through language. Therefore, expanding the semantic field benefits fluid writing and the construction of more complex texts.

Fourth, pragmatics is the study of the context in which a written text unfolds. As Kim and Gotto (2017) state, there is a difference between academic texts, literary texts, scientific texts, and journalistic texts. Not all writings have the same intention, nor is their structure similar. For example, the way to argue a scientific text and a literary text is different. The scientific text is written using percentage data, empirical evidence, graphic descriptions, and unambiguous language (Cummins and Early, 2015). For its part, the purpose of a literary text is to create beauty and entertain the reader; for this reason, the structure of a poem uses language that is richer in metaphors, similes, and repetition.

All the aspects mentioned, together, give harmony and coherence to a written text. However, Robinson and Feng (2016) have shown that grammar is the articulating dimension within any written discourse. For example, in EFL teaching, syntax is the tool that makes sense of both oral and written language; paradoxically, the grammatical dimension is the least developed in the classroom. On this topic, Collins (2015) found that the majority of school age students do not master grammar rules, and therefore they have difficulty progressing to more advanced levels in EFL courses. For this reason, then, it is critical to support writing learning through grammar instruction.

1.2.5. Teachers' role in the teaching of EFL writing.

The EFL teacher does not have the same role as an ordinary teacher in the classroom. Indeed, foreign language teachers must adapt their methodology to the learning needs of students. For Chirkova, Chernovets and Zorina (2021), the explication of a matter content in a different language can become a complex task; however, the EFL teacher must be able to motivate the learners and transmit the programmed knowledge in a clear and simple way.

When a teacher teaches writing in English, her role is active and dynamic. As Surkamp and Viebrock (92018) points out, the teacher is a mediator between children and knowledge, since only he can carry out a didactic proposal in learning. Thus, the teaching role has a positive impact in the classroom, and children become competent readers and writers. According Herrell and Jordan (2016), some of the teachers' functions within EFL classrooms are the following:

➢ Being a reader and as a writer, involving students in situations that allow them to show how to write.

➢ Be a good informant of the use of the written language, presenting it as a stable code.

➢ Pay attention to spelling and the correct use of upper-lower case letters, as well as punctuation marks and separations between words.

➢ Give children the possibility of anticipating, correcting and rewriting the texts.

➢ Reflect on the texts written in class and make the necessary modifications so that the children learn from the correction.

➢ Read aloud and carry out reflection operations on the meaning of the text with the group.

As can be seen, the teacher has different roles in the classroom, especially when he teaches how to manage the written language. As Collins (2015) explains, teachers are not only instructors, but also motivators of learning. Therefore, they must create an atmosphere of respect, valuing the productions and achievements of each child, as well as a climate of trust where children can learn without inhibition. To meet this objective, it is important that the teacher take into account three fundamental aspects: knowledge of the subject, adequate teaching resources, organized and participatory classes (Cummins and Early, 2015).

1.2.6. Learning problems of EFL writing.

In the process of EFL learning, students may have trouble developing language skills. In the case of writing, the most frequent problems arise in four ways: problems imported from the mother tongue, interference problems, vocabulary problems, and grammar problems (Dracsineanu, 2020). In this sense, children's difficulties are multi-causal or, in other words, they are due to different factors such as classroom pedagogy, neurolinguistics development, family context, among others (Scheraga, 2021). In the same way, the strategies to solve these problems will depend on the student's requirements in the classroom.

Firstly, EFL writing present problems in the mother tongue. For Spanish speakers, English is a second language within their culture, since the mother tongue is Spanish. However, according to Peng (2017), the academic performance of schoolchildren in the area of Spanish grammar is below average, that is, students do not achieve basic linguistic skills in their own language. Under these circumstances, it is not surprising that the problems in the Spanish writing are also present in the English writing. For Burns and Siegel (2018), this information is very important, because beginners in EFL learning begin their study by comparing the mother tongue with the foreign language. Therefore, it is imperative that the student has a solid grammatical foundation in her native language.

Secondly, there are interference problems. Although the previous section recommends knowing the Spanish grammar to start EFL learning, the abuse of this recommendation could degenerate into interference problems; that is, an involuntary mix between the grammar of both languages (Gebhard and Graham, 2018). According to Surkamp and Viebrock (2018), the most frequent difficulty among EFL learners is the interference of Spanish in writing; as examples, it is possible to cite the presupposition of the letter «a» for the feminine gender and the letter «o» for the masculine gender. In the same way, another usual difficulty is the omission of the subject within simple and compound sentences, similar to Spanish.

Thirdly, there are vocabulary problems. Within the EFL writing, words constitute the fundamental blocks to build a discourse; however, the lack of vocabulary is a problem for the development of the written language (Pullum, 2016). On this topic, Gebhard and Graham (2018) found that the verbs most used by middle-level EFL students were «to be» and «to have»; according to the study, this limitation in vocabulary prevents expressing certain ideas or more complex feelings in writing. Another of the great shortcomings in EFL writing is the absence of logical connectors or conjunctions. This shortcoming causes a lack of precision and clarity within a text, in addition to impairing fluency in reading (Pawlak and Waniek, 2015).

Finally, there are the problems in grammar. Grammatical flaws in EFL writing are a frequent topic in research in this field. According to the study by Dávila et al., (2020), half of EFL students in Ecuador have difficulties applying basic grammatical structures in their writing. Spelling errors and poor vocabulary are also common problems for school-age learners. For Boivin (2018), the cause of the problem is the educational paradigm of EFL teachers, who prefer to work with the audio-lingual method, leaving aside grammar instruction. As a result, students have problems acquiring the necessary skills in writing and correcting texts.

As can be seen, the problem in EFL writing has several nuances that must be addressed from pedagogy and neurolinguistics. In the opinion of Kostera et al., (2015), a student with writing difficulties is not able to interact in the contemporary world, where communication takes place through messages, trades, blogs, social

networks, among others. In addition, the consequences at the academic level must be considered, since the apprentice does not have the necessary skills to prepare essays or reports. In this scenario, pedagogical research has to offer urgent solutions; otherwise, EFL teaching becomes an insufficient and incomplete practice (Chirkova et al., 2021).

1.3. EFL writing in the Ecuadorian Curriculum 2016.

In Ecuador, the Education Curriculum (2016) provides pedagogical guidelines in the different fields of knowledge. Within this document, English is considered the *lingua franca* of today's world; because this language "opens up access to not only current and relevant information and primary sources, but also communication with people from around the world" (Currículo, 2016, p. 247). For this reason, the Ministry of Education recognizes the need to promote the development of basic English skills from Initial Education to High School. On this subject, the Curriculum (2016) points out:

> The Oral Communication, Reading, and Writing curricular threads comprise specific skills that relate to the use of ICT to support and enhance the capacity for oral and written expression, facilitating organization autonomy, and independence, along with other 21st century skills (p. 247)

An interesting fact of the presented paragraph is the relationship between EFL skills and new technologies. In other words, the Curriculum (2016) establishes that the purpose of teaching English in public education is to train students so that they can interact in the new digital scenarios. This directly involves the skill of writing. As Fernández (2016) points out, writing competence allows the individual to create messages through the combination of alphabetic codes, which are shared by a community of readers. This is important, because current communication is carried out through e-mails, comments, inbox, electronic letters, among other textual resources.

For the Curriculum (2016), Writing is defined as "a highly cognitive and metacognitive intellectual act" (p. 263), consequently, this skill involves knowledge of multiple factors, namely: vocabulary, calligraphy, spelling, syntax, semantic

fields, morphology, and literary styles. Considering these requirements, the Curriculum indicates that "the competence in writing is a complex process which must be developed gradually and progressively throughout an individual's school years and beyond" (p. 263). To fulfill this purpose, the Curriculum divides writing skills into two subfields: initial literacy and text production.

First, initial literacy includes basic instruction in the writing skills. This implies the ability to build simple messages with a basic syntactic structure, which consists of subject, verb and predicate (Pullum, 2016). For its part, the Curriculum (2016) establishes that "with the advent and proliferation of access to ICT, literacy skills have become a part of many learners' contexts not only at school but at home as well" (p. 263). In this sense, linguistic and technological literacy is one of the most important challenges within the current educational system.

Secondly, textual production refers to the ability to elaborate sentences and paragraphs with complex syntactic structures, which include: compound sentences, subordinate clauses, the use of logical connectors, mastery of synonyms and antonyms, among other linguistic resources. (Chirkova, Chernovets and Zorina, 2021). Taking this reflection into account, the Curriculum (2016) points out that, upon finishing high school, learners will be able to produce texts through the use of "grammar and vocabulary, with new, context-specific vocabulary being added" (p. 249).

The intentions of the Curriculum 2016 regarding EFL writing are positive; however, the same document lacks clear guidelines for strengthening this skill in the classroom. For example, grammar as an integrating axis is not contemplated in the general objectives of EFL teaching. General Objective 6 only states: "Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately" (Currículo 2016, p. 270). In other words, the Curriculum describes the purposes, but not the means to achieve them. For this reason, Coombe et al. (2021) recommend that the teacher should expand his methodology beyond the curricular guidelines, because

many times the ministerial guidelines do not correspond to the real needs of the students.

1.4. DGI application to improve EFL writing skills.

This section presents some studies that have been published regarding the DGI methodology and its influence on EFL writing skills. Through these investigations, it will be possible to determine the current status of Direct Grammar Instruction within the pedagogical field.

First, Robinson and Feng (2016) conducted an investigation to study the effects of the DGI on the EFL writing in schoolchildren. To fulfill this purpose, a grammar training program was prepared for four months. The study involved 18 children between the ages of 8 and 10; In addition, the EFL teachers of these levels were interviewed. Before starting the process, the students were evaluated using the *Write Score* test. At the end of the program, the same test was applied. As a result, the researchers found that 50% of the participants had significant improvements in their writing skills. For this reason, the study recommends training teachers in the DGI methodology

Another important study was conducted by Alghanmi and Shukri (2016), with the purpose of knowing teachers' beliefs regarding the importance of grammar in their classes. To do this, the researchers developed a quantitative study, in which 30 EFL teachers in Saudi Arabia participated. As part of the methodology, two techniques were applied: interview and observation. The results show that teachers' beliefs are influenced by factors such as students' expectations or attitudes towards the language. However, during the observations, it was found that EFL teachers with direct grammar methodologies obtained better learning results than teachers with audio-lingual methods.

On the same topic, Boivin (2018) carried out a documentary study to explore the subject of grammar within language teaching. To do this, the author resorted to research on grammar and writing carried out in France within the period 2005-2016. The results show that EFL teachers combine traditional and innovative techniques in their classes; In addition, they present significant shortcomings in the knowledge

of the syntax. However, an important fact is the finding of some emerging methodologies, among which the DGI stands out. For the author, this approach represents a new paradigm in EFL teaching, as there is a positive correlation between grammar instruction and improved writing skills.

Similarly, the study by Collet and Greiner (2019) focused on determining teachers' perceptions of DGI methodolgy within the classroom. For this, three EFL teachers participated. They applied the DGI strategies with their students for a month, and then shared their experience with the researchers. The didactic approaches applied in classes were the following: work with small groups, use of dictation and underlining, immediate correction of errors, self-assessment, among others. In the end, EFL teachers recognized that grammar instruction improves writing skills and also increases students' interest in reading activity.

In the same field, Reynolds and Kao (2021) conducted a study to establish the validity of the DGI in an EFL course. For this purpose, an experiment with 45 participants was prepared, which were divided into two categories: experimental group and control group. They participated in a writing workshop; the control group worked without a specific methodology, while the experimental group adopted a DGI strategy focused on feedback. At the end, a comparative test was applied. The results showed significant differences between both groups. Indeed, the experimental group demonstrated a better command of grammatical structures, varied vocabulary, fewer spelling mistakes and, in general, a more fluid and understandable writing.

The following study was conducted by Kostera et al. (2015) in order to identify the most effective pedagogical practices in EFL teaching in the classroom. Specifically, the research focused on writing skills in school-age children. Regarding the methodology, a program was prepared with some intervention categories, among them: previous pre-writing activities, text structure teaching, peer assistance, grammar instruction, feedback, goal setting and revision. The results show that the most effective strategies were goal setting ($r = 2.03$), strategy teaching ($r = 0.96$), and text structure teaching ($r = 0.76$). As can be seen, grammar instruction does not appear among the main intervention categories.

In the same way, the research by Rahman and Asfah (2018) offers a different perspective. They conducted a study to test the validity of the DGI programs in EFL trainees. To achieve this goal, the sample considered forty students, who had previously participated in grammar instruction programs to improve their writing. Before, the participants were evaluated through the TOEFL exam, specifically in the writing area. Likewise, the researchers asked to write a short essay. The results showed that only 59.86% of the students were able to pass the evaluation. Similarly, half of the sentences in essays had grammatical errors. Consequently, the researchers concluded that the DGI methodology has little impact on writing skills.

CHAPTER II. METHODOLOGY

2.1. Research Approach

This research has a quantitative approach, because it seeks to measure the variables through evaluation instruments and quantifiable parameters. The quantitative methodology allows knowing the variation of a phenomenon in numerical terms through time (Arora, 2017). In this sense, the proposed approach helps to the purposes of this study, because the researcher seeks to show how writing skills have improved after a training program, using the statistical data of a pre-test and a post-test for this objective.

2.2. Kind of investigation.

The quasi-experimental method allows obtaining results of an investigative process thanks to the selection of a sample that meets certain characteristics; In addition, the researcher can control the variables and direct them towards their specific objectives. Unlike experimental research, the quasi-experimental approach previously determines the criteria to select the participants. Likewise, the execution techniques and the control mechanisms are established before starting the process (Arora, 2017).

In this investigation, the steps of the quasi-experimental method were as follows:

Selection of the study group: The researcher selected a sample of 52 students. They have A2 level in EFL. The participants were divided into two groups, namely: experimental group and control group.

Application of initial evaluations. Both study groups were evaluated by means of a pretest. This instrument assessed writing abilities in EFL.

Carrying out the study: the experimental group was trained for six weeks using a booklet prepared following the principles of the DGI methodology. The control group received the usual lessons from the lesson book.

