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Didactic Strategies to Learn Vocabulary and Their Effect on Writing Skills in 5th Graders

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Table of content

Abstract

The actual project proposes an action research conducted in the city of Bogotá, Colombia at the bilingual Gimnasio los Pinos school in a group of 23 students from third grade. After almost two years of observation, it was identified students' writing skill was more difficult for them than the other skills. Considering that, the observation took off two main causes: the first one the lack of vocabulary students had and the second one the feedback that it was done to the previous one. For that reason, the target of this project is to identify what would be the influence of vocabulary strategies in writing skills of 5th graders. To accomplish that aim the research would be used as a data collection participant observation, artifacts and documentary analysis in order to find the effectiveness of the strategies implemented as the main expectation of the project.

Keywords: writing skill, vocabulary, strategies, didactics, effect.

Introduction

The twenty-first century has been characterized as the technological era changing the way that people used to live, learn, and communicate years ago. In that sense, English teaching and learning are essential nowadays. In this regard, Coleman (2010) points out that English is critical for countries' successful participation in many fields; educational, political, economic, and professional.

That is why bilingual schools in Colombia have increased exponentially, aiming to guarantee that students graduate with a satisfactory English level. With that, the student can find better opportunities in the working world. In light of this, Gimnasio los Pinos school, where the main scenario of this research is going to be developed has as a requirement, which is that the students get graduated with C1 level in English; consequently, they have to take international examinations during their transition in the institution. For instance, in fifth grade, the students must take *flyers* international exams, to pass to the other English level.

During my practicum, I became interested in an important international exam called "Flyers" which assesses language proficiency at the A2 level. I noticed that many of my 5th-grade students were consistently making writing errors that did not match the level of proficiency expected by the institution. These errors led me to be interested in this research project. Thus, the target of this project is to describe the effect of the application of didactic strategies to learn vocabulary in the development of English writing skills because through the literary review made by many researchers. It was found that practicing vocabulary and applying different strategies could have an effect of Writing English skill on students.

Therefore, at the end of this paper, it would be seen the description of what happened in the students' English learning writing process before and after the research intervention.

Indeed, the development of this project will be conducted through the action research methodology, utilizing instruments such as non-participant observation, semi-structured questionnaires, and documentary analysis. These elements will provide the necessary data to demonstrate the results. If the evidence is positive, it would be a chance to implement it with other students to address the proposed level.

Justification

The English language has become an important tool to connect with the world in all aspects. English has taken a global language role considering that in more than 100 countries it is taught, and in a large quantity of countries now is used as the official second language. As a result, English nowadays is used as a medium of communication for economics, politics, technology, educational system etc. With this in mind, it has been essential to improve the learning and teaching of the English language in all of the country's educational institutions. This project will focus peculiarly on writing skills. Writing is one of the most important skills because it is a productive skill. When students write, they develop other aspects, such as communication, critical thinking, linguistic competence, etc.

Also, it is relevant to clarify, this project has been searched before, which means that the goal is not far from the educational reality. However, it is relevant to know that along the research on the literacy review; it would not find a research higher than 2018 specially in the local context, due to that fact, in Bogota there were found just three projects

that had similarity with the current didactic strategies to learn vocabulary and their effect on writing skills project. For that reason, one of the contributions that could be given by this monograph is to fill one of the investigation gaps found in Bogota and in the academic field these recent years.

Consequently, the project is designed to see what can influence writing skills if some vocabulary strategies are applied. The previous aspect wants to get to the point that education is dynamic, thus students' learning process as well. Fifteen years ago, teachers and learners did not have the same resources as today. Because of that, researchers like this one, have the task to update and connect new strategies or innovate those which are already stipulated to give an answer to the current educational needs, and to accomplish the proficiency goals presenting international exams as IELTS test.

For Gimnasio los Pinos school (2023) in its education policy having an international program as it is used in their model, demands that evaluation methods would be strict. In that sense, the IELTS exam to certify English level is the international standard that they adopt as a tool to accomplish their Institutional System of Evaluation objectives. Also, this exam helped GLP to measure the students' performance in terms of the skills that they have acquired and how much the students have advanced in their learning process. Therefore, this project that applies different strategies to see an influence in writing skill (one of the evaluated skills) would offer a benefit to the institution, hence if the results are positive will bring a positive impact on students' learning process, teaching development and institutional evaluation system targets.

Problem statement

Writing has been considered one of the most important productive, communicative skills because it develops vocabulary, grammar, and tenses through practice (Richard et al., 2002). However, during the practicum that I completed at Gimnasio los Pinos with third graders for two years, I realized how difficult it was for learners to express themselves in the writing foreign language skill because I oversaw checking their writing tasks. Hence, taking into account (annex 1), I noticed the problem specifically was in their vocabulary proficiency since they could not find the correct words to accomplish their writings task, or even they were constantly asking for lexicon or spelling in simple words such as; good, weekends, say, clean etc. which they have seen repetitively before in the class.

In consequence, vocabulary is essential to execute language. In this sense, Alqahtani (2015) explains that vocabulary is a necessary part of