Application of final evaluations. Both groups were evaluated by means of a post-test to determine their development after the intervention. The results were compared using statistical methods.

Additionally, this research is descriptive, because exposes the characteristics of a phenomenon, seeking to show the relationships between the variables that make up the researcher's hypothesis (Gebhard, 2017). In this study, the descriptive method has allowed to find and expose the theory related to the Direct Grammatical Method and its effect on the improvement of writing skills. The description of these phenomena can be made based on the statistical method, in order to show the percentage variations between the variables.

2.3. Context.

The study was carried out in the Educational Unit "La Inmaculada", in the city of Latacunga. This institution is managed by a religious congregation. Its study plan contemplates an integral formation, in science and values. The institution offers educational services from the initial level to the baccalaureate. Currently, there are 1000 students and 58 teachers. In addition, the infrastructure has modern classrooms, equipped with technological tools and teaching material; In addition, there are large recreation areas.

The institution welcomes students from upper-middle class families. In the COVID-19 pandemic, the educational center implemented online classes. However, currently, all students and teachers have returned to face-to-face classes. Regarding EFL teaching, the institution considers that the English language opens the doors to the globalized world, science and technology. For this reason, 7 hours of EFL lessons are taught per week.

2.4. Sample

For this study, a sample of 52 children has been selected. The participants are in the 7th of Basic General Education at the "La Inmaculada" Educative Unit.

They have obtained the international A2 certification in EFL thanks to an agreement between the educational institution and Cambridge University Press & Assessment. Their age ranges between 9 and 11 years. The sample is divided into two groups, as the following table shows:

Table 1. *Sample characteristic.*

GROUP	Experimental Group	Control Group
Sample	27 Children (12 Male - 15 Female)	25 Children (12 Male - 13 Female)
Pre-Assessment	Writing Skills Pre-Test	Writing Skills Pre-Test
Training Instrument	Booklet	Class Book
Training Time	Six Weeks	Six Weeks
Post-Assessment	Writing Skills Post-Test	Writing Skills Post-Test

Source. *Campaña, G. (2022)*

2.5. Data collection

2.5.1. Techniques

Research techniques are a set of ordered steps that allow the study to be carried out efficiently and systematically (Chirkova et al., 2021). Three main techniques have been considered for this study:

a) The first technique is the bibliographic research, which are used for knowing the different theoretical positions, the postulates, and the state of the DGI method in the pedagogical investigation. Likewise, the bibliographical research allows contrasting the perspectives of different authors regarding the subject that is being investigated.

b) The second technique used is evaluation. It is carried out through a questionnaire which allows knowing the students' skills within EFLwriting. This technique is applied on two occasions: at the beginning, to evaluate the current state of the child in terms of their skills and abilities for writing; and at the end, in order to know the result of the application of the program training.

c) The third technique is a field procedure, which consists of an intervention program executed in 6 weeks. Through this procedure, the children receive training based on the direct grammatical method through different exercises, activities and didactical materials.

2.5.2. Instruments

The instruments are tangible and objective resources or materials that allow the purposes of the study to be fulfilled (Chirkova et al., 2021). In the development of this research, two instruments were used, which are described below:

a) Test of writing skills for students of English as a foreign language. This instrument has been developed to assess writing skills in children aged 9 to 11 years. The design is based on the guidelines of the Ministry of Education of Ecuador and the Curriculum 2016. The test consists of four sections, which respectively assess the main dimensions of writing, namely:

➢ Capital Letters and Punctuation
➢ Spelling
➢ Vocabulary
➢ Paragraph construction

Each of the dimensions has its respective activities and scoring systems. The total score is 20 points, and the range of each parameter is determined in the following table:

Table 2. Rating scales.

Qualitative scale	Quantitative scale
Excellent	19– 20
Good	15 – 18
Regular	10 – 14
Insufficient	0-8
TOTAL	30

Source. *Campaña, G. (2022)*

b) Grammar Instruction Booklet: This instrument consists of a booklet in which it is possible to find activities to improve writing skills. Its design is based on the Direct Grammar Instruction applied in EFL courses. The booklet has been organized into 6 sections, which contains model exercises to work in class as well as tips to remember grammatical notions. To motivate students, the booklet has a playful structure and can be easily understood by both teachers and students.

2.6. Description of the intervention.

The investigation procedure was carried out following the processes foreseen in the execution schedule.

Firstly, the bibliographical research was carried out. It provides theoretical data on the current state of the research that relates the variables Direct Grammar Instruction and Writing Skills Learning. Thanks to this, it was possible to know the perceptions of different authors as well as the results of their research carried out in different parts of the world.

Second, the researcher contacted the authorities of "La Inmaculada" Educational Unit. After obtaining the necessary permits, coordination was carried out with the teachers of two classrooms, with the aim that the students could participate in the development of the exploration. Likewise, informed consent was obtained from the parents, who authorized the participation of their children in the study.

Third, a pretest was applied to the 52 children in the sample. The students were then separated into two groups: the experimental group and the control group.

Fourth, the experimental group received grammar training using the exercises from the Booklet of Grammar Instruction. The training sessions were carried out in 3 hours per week, for 6 weeks.

Fifth, students in the control group and the experimental group were tested again using a modified writing skills test for EFL students.

2.7. Statistical analysis

The statistical analysis of information is carried out using the Excel program, from the Office 2021 package, which allows handling and analyzing statistical data using different arithmetic and mathematical methods. Within the data analysis, descriptive statistics is used, which considers tools such as the average, the variance and the standard deviation.

CHAPTER III. RESULTS AND DISCUSSION

3.1. Presentation of pretest results

This section presents the results of the pretest, which was carried out through an evaluation before implementing the intervention strategy in the classroom. The statistical information is presented in four figures, which correspond to the dimensions of the evaluation (D1, D2, D3, D4), and other figure that exposes the global total of the four activities. Likewise, the statistical data of the experimental group (GE) are represented in green color; rather, the statistical data of the control group (GC) are presented in blue color. The parameters that are compared are: average (PROM), standard deviation (DESV), upper limit (LMAX), and lower limit (LMIN). The score for each activity is 5 points; therefore, the total of test is 20 points.

	PROM	DESV	LMÁX	LMIN
GE	2,83	0,99	3,82	1,84
GC	2,78	0,88	3,66	1,89
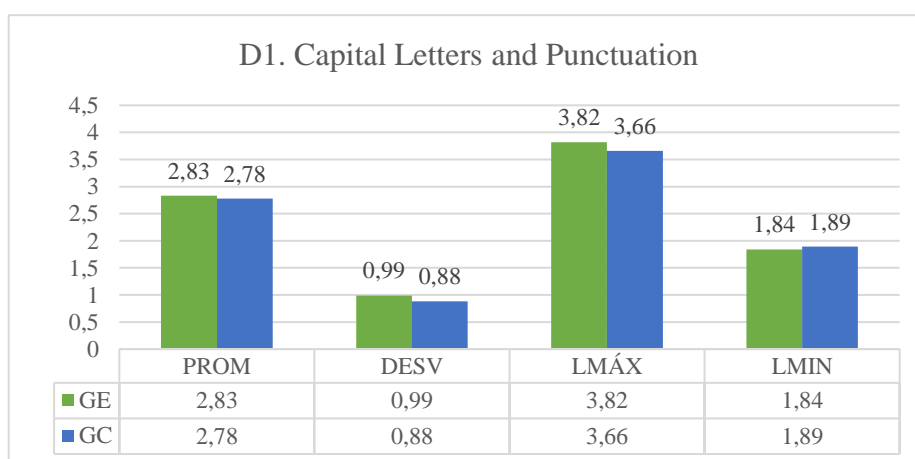
Figure 1. *Capital Letters and Punctuation (Pretest)*
Source. *Pretest applied to A2 level learners of "La Inmaculada" Educational Unit.*

Description. The first dimension evaluated were capital letters and punctuation. As can be seen in the figure, the numerical values between the control

group and the experimental group do not have a significant variation. In the average, EG have 2,83; and CG have 2,78 points. Therefore, the difference between them is 0.05 points. In the standard deviation, the difference is 0.11 points; at the upper limit, 0.16 points; and at the lower limit, 0.5 points.

D2. Spelling

	PROM	DESV	LMÁX	LMIN
GE	2,61	0,54	3,16	1,84
GC	2,96	0,69	3,65	2,26
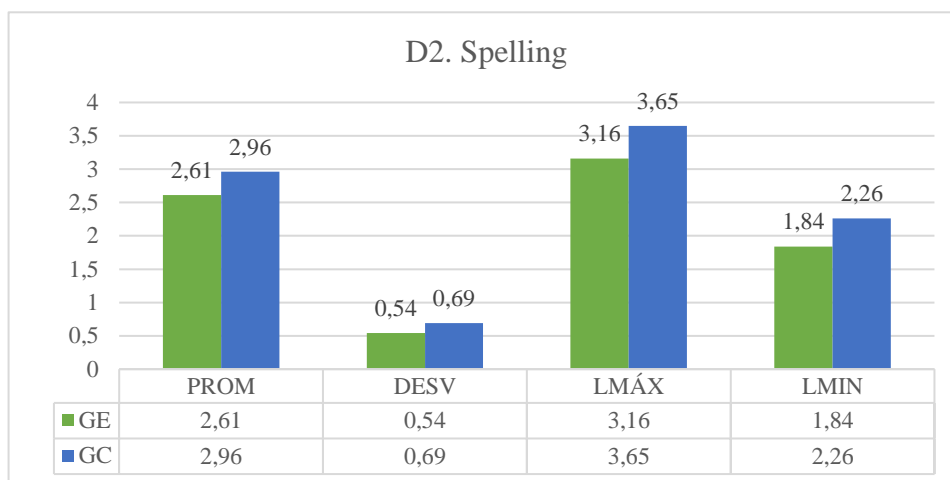
Figure 2. Spelling (Pretest)
Source. Pretest applied to A2 level learners of "La Inmaculada" Educational Unit.

Description. The second-dimension focuses on spelling. The statistical data show a minimal difference between the evaluated groups and their results. The difference in the average is 0.35; while the standard deviation presents a decimal difference of just 0.15. Regarding the maximum limit, the difference between both groups is 0.49; and the minimum limit presents a difference of 0.42 points.

D3. Vocabulary

	PROM	DESV	LMÁX	LMIN
GE	3,2	0,91	4,11	2,28
GC	3,08	0,56	3,64	2,52
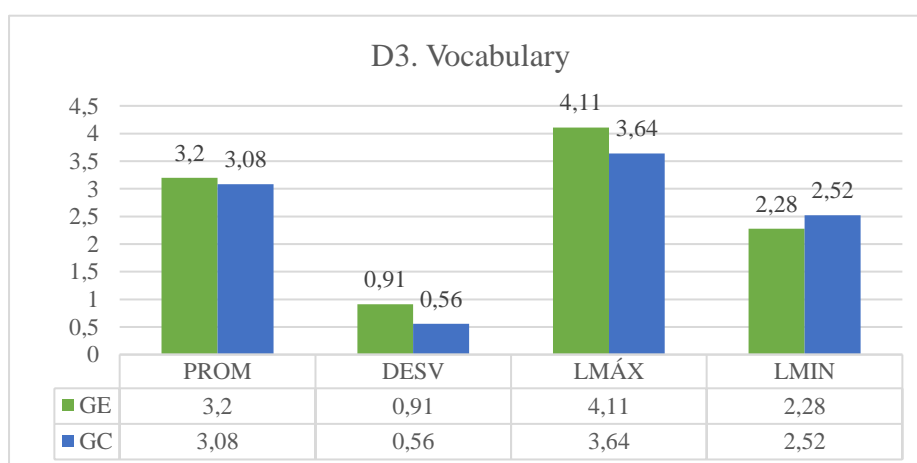
Figure 3. Vocabulary (Pretest)
Source. Pretest applied to A2 level learners of "La Inmaculada" Educational Unit.

Description. The third dimension assessed students' knowledge of basic English vocabulary. As in the other dimensions, there are no significant variations between the results of both groups. As can be seen in the graph, the difference in the average is only 0.12; for its part, the standard deviation presents a difference of 0.35. At the upper limit and at the lower limit, the difference is 0.47 and 0.24, respectively.

D4. Paragraph construction

	PROM	DESV	LMÁX	LMIN
GE	2,78	0,86	3,65	1,92
GC	2,92	0,45	3,37	2,46
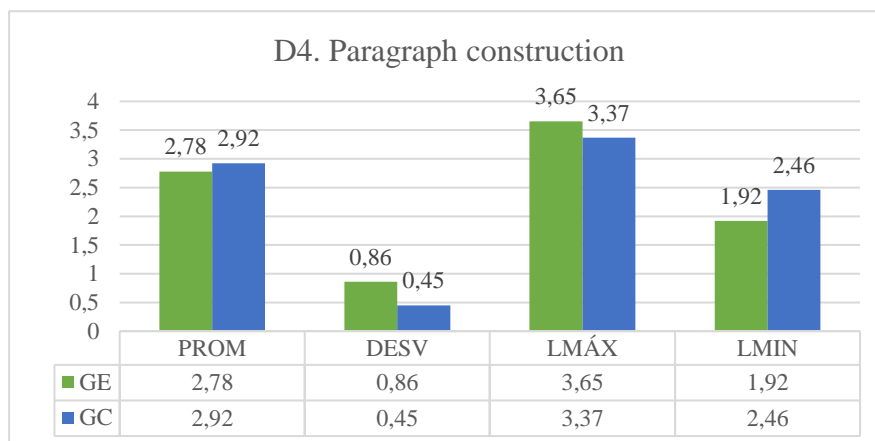
Figure 4. *Paragraph construction (Pretest)*
Source. *Pretest applied to A2 level learners of "La Inmaculada" Educational Unit.*

Description. The fourth dimension corresponds to the construction of paragraphs. As can be seen in the figure, the difference in the average is 0.14; while the standard deviation presents a difference of 0.41. The maximum limit has a difference of 0.28; and for the minimum limit the difference is 0.54. These values do not represent significant quantities between the evaluated groups.

TOTAL OF PRE-TEST

	PROM	DESV	LMÁX	LMIN
GE	11,43	2,96	14,39	8,47
GC	11,74	2,27	14,01	9,46
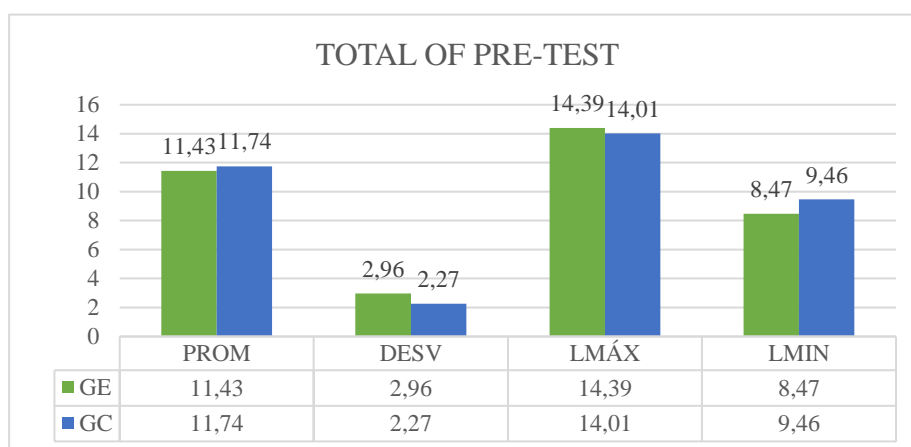
Figure 5. *Total of four dimensions (Pretest)*
Source. *Pretest applied to A2 level learners of "La Inmaculada" Educational Unit.*

Description. Taking into account the total sum of the four dimensions, it is inferred that the average of GE is 11.43 points, and GC have 11.74 points. Consequently, the difference between the two groups is only 0.31 points in favor of GC. Similar results are obtained when comparing the standard deviation, where the difference is only 0.69 points. Regarding the limits, the maximum presents a difference of 0.38; and the minimum has a difference of 0.99 points.

3.2. Presentation of post-test results

D1. Capital Letters and Punctuation

	PROM	DESV	LMÁX	LMIN
GE	3,35	0,65	4	2,7
GC	3,04	0,63	3,67	2,4
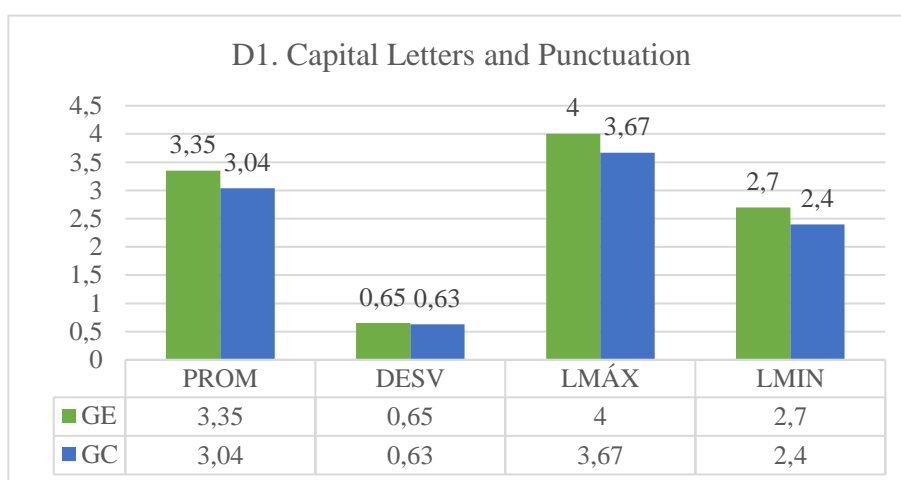
Figure 6. *Capital Letters and Punctuation (Post-test)*
Source. *Post-test applied to A2 level learners of "La Inmaculada" Educational Unit.*

Description. The results of the post-test, in the first dimension, show that the experimental group reached an average score of 3.35; while, for the control group, this score was 3.04. That is, there is a difference of 0.31 between both results. On the other hand, there is no significant variation between the standard deviation of both groups, because the difference is only 0.02 points. Consequently, this standard deviation directly impacts on the limits, which do not show important differences.
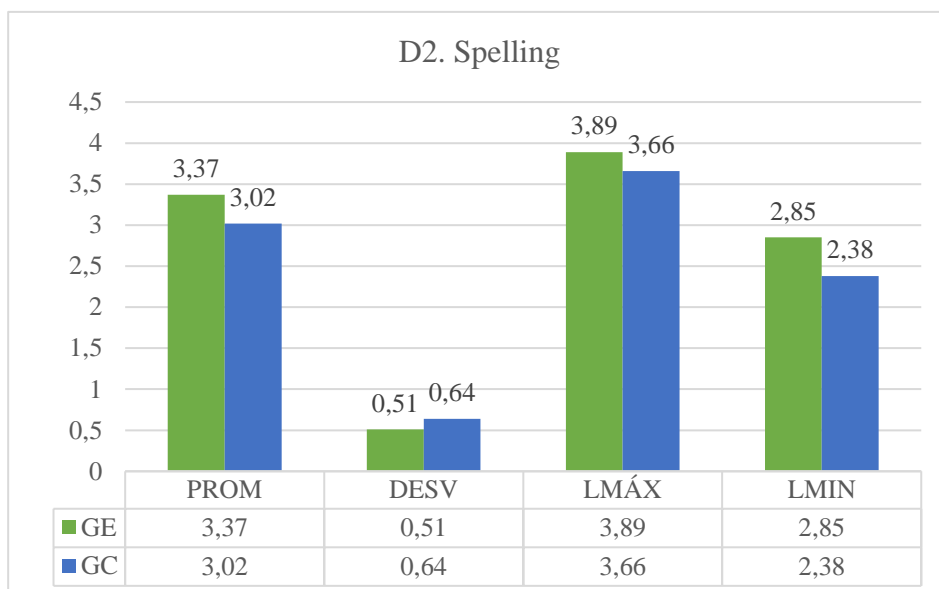
Figure 7. Spelling (Post-test)
Source. Post-test applied to A2 level learners of "La Inmaculada" Educational Unit.

Description. Regarding to the dimension of the Spelling, the experimental group presents a difference in favor of 0.35 points, compared to the control group. Likewise, the standard deviation has a difference of 0.13 points. This directly impacts the minimum and maximum limits, since the control group has reduced the dispersion of its data in the interval (2.85; 3.89).
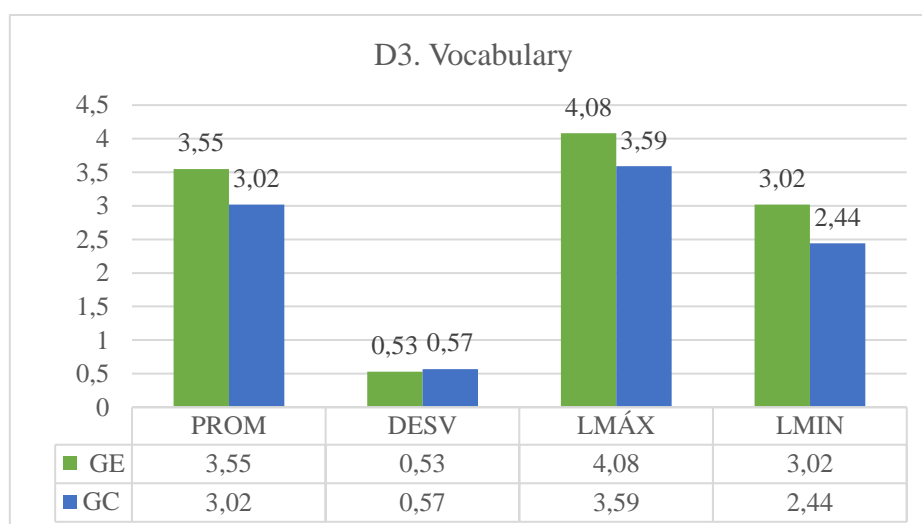
Figure 8. Vocabulary (Post-test)
Source. Post-test applied to A2 level learners of "La Inmaculada" Educational Unit.

Description. The vocabulary dimension has an average of 3.55 points for the experimental group, and 3.02 for the control group. With regard to standard deviation, there are no important variations, because there is only a decimal difference of 0.03 hundredths. For its part, the maximum limit increased from 3.59 to 4.08; while the minimum limit had an increase of 2.44 to 3.02 points.

D4. Paragraph construction

	PROM	DESV	LMÁX	LMIN
GE	3,49	0,57	4,07	2,91
GC	3,03	0,5	3,53	2,52
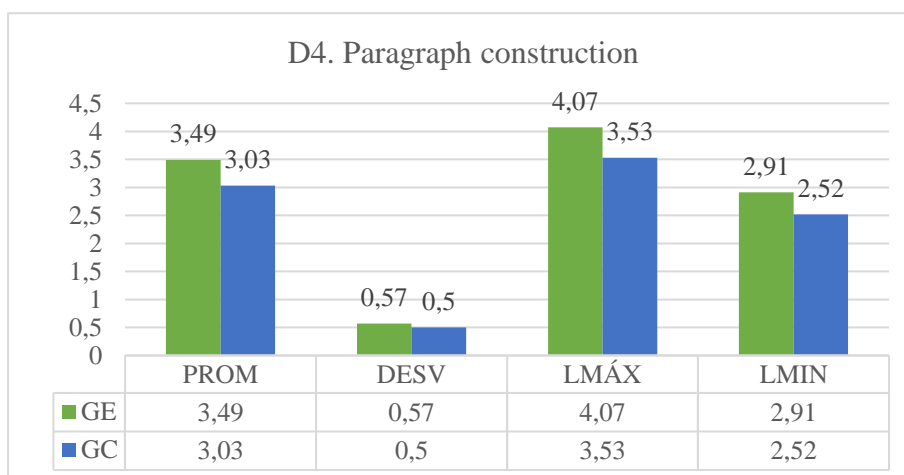
Figure 9. Paragraph construction (Post-test)
Source. Post-test applied to A2 level learners of "La Inmaculada"

Description. For dimension 4, the figure shows that the averages obtained by the experimental group (3.49) are higher than the averages of the control group (3.03). The standard deviation, on the other hand, only has a difference of 0.07 points. Finally, in relation to the limits, it is observed that the maximum limit reaches 4.07 in favor of the experimental group, while its minimum limit is located at 2.91 points.

TOTAL POST-TEST

	PROM	DESV	LMÁX	LMIN
GE	13,76	1,9	15,6	11,85
GC	12,11	1,95	14	10,15
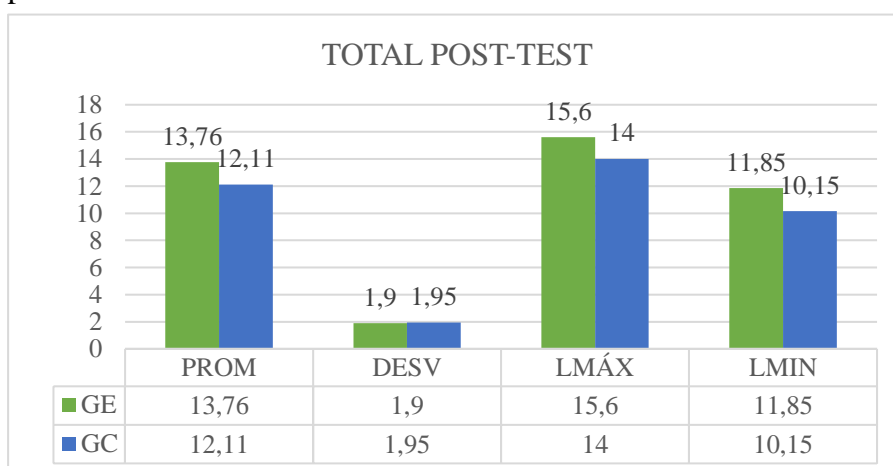
Figure 10. Total of four dimensions (Post-test)
Source. Post-test applied to A2 level learners of "La Inmaculada".

Description. The total result of the post-test reflects that the experimental group has an average of 13.76; while the control group reaches an average of 12.11. This means that there is a difference of 1.65 points between both sets. For its part, the difference between standard deviation values are not significant. Likewise, it is interesting to observe that the increase between the both limits is approximately 1.5 points.

3.3. Presentation of results between the pre-test and the post-test of the experimental group.

Figure 11. Capital Letters and Punctuation (Experimental group comparison)
Source. Tests applied to A2 level learners of "La Inmaculada" Educational Unit.

Description. The results of the first dimension show that, in the average indicator, the increase between the pre-test and the post-test is 0.52 points. Likewise, the post-test presents a lower standard deviation (0.64) than the pretests (0.99), which implies a lower dispersion of the data. This can be confirmed at the limits, where a wide range in pretest (1.84 - 3.82) has gone to a narrower range in post-test (2.70 - 4.00).

Figure 12. *Spelling (Experimental group comparison)*
Source. *Tests applied to A2 level learners of "La Inmaculada" Educational Unit.*

Description. In the Spelling dimension, it is observed that the pretest average was 2.61, while in the post-test the average increased 0.76 points, giving a result of 3.37 points. On the other hand, in the standard deviation there is no evidence of an important variation. The maximum limit has risen from 3.16 to 3.89, and the minimum limit from 2.06 to 2.85 points.
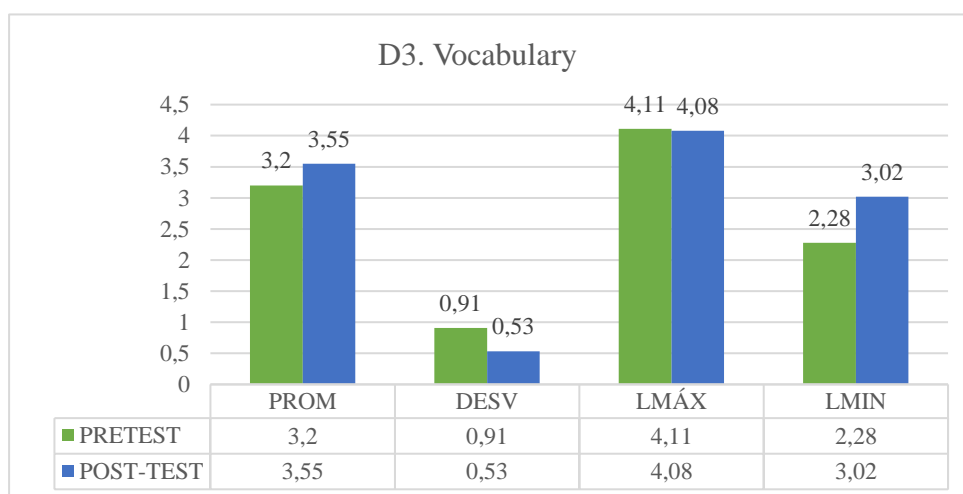
Figure 13. *Vocabulary (Experimental group comparison)*
Source. *Tests applied to A2 level learners of "La Inmaculada" Educational Unit.*

Description. The vocabulary dimension shows that the average has increased only 0.35 points after the intervention. Regarding the standard deviation, there is evidence of a decrease from 0.91 to 0.53, which shows a lower dispersion of the

data. Finally, the limits have not had considerable variations between the pre-test and post-test data.
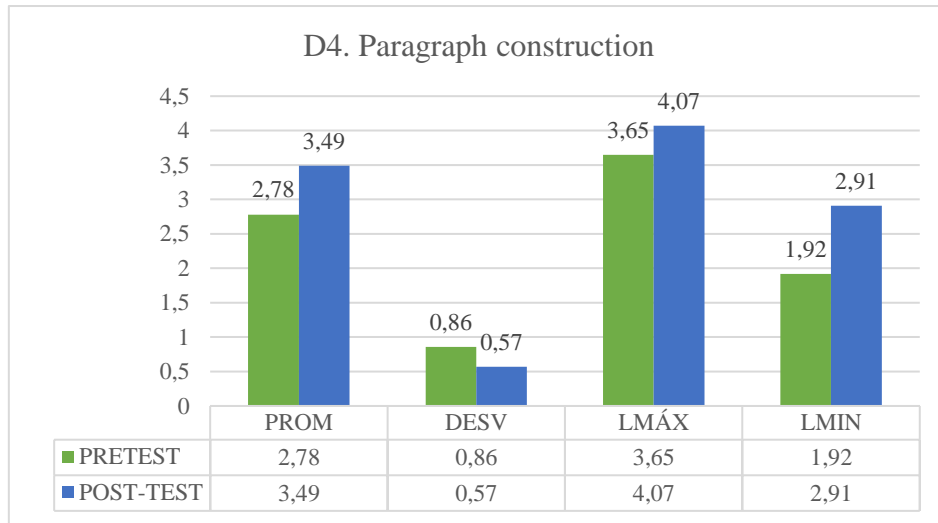
Figure 14. Paragraph construction (Experimental group comparison)
Source. Tests applied to A2 level learners of "La Inmaculada" Educational Unit.

Description. In the fourth dimension, the figure shows an increase from 2.78 in the pretest to 3.49 in the post-test; that is, there is an increase of 0.71 points. The standard deviation has also decreased between both tests, from 0.86 to 0.57. Also, the limits have been increased considerably: LMAX increased from 3.65 to 4.07; and LMIN from 1.92 to 2.91.
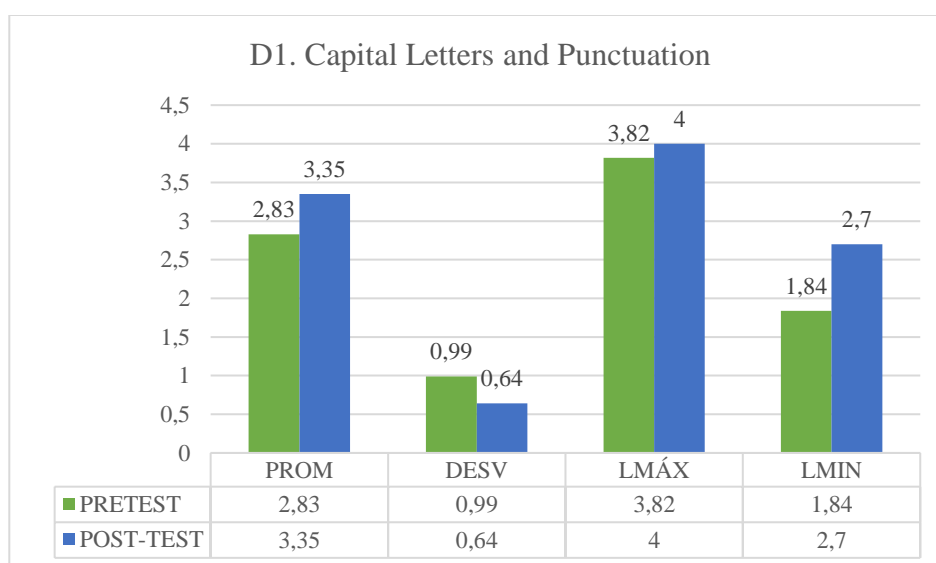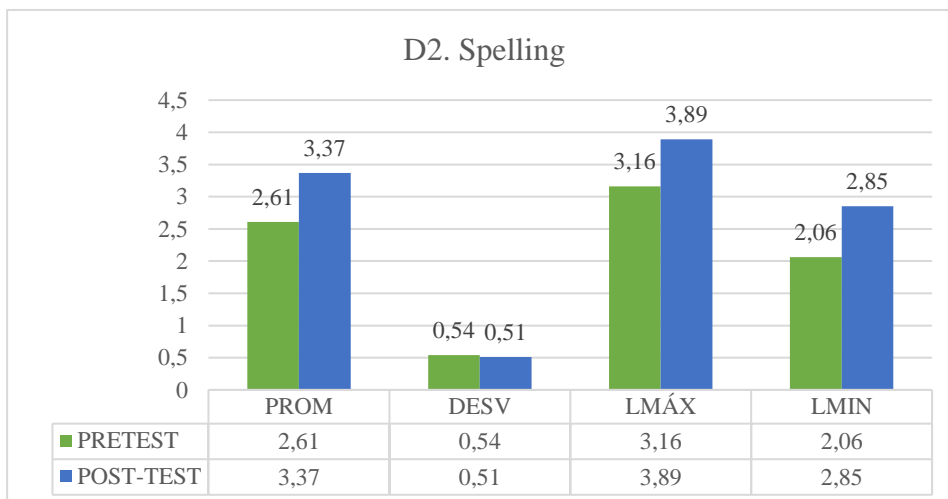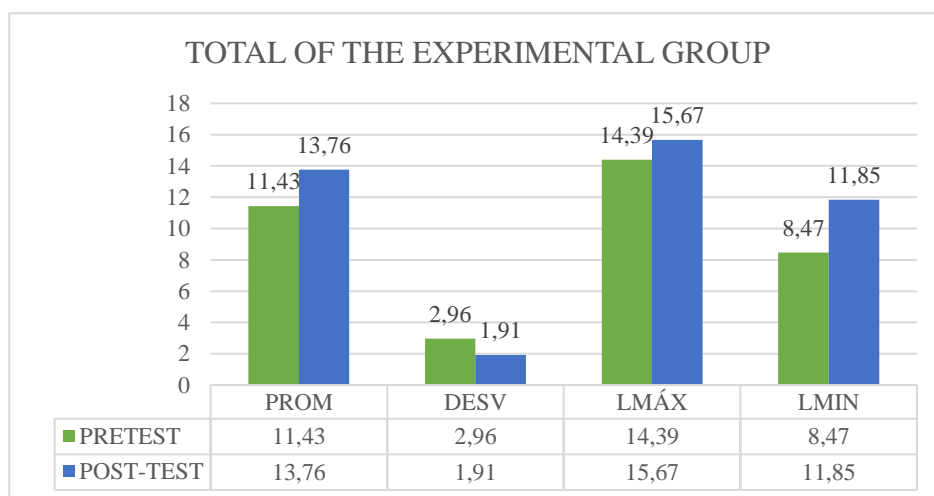

Figure 15. Total of four dimensions (Experimental group comparison)
Source. Tests applied to A2 level learners of "La Inmaculada" Educational Unit.

Description. Finally, the comparative total of both tests shows that there is an increase of 2.33 points on the global scale, because it went from 11.43 in the pretest to 13.76 in the post-test. Similarly, the standard deviation decreased by 1.05 points between both evaluations, obtaining a lower dispersion of the statistical data. Regarding the limits, LMAX increased from 14.39 to 15.67; while LMIN increased from 8.47 to 11.85.

3.4. Presentation of results by gender

D1. Capital Letters and Punctuation			
	PROM	DS	LMAX	LMIN
FEMALE	2,91	0,78	3,7	2,13
MALE	2,87	1,22	4,1	1,64
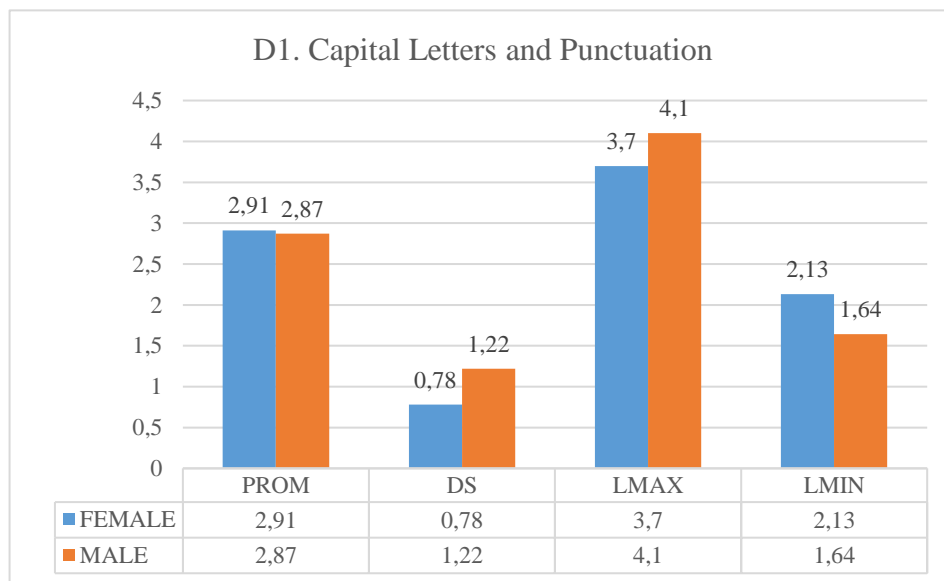
Figure 16. Capital Letters and Punctuation (by gender)
Source. Tests applied to A2 level learners of "La Inmaculada" Educational Unit.

Description. In the first dimension, girls have an average of 2.91, and boys, 2.87 points. It is also observed that the data for girls (0.78) are less dispersed than for boys (1.22). Within limits, LMAX (females) shows 3.70 points, and LMAX (males) 4.1. In contrast, LMIN has decreased from 2.13 in girls to 1.64 in boys.
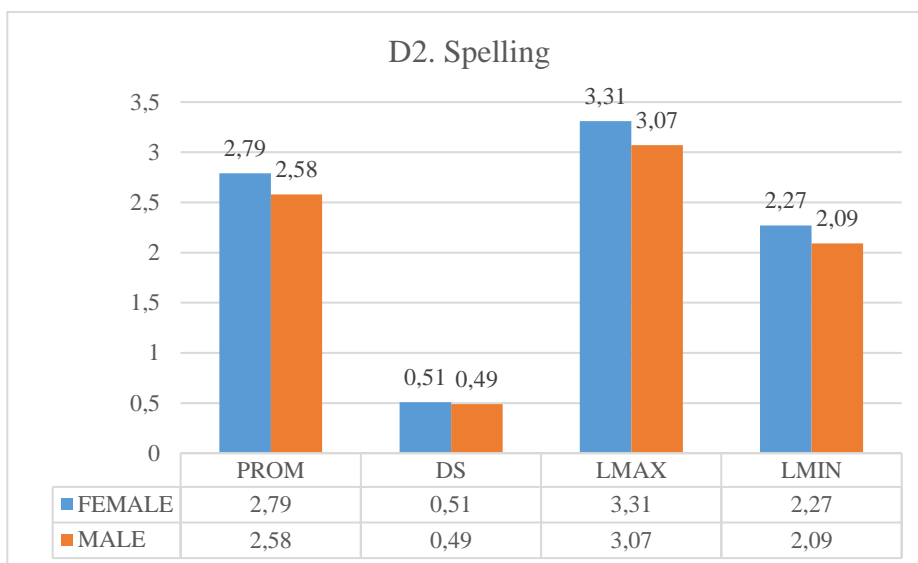
Figure 17. *Spelling (by gender)*
Source. *Tests applied to A2 level learners of "La Inmaculada" Educational Unit.*

Description. Second dimension shows a slight difference between the averages for females (2.79) and males (2.58). For its part, the standard deviation does not present a significant variation between both genders. Regarding the maximum limit, girls have 3.31 and boys 3.07; in minimum limit, the females have 2.27 and the males 2.09.
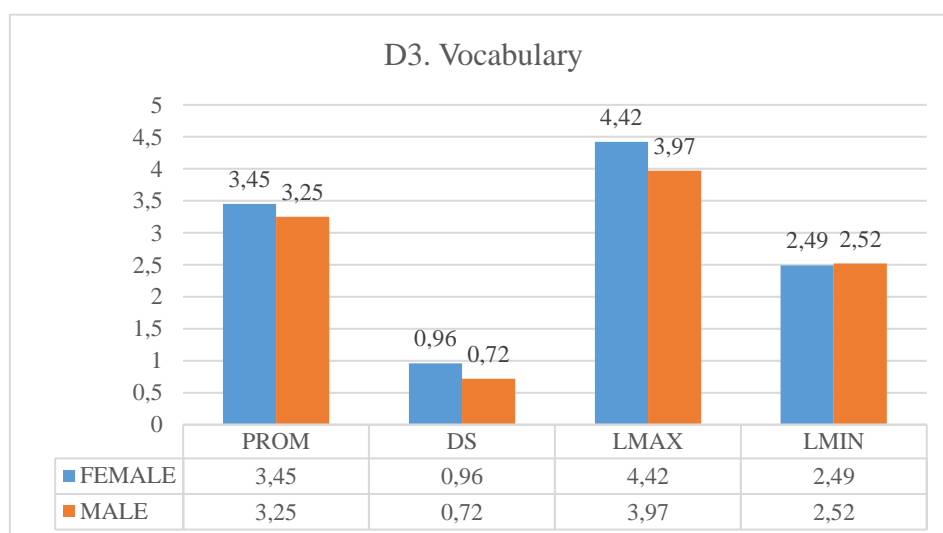
Figure 18. *Vocabulary (by gender)*
Source. *Tests applied to A2 level learners of "La Inmaculada" Educational Unit.*

Description. In the vocabulary dimension, the average for girls is 3.45, and boys reach 3.25. The standard deviation is 0.96 for the female gender and 0.72 for the male gender. At the limits, LMAX for females is 4.42, while LMAX for males is 3.97. In contrast, LMIN for girls is 2.49 and for boys, 2.52 points.

D4. Paragraph construction

	PROM	DS	LMAX	LMIN
FEMALE	2,83	0,9	3,74	1,92
MALE	3,02	0,69	3,71	2,32
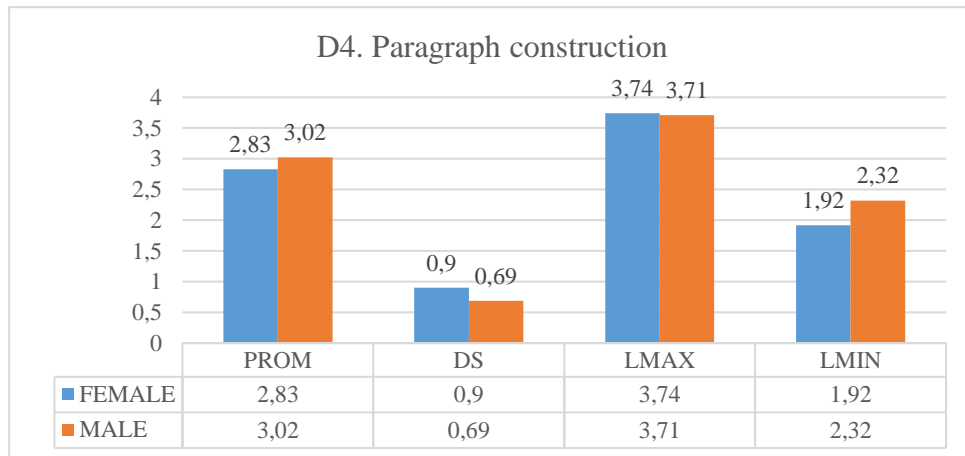
Figure 19. Paragraph construction (by gender)
Source. Tests applied to A2 level learners of "La Inmaculada" Educational Unit.

Description. The fourth dimension shows that the average for girls is 2.83, and boys reach 3.02. The standard deviation is 0.90 for girls and 0.69 for boys. Likewise, the maximum limit is 3.74 for females and 3.71 for males. Finally, the difference in the LMIN between both genders is 0.40 points.

TOTAL BY GENDER

	PROM	DS	LMAX	LMIN
FEMALE	12	2,97	14,97	9,02
MALE	11,72	2,72	14,45	9
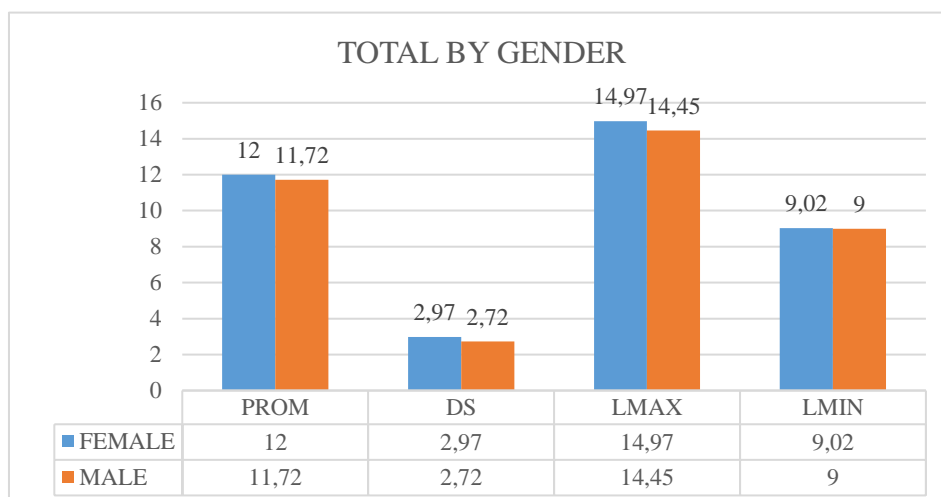
Figure 20. Total of four dimensions (by gender)
Source. Tests applied to A2 level learners of "La Inmaculada" Educational Unit.

Description. In total, it is evident that the difference between the averages of both genders is 0.28 points, because females have an average of 12, and males an average of 11.72. For its part, the standard deviation does not show significant variations, since it ranges from 2.97 (females) to 2.72 (males). In LMAX, females have a score of 14.97, while males reach 14.45. Finally, the minimum limit presents a difference of just 0.02 points.

3.5. Results of Student's T-distribution

This section shows the results of the Student's t-test. This test is a type of deductive statistics. It is used to determine if there is a significant difference between the results of two groups. The larger the difference between the two means, the greater the probability that a statistically significant difference exists. In addition, The student's t-test is used to test hypotheses about means in populations with a normal distribution. It also provides approximate results for tests of means in sufficiently large samples, when these populations are not normally distributed in the sample.

Table 3. *Student's t-distribution (PRE-TEST)*

Student's T-distribution (PRE-TEST)		
	GE	**GC**
Average	11,43	11,74
Variance	9,09	5,18
Observations	27	26
Hypothesized difference	0	
Degrees of freedom	48	
T-statistic	-0,41	
P(T<=t) one tail	0,33	
Critical value of T	1,67	
P(T<=t) two tails	0,67	
Critical value of T	2,01	

Source. *Campaña, G. (2022)*

Table 4. *Student's t-distribution (POST-TEST)*

Student's t-distribution (POST-TEST)		
	GE	**GC**
Average	13,76	12,11
Variance	3,79	3,97
Observations	27	25
Hypothesized difference	0	
Degrees of freedom	49	
T-statistic	3,02	
P(T<=t) one tail	0,001	
Critical value of T	1,67	
P(T<=t) two tails	0,003	
Critical value of T	2	

Source. *Campaña, G. (2022)*

Description. Table 3 shows the Student's T-distribution in the pre-test, that is, before applying the intervention proposal. The results evidence that the T-statistic is -0.41 points. This means that there is no significant difference between GE and GC. Therefore, the probability of accepting the hypothesis is low. On the other hand, Table 4 shows the result of the T-test in the post-test. Here, it is evidenced a T-statistic of 3.02 points. For this reason, the difference is significant between both groups. Likewise, the probability of accepting the hypothesis has increased after the intervention program.

3.6. Discussion.

In order to know the real impact that the proposal has had on children's writting skills, it is necessary to analyze each one of their dimensions.

First, the dimension of *Capital Letters and Punctuation* served to assess the formal aspect of EFL writing. The results obtained show that, thanks to the booklet and the intervention program, it was possible to improve the children's' effectiveness in this dimension. In the pretest, the two groups started with similar scores (GE=2.83, GC=2.78). However, after the intervention, the results show an increase of 0.31 points between they (GE=3.35, GC=3.04). This shows that the activities carried out have had a positive effect on grammatical skills.

Likewise, analyzing the results of the pre-test and the post-test of GE, it is evidenced an increase of 0.52 percentage points. This is due to the training with the grammar method, which allows to develop competencies through written practice. On the other hand, if gender of the GE is taken into account, it is found that girls (2.91) have a slightly higher average than boys (2.87). This demonstrates that the intervention program, in the first dimension, has had a greater impact on the female gender.

The results obtained agree with the study carried out by Peng (2017), who found a positive relationship between Direct Grammar Instruction and the improvement of punctuation skills. This information is important because the correct punctuation allows to write coherent, ordered and unambiguous texts (Cummins y Early, 2015). In addition, as Gebhard (2017) states, capital letters are part of formal and polite writing, and therefore their grammatical rules must be respected.

In the second dimension, the intervention program focusses on the spelling aspect. In the pretest, the GC started with an advantage of 0.35 points over GE. However, in the post-test, the results reveal that this relationship was inverted, since the GE shows an average of 0.37 and the GC has 3.02 points. This shows that grammar training had positive effects on the experimental group.

Regarding the comparison of the pre-test and the post-test of GE, it should be noted that the increase between both evaluations was 0.52 points. This evidences the effectiveness of the intervention to improve spelling aspects in EFL writing. Concerning results by gender, female students also obtained a higher average than male students in the dimension of spelling.

The findings of this dimension allow to corroborate the study of Collet and Greiner (2019), in which it is shown that the constant practice, through of DGI, can improve the dimension of spelling in EFL learning. Likewise, Burns and Siegel (2018) maintain that error-correction exercises help to avoid difficulties when the students write academic texts. This notion was incorporated into the booklet and its set of activities.

The third dimension focuses on the management of vocabulary within writing. In the pretest, both groups have similar averages, with a minimum difference of 0.12 points in favor of the experimental group. However, in the post-test, this difference widens by 0.53 points. This result shows that the grammar method can increase vocabulary knowledge thanks to the exercises proposed in the booklet.

On the other hand, the experimental group improved their average by 0.35 points between the pre-test and the post-test. This data shows a positive evolution in student learning. In the analysis by gender, female students (3.45) outperformed male students (3.25) in vocabulary learning after the intervention program. Regarding this result, the trend remains constant because girls continue to obtain better averages than boys.

The data obtained coincide with the study of Boivin (2018), where they found that children with extensive vocabulary development were able to recognize more complex grammatical structures. Similarly, according to Fontich (2016) vocabulary management is directly associated with a more creative, coherent and understandable writing. In this sense, the knowledge of the vocabulary opens the possibilities to a broader semantic domain, and the texts can be enriched with synonyms, antonyms and logical connectors (Pullum, 2016).

In the fourth dimension, the construction of paragraphs was evaluated. The sub-dimensions considered were sentence syntax, creativity, narrative sequence, among others. The pretest data reveals that the experimental group and the control group have a difference of only 0.14 points. However, in the post-test, the difference widens by 0.46 points in favor of the experimental group. This dimension is important because it allows evaluating the real progress of students in their writing skills. As a result, it is verified that the experimental group developed more elaborate techniques for the construction of paragraphs.

On the other hand, the comparative results of GE show an advance of 2.78 points in the pre-test to 3.49 in the post-test. This represents an increase of 25.5% compared to the first average. About the results by gender, this is the only

dimension where male students (3.02) exceeded the average of female students (2.83).

These results are consistent with investigative description of Robinson and Feng (2016). His study shows that training programs based on the direct grammar method improve the ability to build paragraphs using main ideas and more elaborate arguments. Likewise, EFL learners who use the DGI methodology are more effective in aspects such as: subject-predicate agreement, elaboration of compound sentences, and use of connectors (Kostera et al., 2015).

Finally, it is necessary to analyze the sum total of each evaluation to know the global impact of the intervention on children's learning. In the pretest, both groups started with almost similar averages (GE=11.43; CG=11.74); however, after the booklet training, the experimental group achieved an average of 13.76. This demonstrates considerable growth on the quantitative scale that assessed writing skills.

Consequently, the booklet proposal and the DGI methodology allowed an increase of 2.33 points for the experimental group. Although the rating remains in the "regular" parameter, the results are positive because they show a considerable increase in a relatively short period of time. That is, with adequate time and resources, the proposal could generate better results.

Taking into account the findings of this research, the relationship between the DGI methodology and the improvement in writing skills is corroborated. The results obtained coincide with the criteria provided by other studies on this same topic. For example, Robinson and Feng (2016) conducted an investigation to study the effects of the DGI on the EFL writing in schoolchildren. As a result, the researchers found that 50% of the participants had significant improvements in their writing skills. Likewise, Reynolds and Kao (2021) conducted a study to establish the validity of the DGI with 45 participants divided into two categories: experimental group and control group. Their results showed that the experimental group demonstrated a better command of grammatical structures, varied vocabulary, fewer spelling mistakes and, in general, a more fluid and understandable writing.

CONCLUSIONS

Direct Grammar Instruction methodology allows to improve the EFL writing skills in A2 level students, in the Educational Unit "La Inmaculada". This is evidenced in the results of the intervention proposal. The experimental group, which was trained through the DGI booklet, increased its average score by 2.33 points after the intervention program. For its part, the control group, which worked with the usual class text, did not make significant progress.

The booklet designed for the training program was effective due to its content based on the DGI and the Curriculum2016. The instrument had a positive impact on the development of writing skills using grammar rules. The students showed enthusiasm for the images, colors and activities proposed in this didactic resource. In addition, the instrument had no problems when it was applied, because its design is intuitive and adapts to the needs of the students.

The training program developed in six weeks allowed to strengthen the dimensions of academic writing. The students were able to acquire more vocabulary to express themselves in common contexts such as the family, school or the market. Although the time was relatively short, the results of the intervention showed significant progress for the EFL students, who developed skills in the areas of punctuation, spelling and paragraph construction.

The pre-test and the post-test were important evaluations to determine the effectiveness of the training before and after the intervention. The pre-test showed that both GE and GC had similar overall scores. However, the post-test showed that the experimental group developed better EFL writing skills; while the control group maintained a constant average between both tests. This was a fundamental finding when demonstrating the research hypothesis.

The results by gender showed that female students obtained better scores than male students. Boys only ranked better on the paragraph construction dimension. However, the difference between the means of both genders is minimal; therefore, it can be affirmed that the DGI methodology is an effective pedagogical strategy for both girls and boys.

52

RECOMMENDATIONS

It is recommended to explore the theoretical possibilities offered by the DGI methodology in the other areas of EFL. In this research, only the impact on writing skills has been analyzed, but this method can positively influence other dimensions. Therefore, it is necessary to consider the other EFL skills, such as speaking, listening or reading, because grammar instruction is a method that offers many advantages.

It is necessary to complement the bookled with other resources such as Pictionary, which helps to develop writing skills in level 2A students. Likewise, it is recommended to expand the content with more exercises and activities. This resource could be invaluable teaching material, especially for teachers who want to improve their teaching strategy in EFL classes.

In addition, it is recommended to work the intervention program with other segments of the school population of the educational institution, focusing the interventions on the basic, middle and higher education levels. As a starting point, it is possible to take the process developed in this investigation. This could reinforce teachers' methodological strategies and student learning within the EFL subject.

On the other hand, it is important to implement a training program for the students who participated in the control group. The intervention must be carried out using the bookled, taking into account the times established in the proposal. Just as the experimental group demonstrated the effectiveness of the DGI methodology, the control group also deserves to be trained through an educational strategy that includes adequate time and resources.

Finally, it is recommended to consider other evaluation parameters such as writing speed, semantic fields and the construction of academic texts. These parameters could show more consistent results on the validity of the DGI methodology. Above all, these types of parameters should be evaluated at higher educational levels, since their EFL skills will allow them to have a broader range of research.

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APPENDIXES

APPENDIXE I: AUTHORIZATION

Latacunga, Junio 06 del 2022.

Mg.C
Rina Tobar Chiriboga ...
Rectora de la Unidad Educativa La Inmaculada
Presente.
De mi consideración:

Yo, Gissela Jacqueline Campaña Pallasco con cédula de ciudadanía N°050377664-3 en calidad de estudiante del Programa de Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera, paralelo Único, Cohorte 2021, de la Universidad Técnica de Cotopaxi, me dirijo a Usted para solicitarle me permita desarrollar mi trabajo de titulación titulado" EFFECT OF DIRECT GRAMMAR INSTRUCTION ON ENHANCING WRITING SKILL IN A2 LEVEL LEARNERS" con los estudiantes del 8vo año de educación básica paralelos "A" y "B" con test y diagnosticados , aplicación de mi propuesta, y difusión de resultados.

Por la favorable respuesta a mi pedido anticipo mi profundo agradecimiento.

Cordialmente,

Nombre: Gissela Jacqueline Campaña Pallasco
CI: 050377664-3
Correo: jackelin23g@live.com
Celular:0983427001

YOUR BOOKLET

Activities to improve your writing skills

Spelling

Vocabulary

Punctuation

Grammar

Creative Writing

LEARNING ENGLISH IS FUN!

By: Gissela Campaña

Latacunga – 2022

CONTENT OF YOUR BOOKLET

Lesson ONE My Hobbies

Activity one: Look at the pictures and complete the words.

G____r

B__ks

B__l

M___c

B__y__e

___
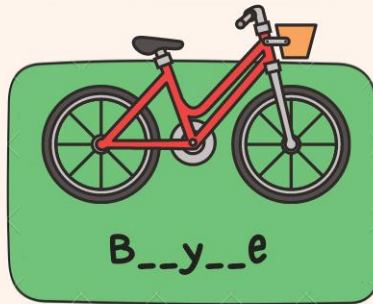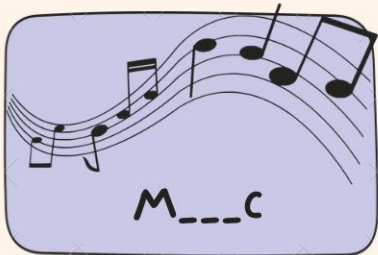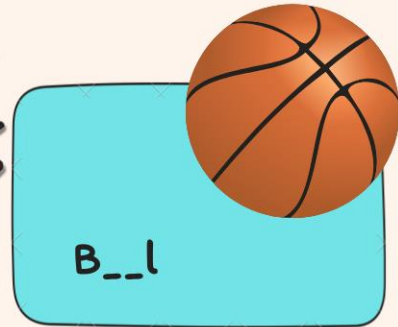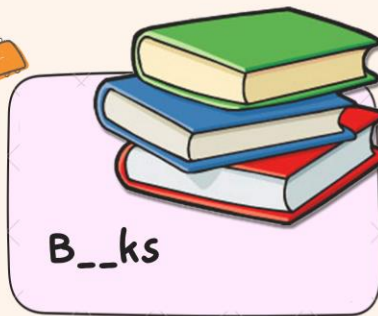
EXAMPLE

Subjects	Verbs	Complements
My sister	plays	pop music
Tom and Me	cook	soccer
Peter	reads	a book
He	listens	with a dog
She	walks	vegetables

Activity two. Write sentences using the note on the left.

1. _____

2. _____

3. _____

4. _____

5. _____

VOCABULARY

Activity three. Look at the pictures below and tick the correct options.

Reading ☐
Dancing ☐
Skiing ☐

Riding a horse ☐
Riding a bike ☐
Playing the guitar ☐

Taking photos ☐
Cooking ☐
Reading ☐

Watching TV ☐
Surfing ☐
Playing soccer ☐

Play with friends ☐
Walking to dog ☐
Listening music ☐

Play with friends ☐
Walking to dog ☐
Listening music ☐

Watering plants ☐
Riding a horse ☐
Riding a bike ☐

Play with friends ☐
Walking to dog ☐
Listening music ☐

Dancing ☐
Cooking ☐
Reading ☐

ACTIVITIES

Activity four. Identify the mistake and rewrite the sentence, as in the example

a. Tom's hobby (are) singing

  Tom's hobby is singing

b. We likes to dance

_____

c. My brother ride a bike

_____

d. They likes to read

_____

e. I plays ball in my free time

_____

f. She love to play the guitar

_____

g. Diana's mother swim very well

_____

h. My hobby are playing with my dog

_____

Activity five. Put the sentences in the correct order, as in the example.

a. We / basketball / play

  We play basketball

b. will go fishing / John / tomorrow

_____

c. poetry / likes to write / Madison

_____

d. for her sons / Laura / loves to cook

_____

e. Your friend / to dance / doesn't like

_____

REMEMBER IT

SENTENCE STRUCTURE
Subject + Verb + Complement
E. Mery + plays + soccer

VERB TO BE:
I am, You are, He/she/it is,
We are, You are, They are.

Exercise 3. Describe your favorite hobbies

My favorite hobbies are...

_____

_____

_____

_____

_____

Exercise 4. Write the words you learned

- *To walk* _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

GRAMMAR NOTE

What is a topic sentence?

A topic sentence is the most important sentence in a paragraph. This contains the main idea of the text, and is written at the beginning of the paragraph.

Example. My friend likes to read. He has a collection of books. On weekends, he reads all day. His favorite books are history, geography and chemistry.

Exercise 5. Draw your favorite hobbie

Lesson TWO

At the market

Activity one: Look at the pictures and complete the words.

M__k

C__e_e

O__

V___t____s

S__p

F__h
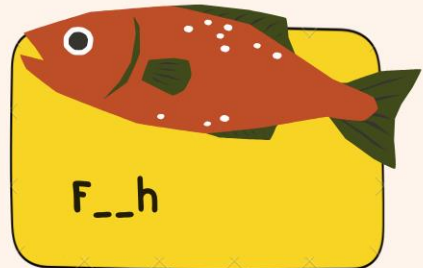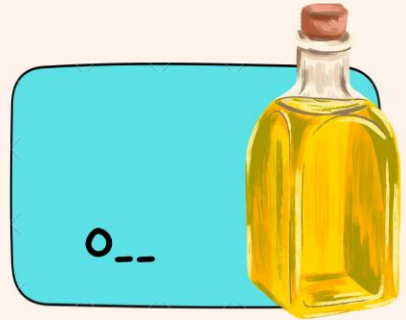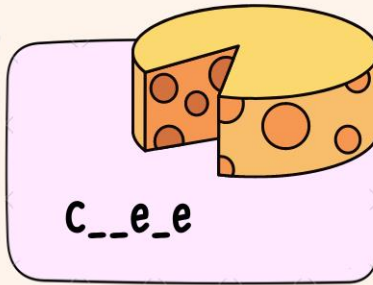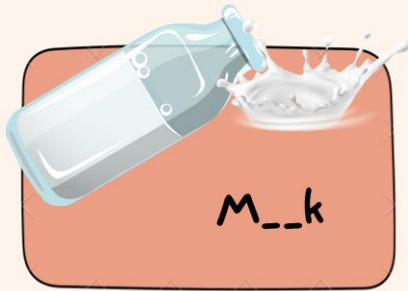
EXAMPLE

Subjects	Verbs	Complements
Jim's mother	buys	in the market
Vanessa	eats	meat
My neighbor	pays	cash
Your cat	sells	cucumbers
Tom's uncle	cooks	cheese

Activity two. Write sentences using the note on the left.

1. _____

2. _____

3. _____

4. _____

5. _____

VOCABULARY

Activity three: Look at the pictures below and tick the correct options.

Shopping ☐
Market ☐
Cashier ☐

Market ☐
Shopping ☐
Cashier ☐
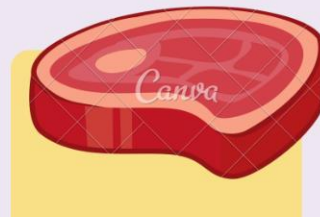
Cashier ☐
Shopping ☐
Market ☐

Milk ☐
Meat ☐
Cheese ☐

Cheese ☐
Meat ☐
Milk ☐

Meat ☐
Milk ☐
Cheese ☐

Seafood ☐
Vegetables ☐
Fruit ☐

Fruit ☐
Seafood ☐
Vegetables ☐

Vegetables ☐
Fruit ☐
Seafood ☐

ACTIVITIES

Activity four. Identify the mistake and rewrite the sentence, as in the example

a. Saras' husband buys seafood

Sara's husband buys seafood

b. My mother are a cashier

_____

c. Our sister pay in cash

_____

d. We will goes shopping tomorrow

_____

e. The doctors' mom never buys milk

_____

f. Johns friend sells vegetables

_____

g. Jimmys teacher loves magazines

_____

h. I has no money for shopping

_____

Activity five: Put the sentences in the correct order, as in the example.

a. I / meat and fish / buy / always

I always buy meat and fish

b. often/ I / to the supermarket / go

_____

c. Lily's dad / eats onions / almost never

_____

d. frequently / They / chocolates / sell

_____

e. We / shop / rarely / at Stef's market

_____

REMEMBER IT

APOSTROPHE USE
something of someone → The house of Tom
someone's something → Tom's house

ADVERBS OF FREQUENCY
Subject + adverb + verb
Example: I always read

Market shopping

Your mother and you go to the market. Make a list of products.

VEGETABLES
- Onions
-
-
-
-

FRUIT
- Apples
-
-
-
-

OTHERS
- Cheese
-
-
-
-

Punctuation Marks

! Exclamation		● Full Stop	
, Comma		? Question Mark	
; Semi Colon		: Colon	
/ Slash		"A" Quotation Marks	
() Round Bracket		— Dash	

Imagine and write a conversation with the cashier at the market.

Cashier: Good afternoon, welcome to the market. How can I help you?

You: Good afternoon, I need…..

Lesson THREE

My favorite Food

Activity one: Look at the pictures and complete the words.

C__f__
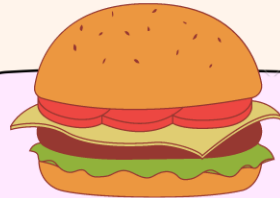
B___r

C__c__n

S___d

I__
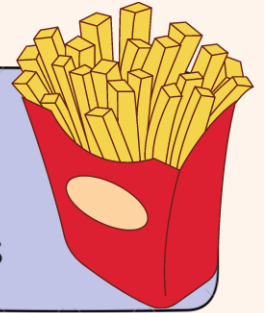
F___s

EXAMPLE

Subjects	Verbs	Complements
My nephew	eats	orange juice
Paul's wife	likes	grilled chicken
Your girlfriend	cooks	fries & burgers
My classmates	bakes	vegetable soup
The cook	driks	fruit salad

Activity two. Write sentences using the note on the left.

1. _____

2. _____

3. _____

4. _____

5. _____

VOCABULARY

Activity three. Look at the pictures below and tick the correct options.

Fruit salad ☐
To cook ☐
Dairy products ☐

Dairy products ☐
Fruit salad ☐
To cook ☐

To cook ☐
Fruit salad ☐
Dairy products ☐

Fast food ☐
Vegetable soup ☐
Avocado ☐

Avocado ☐
Fast food ☐
Vegetable soup ☐

Fast food ☐
Avocado ☐
Vegetable soup ☐

Rice ☐
Meal ☐
Sausages ☐

Meal ☐
Rice ☐
Sausages ☐

Sausages ☐
Rice ☐
Meal ☐

ACTIVITIES

Activity Four. Identify the mistake and rewrite the sentence, as in the example

a. Andy's friend ~~love doesn't~~ sausages

  Andy's friend doesn't love sausages

b. I recommend don't fast food

_____

c. They don't likes fruit salad

_____

d. Ana's brother does'nt eat cakes

_____

e. The soup contain doesn't vegetables

_____

f. Max's food are very salty

_____

g. Our coffee have chocolate chips

_____

h. We doesn't cook the chicken

_____

Activity Five. Put the sentences in the correct order, as in the example.

a. salt / in your soup / Put

  Put salt in your soup

b. the avocado / Mash / with a fork

_____

c. the ingredients / Mix / on a plate

_____

d. into pieces / the cucumber / Cut

_____

e. with snacks / Combine / your sauce

REMEMBER IT

NEGATION:

Don't + verb (I, You, We, They)

Doesn't + verb (He, She, It)

GIVE AN ORDER

Verb + object + complement

Example: Put the book on the table

GUACAMOLE

INGREDIENTS

- ✓ Avocate
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

PREPARATION

1. Wash the vegetables...
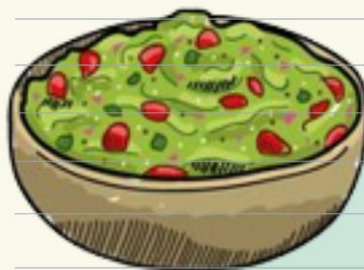
What is your favorite food?

Remember it. The comma (,) is used to separate elements.

For example. The ingredients are: avocados, tomatoes, onions, garlic, salt, oil, etc.

Lesson FOUR

My family

Activity one: Look at the pictures and complete the words.

① ② ⑤ ⑥ ④ ③ ⑦

1. F _ _ _ _ r
2. M _ _ _ _ r
3. S _ _
4. D _ _ gh _ _ r
5. G _ _ _ df _ _ _ _ r
6. G _ _ _ dm _ _ _ _ r
7. B _ _ y

EXAMPLE

Subjects	Verbs	Complements
Anne's aunt	hugs	Our home
Jim's uncle	loves	to his child
my nephews	kisses	with Mateo
Your parents	sustains	in the office
My family	works	to your baby

Activity two. Write sentences using the note on the left.

1. _____
2. _____
3. _____
4. _____
5. _____

VOCABULARY

Activity three. Look at the pictures below and tick the correct options.

Family holidays ☐
Home ☐
Family dinner ☐

Family dinner ☐
Home ☐
Family holidays ☐

Home ☐
Family holidays ☐
Family dinner ☐

Wedding ☐
Christmas ☐
Birthday ☐

Birthday ☐
Christmas ☐
Wedding ☐

Christmas ☐
Wedding ☐
Birthday ☐

Familiar trip ☐
Church ☐
Cousins ☐

Cousins ☐
Church ☐
Familiar trip ☐

Church ☐
Familiar trip ☐
Cousins ☐

ACTIVITIES

Activity four. Identify the mistake and rewrite the sentence, as in the example

a. We go will to Ecuador

We will go to Ecuador

b. My birthday be will next week

_____

c. Alans cousin is my mom

_____

d. My family will goes to church

_____

e. Your parent's are not married

_____

f. My brother are coming in april

_____

g. My sister graduates will in August

_____

h. Will we buy a house in Ecuador

_____

Activity five. Put the sentences in the correct order, as in the example.

a. won't / Anthony / have / children

Anthony won't have children

b. Your daughters / dance / won't

_____

c. go / shopping / Your son / won't

_____

d. We / have / money / won't

_____

e. won't /They / come / to our party

_____

REMEMBER IT

SIMPLE FUTURE

Subject + will + verb + complement

Note: Don't use «S» in the verb

SIMPLE FUTURE NEGATIVE

Subject + won't + verb + compl.

Example: You won't be free

Planning your VACATIONS

Let's go to the beach!

PLACES FOR YOUR VACATION?

I will go to Paris...

WHO WILL ACCOMPANY YOU?

My parents will travel with me...

WHAT ACTIVITIES WILL YOU DO??

I will walk along the beach...

WHAT WILL YOU BUY?

I will buy coconut juice...

Lesson FIVE

My feelings

Activity one: Look at the pictures and complete the words.

H___y

B___d

S___

U___y

t___d

EXAMPLE

Subjects	Verbs	Complements
My uncles	were	happy
Harry's son	was	sad
Your father	were	angry
My puppy	was	scared
Our friend	were	calm

Activity two. Write sentences using the note on the left.

1. _____

2. _____

3. _____

4. _____

5. _____

VOCABULARY

Activity three: Look at the pictures below and tick the correct options.

Hungry ☐
Bored ☐
Glad ☐

Glad ☐
Bored ☐
Hungry ☐

Bored ☐
Hungry ☐
Glad ☐

Tired ☐
Angry ☐
Sick ☐

Sick ☐
Tired ☐
Angry ☐

Angry ☐
Tired ☐
Sick ☐

Calm ☐
Optimistic ☐
Loved ☐

Loved ☐
Optimistic ☐
Calm ☐

Optimistic ☐
Calm ☐
Loved ☐

ACTIVITIES

Activity four. Identify the mistake and rewrite the sentence, as in the example

a. My uncle ⊘were sick

My uncle was sick

b. My friend criet in the classroom

c. Your cat danceb with happiness

d. Your anger were momentary

e. I lovef you at school

f. Everyone shareb your happiness

g. Your anger causet this misfortune

h. Her crying saddenef the night.

Activity Five. Put the sentences in the correct order, as in the example.

a. look / tired / she / didn't

She didn't look tired

b. didn't / my feelings / know / John

c. understand / you / her pain / didn't

d. to finish / don't / We / plan

e. goodbye / didn't / he / say

REMEMBER IT

PAST SIMPLE TENSE
To be: was/were
Regular verbs: verb + d or ed

NEGATION IN THE PAST
Subject + didn't + verb + compl.
Example: He didn't play the guitar

Put your photo here

Describe your
feelings right now

_____
_____
_____
_____
_____
_____
_____
_____

Write an anecdote
from your past

_____
_____
_____
_____
_____
_____
_____

Describe a special friend

_____
_____
_____
_____

Lesson SIX

My Friends

Activity one: Look at the pictures and complete the words.

S___y together

H__p each ot__r

Go d__c__g

V___ting a fr___d

P__y t__e__er

Go to the c____a

EXAMPLE

Subjects	Verbs	Complements
My friend	hugs	to the cat
You	support	your girl
Our son	saves	our secrets
Friendship	can trust	in us
Children	helps	in the tasks

Activity two. Write sentences using the note on the left.

1. _____

2. _____

3. _____

4. _____

5. _____

VOCABULARY

Activity three. Look at the pictures below and tick the correct options.

Ice-cream shop ☐
Library ☐
Training ☐

Library ☐
Ice-cream shop ☐
Training ☐

Training ☐
Library ☐
Ice-cream shop ☐

Watch a movie ☐
Play together ☐
Drink coffee ☐

Play together ☐
Watch a movie ☐
Drink coffee ☐

Drink coffee ☐
Play together ☐
Watch a movie ☐

Study together ☐
Ride a bike ☐
Slumber party ☐

Slumber party ☐
Study together ☐
Ride a bike ☐

Study together ☐
Ride a bike ☐
Slumber party ☐

ACTIVITIES

Activity four. Identify the mistake and rewrite the sentence, as in the example

a. Classes conseq̶u̶ently are suspended

Consequently, classes are suspended

b. I like ice cream, I but have no money

_____

c. I'm sick, I won't so go to class

_____

d. I'm going afterwards to Lily's house

_____

e. The task nonetheless went well

_____

f. We will sing tomorrow at her house

_____

g. We are learning at school currently

_____

h. We this morning will go to the park

_____

Activity Five. Put the sentences in the correct order, as in the example.

a. we / additionally / snacks /will buy

Additionally, we will buy snacks

b. will visit / we / the library / before

_____

c. we'll go to / then / the cinema

_____

d. I'll / a chance / give you/ however

_____

e. to the bank / want to go / first / I

_____

REMEMBER IT

CONNECTORS

Connector + Subj + Verb + Compl

Example:

First, I want to thank my parents

CONNECTORS

- ✓ First
- ✓ Second
- ✓ Before
- ✓ Later
- ✓ Therefore
- ✓ Also
- ✓ After
- ✓ Finally

IMAGINE AND DESCRIBE A WEEKEND WITH YOUR FRIENDS
What will you do? Where will you go?

1 *First, we will meet at the house of...*

2

3

4

5

6

Essay Writing

Introduction

_____

_____

_____

Topic Sentence

_____

_____

Details:

_____

_____

_____

_____

_____

_____

Topic Sentence

_____

_____

Details:

_____

_____

_____

_____

_____

_____

Topic Sentence

_____

_____

Details:

_____

_____

_____

_____

_____

_____

Conclusion

_____

_____

_____

APPROVED
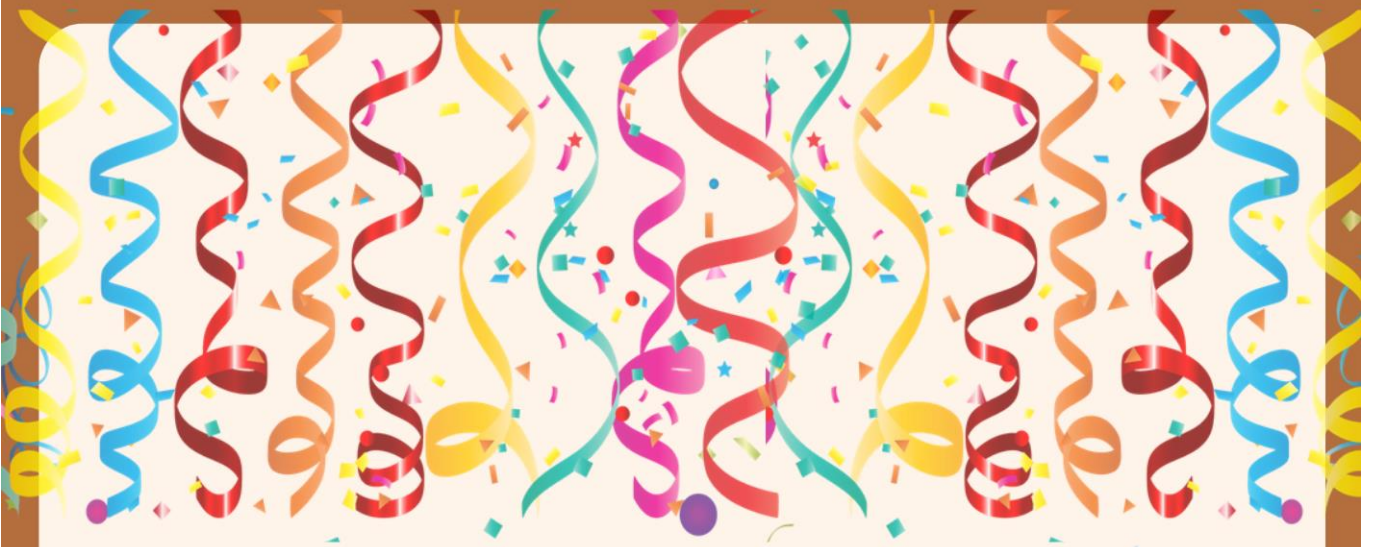
Congratulations!

APPENDIXE III: STATISTICAL REPORT

PRETEST RESULTS

GRUPO EXPERIMENTAL

CÓDIGO	D1	D2	D3	D4	TOTAL
E1	3,5	3	4	3,75	14,25
E2	3	2	4	3,25	12,25
E3	3,5	3	3,5	3,25	13,25
E4	3	2	3,5	2,75	11,25
E5	4	3,5	5	4	16,5
E6	2	2,5	2	2,25	8,75
E7	4	3	4	2,75	13,75
E8	3	2,5	3	3	11,5
E9	2,5	2,5	2	1,75	8,75
E10	1,5	2	2,5	1,5	7,5
E11	4	3,5	5	4,25	16,75
E12	4	3	3,5	3,25	13,75
E13	2	2,5	2,5	1,75	8,75
E14	4	3,5	5	3,75	16,25
E15	3	2,5	3	2,75	11,25
E16	2,5	2	2	1,5	8
E17	3	2,5	3	1,5	10
E18	5	3,5	4	4,25	16,75
E19	2	1,5	2	1,75	7,25
E20	2,5	3	3	3,25	11,75
E21	1,5	2	2	3	8,5
E22	2,5	2	3	2,75	10,25
E23	1,5	2,5	2	1,75	7,75
E24	0,5	2,5	3	3	9
E25	2,5	2	3	1,75	9,25
E26	2,5	3	3,5	3	12
E27	3,5	3	3,5	3,75	13,75
PROM	2,83333	2,61111	3,2037	2,78704	11,4352
DS	0,9907	0,54997	0,9155	0,86523	2,96007
LMAX	3,82403	3,16108	4,1192	3,65227	14,3953
LMIN	1,84264	2,06114	2,28821	1,9218	8,47512

GRUPO CONTROL

CÓDIGO	D1	D2	D3	D4	TOTAL
C1	3	3,5	3,5	3,25	13,25
C2	4	4,5	4	3,5	16
C3	2,5	3	3,5	2,5	11,5
C4	3,5	3,5	2,5	2,75	12,25
C5	2,5	3	2,5	3	11
C6	5	4,5	4	3,75	17,25
C7	2,5	3	3,5	2,75	11,75
C8	2,5	3,5	3,5	3	12,5
C9	4	3	3,5	2,5	13
C10	2	2,5	2	2	8,5
C11	1,5	2	2,5	2,25	8,25
C12	3,5	3	3,5	3,25	13,25
C13	2,5	2	3	2,75	10,25
C14	3,5	3	3,5	3,5	13,5
C15	3	3,5	3	3,5	13
C16	2,5	3	2,5	2,75	10,75
C17	3,5	3	3,5	3,25	13,25
C18	3	3,5	3,5	2,75	12,75
C19	2,5	3	2,5	3	11
C20	2	2	3	2,75	9,75
C21	3	2,5	3,5	3,75	12,75
C22	0,5	1,5	2	2,25	6,25
C23	2,5	3	2,5	2,75	10,75
C24	2	2,5	3	3	10,5
C25	2,5	2,5	3	2,5	10,5
PROM	2,78	2,96	3,08	2,92	11,74
DS	0,88408	0,69166	0,56	0,45673	2,27759
LMAX	3,66408	3,65166	3,64	3,37673	14,0176
LMIN	1,89592	2,26834	2,52	2,46327	9,46241

GRÁFICAS

D1. Capita

	GE	GC
PROM	2,83	2,78
DESV	0,99	0,88
LMÁX	3,82	3,66
LMIN	1,84	1,89

D2. Spelling

	GE	GC
PROM	2,61	2,96
DESV	0,54	0,69
LMÁX	3,16	3,65
LMIN	1,84	2,26

D3. Vocabulary

	GE	GC
PROM	3,2	3,08
DESV	0,91	0,56
LMÁX	4,11	3,64
LMIN	2,28	2,52

D4. Paragraph construction

	GE	GC
PROM	2,78	2,92
DESV	0,86	0,45
LMÁX	3,65	3,37
LMIN	1,92	2,46

TOTAL

	GE	GC
PROM	11,43	11,74
DESV	2,96	2,27
LMÁX	14,39	14,01
LMIN	8,47	9,46

POST-TEST RESULTS

GRUPO EXPERIMENTAL

CÓDIGO	D1	D2	D3	D4	TOTAL
E1	4	3,5	4	4,25	15,75
E2	3,5	3	4,5	3,75	14,75
E3	3,5	3	3,5	3,25	13,25
E4	3,5	3,5	3,5	3,25	13,75
E5	4	4	4,5	4,25	16,75
E6	3	3,5	3	3,75	13,25
E7	4	4	4,5	3,75	16,25
E8	3	2,5	3	3	11,5
E9	3,5	3	3,5	4	14
E10	3	3	3,5	3,75	13,25
E11	4	4	4,5	4	16,5
E12	4	3	3,5	3,25	13,75
E13	3	3,5	3,5	3,25	13,25
E14	4,5	4	4	4,25	16,75
E15	3	3,5	4	3,75	14,25
E16	3,5	4	3,5	4	15
E17	3,5	3,5	3	3,75	13,75
E18	5	4	4	4,25	17,25
E19	2,5	3	3	2,75	11,25
E20	3	3	2,5	3	11,5
E21	2,5	3	3	3,25	11,75
E22	2,5	2	3,5	2,75	10,75
E23	2	3	3	1,75	9,75
E24	3	3	3,5	3,75	13,25
E25	3	3,5	3	3,25	12,75
E26	3,5	4	3,5	2,75	13,75
E27	3	4	3,5	3,5	14
PROM	3,35185	3,37037	3,55556	3,490741	13,76852
DS	0,65	0,51984	0,53287	0,579277	1,911134
LMAX	4,00185	3,89021	4,08843	4,070018	15,67965
LMIN	2,70185	2,85053	3,02269	2,911463	11,85738

GRUPO DE CONTROL

CÓDIGO	D1	D2	D3	D4	TOTAL
C1	3,5	3	3	3,5	13
C2	4,5	4	3,5	3,75	15,75
C3	3	3	3,5	2,5	12
C4	4	3,5	3	3	13,5
C5	3	2,5	3	3,25	11,75
C6	4,5	4,5	4	3,75	16,75
C7	3	2,5	3	3	11,5
C8	3	3,5	3	3,5	13
C9	3,5	3,5	4	2,75	13,75
C10	2	2,5	2,5	2	9
C11	3	2	1,5	2	8,5
C12	3	3,5	3	3,5	13
C13	2,5	3	3	2,5	11
C14	2,5	3	2,5	3	11
C15	3	3,5	3	3,5	13
C16	3	3	2,5	3	11,5
C17	3,5	3	3,5	3,25	13,25
C18	3,5	4	4	3	14,5
C19	2,5	3	2,5	3	11
C20	2,5	3	2,5	3,25	11,25
C21	3	2,5	3,5	3,75	12,75
C22	2	1,5	2,5	2,25	8,25
C23	2,5	3	2,5	3	11
C24	2,5	2,5	3,5	3,25	11,75
C25	3	2,5	3	2,5	11
PROM	3,04	3,02	3,02	3,03	12,11
DS	0,63119	0,64	0,57411	0,5016	1,954584
LMAX	3,67119	3,66	3,59411	3,5316	14,06458
LMIN	2,40881	2,38	2,44589	2,5284	10,15542

GRÁFICAS

D1. Capital

	GE	GC
PROM	3,35	3,04
DESV	0,65	0,63
LMÁX	4	3,67
LMIN	2,7	2,4

D2. Spelling

	GE	GC
PROM	3,37	3,02
DESV	0,51	0,64
LMÁX	3,89	3,66
LMIN	2,85	2,38

D3. Vocabulary

	GE	GC
PROM	3,55	3,02
DESV	0,53	0,57
LMÁX	4,08	3,59
LMIN	3,02	2,44

D4. Paragraph construction

	GE	GC
PROM	3,49	3,03
DESV	0,57	0,5
LMÁX	4,07	3,53
LMIN	2,91	2,52

TOTAL

	GE	GC
PROM	13,76	12,11
DESV	1,9	1,95
LMÁX	15,6	14
LMIN	11,85	10,15

RESULTS BY GENDER: EXPERIMENTAL GROUP

MALE

	B	C	D	E	F
E1					
E2					
E3	3,5	3	3,5	3,25	13,25
E5	4	3,5	5	4	16,5
E8	3	2,5	3	3	11,5
E11	4	3,5	5	4,25	16,75
E13	2	2,5	2,5	1,75	8,75
E14	4	3,5	5	3,75	16,25
E17	3	2,5	3	1,5	10
E20	2,5	3	3	3,25	11,75
E22	2,5	2	3	2,75	10,25
E23	1,5	2,5	2	1,75	7,75
E25	2,5	2	3	1,75	9,25
E26	2,5	3	3,5	3	12
PROM	2,91667	2,791667	3,45833	2,833333	12
DS	0,78617	0,518746	0,96735	0,909059	2,972092
LMAX	3,70283	3,310412	4,42568	3,742393	14,97209
LMIN	2,1305	2,272921	2,49098	1,924274	9,027908

FEMALE

	I	J	K	L	M
E1	3,5	3	4	3,75	14,25
E2	3	2	4	3,25	12,25
E4	3	2	3,5	2,75	11,25
E6	2	2,5	2	2,25	8,75
E7	4	3	4	2,75	13,75
E10	1,5	2	2,5	1,5	7,5
E12	4	3	3,5	3,25	13,75
E15	3	2,5	3	2,75	11,25
E18	5	3,5	4	4,25	16,75
E21	1,5	2	2	3	8,5
E24	0,5	2,5	3	3	9
E27	3,5	3	3,5	3,75	13,75
PROM	2,875	2,583333	3,25	3,02083	11,72917
DS	1,226869	0,493007	0,721688	0,69566	2,726143
LMAX	4,101869	3,07634	3,971688	3,71649	14,45531
LMIN	1,648131	2,090327	2,528312	2,32517	9,003023

D1. Capital Letters and Punctuation

	FEMALE	MALE
PROM	2,91	2,87
DS	0,78	1,22
LMAX	3,7	4,1
LMIN	2,13	1,64

D2. Spelling

	FEMALE	MALE
PROM	2,79	2,58
DS	0,51	0,49
LMAX	3,31	3,07
LMIN	2,27	2,09

D3. Vocabulary

	FEMALE	MALE
PROM	3,45	3,25
DS	0,96	0,72
LMAX	4,42	3,97
LMIN	2,49	2,52

D4. Paragraph construction

	FEMALE	MALE
PROM	2,83	3,02
DS	0,9	0,69
LMAX	3,74	3,71
LMIN	1,92	2,32

TOTAL

	FEMALE	MALE
PROM	12	11,72
DS	2,97	2,72
LMAX	14,97	14,45
LMIN	9,02	9

APPENDIXE IV: FIELD EVIDENCE

PRE-TEST

Writting Skills

- Capital Letters and Punctuation
- Spelling
- Vocabulary
- Paragraph construction

Author: Gissella Campaña

2022

PRE-TEST

Your name: _____

Your age: _____

A. CAPITAL LETTERS & PUNCTUATION

Activity 1. Identify the errors and rewrite the following sentences (Each mistake subtracts 0.5 points).

1. Maria goes to ecuador with carlos.

----

2. My mom buys meat vegetables milk bread onions and sweets.

----

3. Our friends are Jhon peter Anita and joseph.

----

4. I lives in latacunga and i have many friends at school.

----

5. The colors of the ecuadorian flag are yellow blue and red

Rating ___/5

B. SPELLING

Activity 2. Select and write the correct word
(Each mistake subtracts 0.5 points).

1. Moter/Mother   2. Father/Fahter   3. Sister/Sisther

------------   ------------   --------------

4. Theacher/Teacher   5. Nigth/Night

------------------   -------------

Rating ___/2.5

Activity 3. Complete the words in the sentences
(each mistake subtracts 0.5 points).

1. I worked hard today. I'm very t _ _ _ d

2. I have not eaten anything. I am very h _ _g _ y

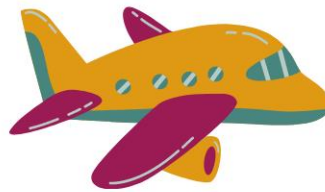3. Tomorrow is my birthday. I'm very h _ p _ y.

4. I have flu and fever. I think I'm s _ _ k.

5. There is no Internet in the house. I'm so b _ r _ d.

Rating ___/2.5

C. VOCABULARY

Activity 4. Look at the images and write the name of each one
(Each mistake subtracts 0,5 points).

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____
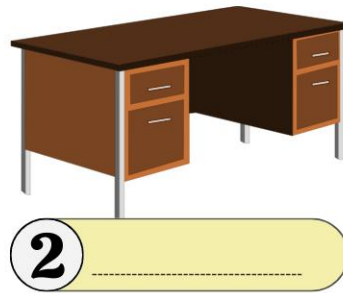
Rating ___/5

D. PARAGRAPH CONSTRUCTION

Activity 5. Look at the pictures and write a short story
(Each mistake subtracts 0,25 points).

1 _____

----

2 _____

----

3 _____

Rating ___/5

POST-TEST

Writting Skills

- Capital Letters and Punctuation
- Spelling
- Vocabulary
- Paragraph construction

Author: Gissella Campaña

2022

POST-TEST

Your name: _____

Your age: _____

A. CAPITAL LETTERS & PUNCTUATION

Activity 1. Identify the errors and rewrite the following sentences (Each mistake subtracts 0.5 points).

1. Sonia and her Husband like guayaquil.

----

2. My friend david will travel to London paris and madrid..

----

3. My favorite Fruits are: apples grapes Melons and oranges..

----

4. If i'm sick, i go to see Dr. fernandez.

----

5. Mario,s farm has Sheep Ducks cows and guinea pigs

Rating ___/5

B. SPELLING

Activity 2. Select and write the correct word
(Each mistake subtracts 0.5 points).

1. Neighbour/Neihgbour   2. Hangry/Angry

_____   _____

3. School/Scohol   4. Kytchen/Kitchen   5. Elephant/Elefant

_____   _____   _____

Rating ___/2.5

Activity 3. Complete the words in the sentences
(each mistake subtracts 0.5 points).

1. Karen is my father's daughter. Therefore, she is my s____r.

2. This library has many b___s

3. Pinocchio is a s___y with many characters..

4. The teacher teaches reading and w_____g.

5. You say nice wo__s; I travel the wo__d..

Rating ___/2.5

C. VOCABULARY

Activity 4. Look at the images and write the name of each one
(Each mistake subtracts 0,5 points).

① _____

② _____

③ _____

④ _____

⑤ _____

⑥ _____

⑦ _____

⑧ _____

⑨ _____

Rating ___/5

D. PARAGRAPH CONSTRUCTION

Activity 5. Look at the pictures and write a short story
(Each mistake subtracts 0,25 points).

1 _____

_____
_____
_____
_____
_____
_____

2 _____

_____
_____
_____
_____
_____
_____

3 _____

_____
_____
_____
_____
_____

Rating ___/5

CHECK CARDS

PRE-TEST OF WRITING SKILLS			
Nº___ Name _____ Age ____		**Experimental Group**	**Control Group**
Dimension	**Activities**	**N. Mistakes**	**Total Score**
A	a1		
B	a2		
	a3		
C	a4		
D	a5		
Global Score			___/30

POST-TEST OF WRITING SKILLS			
Nº___ Name _____ Age ____		**Experimental Group**	**Control Group**
Dimension	**Activities**	**N. Mistakes**	**Total Score**
A	a1		
B	a2		
	a3		
C	a4		
D	a5		
Global Score			___/30

APPENDIXE VI: URKUND REPORT

Document Information

Sources included in the report

Entire Document

INTRODUCTION

Justification

Writing skills increase academic performance and allow access to new forms of communication in today's world. Currently, students must be able to interact through writing skills both in the digital society and in the educative field. In these contexts, written texts are very important because facilitate to send emails, manage web pages or blogs, and even write digital books and more (Fernandez, 2016). Likewise, writing skills allow cultural exchange between students from different countries. For these reasons, EFL schoolchildren must know how to write, understand and apply the explicit and implicit codes of a text in their learning process (Sugandh, 2017).

In this scenario, it is imperative to improve writing skills of EFL learners. According to Harrity (2021), Grammar Direct Instruction proposes a teaching method that could develop syntactic and spelling skills in students. The validity of this method has been supported by several studies carried out in different schools and social contexts. Likewise, through pedagogical research, it has been possible to verify the advantages of applying the direct instruction methodology in EFL teaching programs CITATION Boi18 \l 2058 (Boivin, 2018).

Regarding this topic, Robinson and Feng (2016) conducted an investigation to study the effects of the Grammar Direct Instruction on the EFL writing in schoolchildren. To fulfill this purpose, a grammar training program was prepared for four months. Regarding the methodology, the study involved 18 children between the ages of 8 and 10; In addition, the EFL teachers of these levels were interviewed. Before starting the process, the students were evaluated using the Write Score Test. As a result, the 50% of the participants had significant improvements in their writing skills. For this reason, the study recommends training teachers in the application of DGI methodology.

On the other hand, Reynolds and Kao (2021) conducted a study to establish the validity of the Grammar Direct Instruction in an EFL course. For this purpose, a mixed methodology was applied. The sample, made up for 45 participants, was divided into two categories: experimental group and control group. They participated in a writing workshop; the control group worked without a traditional methodology, while the experimental group adopted a grammar strategy focused on feedback. At the end, a comparative test was applied. The results showed that experimental group demonstrated a better command of grammatical structures, varied vocabulary, fewer spelling mistakes and, in general, a more fluid and understandable writing.

Other important study was conducted by Alghanmi and Shukri (2016) to know teachers' beliefs regarding the importance of grammar in their classes. To do this, the researchers developed a quantitative study, with 30 EFL teachers in Saudi Arabia. As part of the methodology, two techniques were applied: interview and observation. The results show that teachers' beliefs are influenced by factors such as students' expectations or attitudes towards the foreign language. However, during the observations, it was found that EFL teachers with direct grammar methodologies obtained better learning results than teachers with audio-lingual methods.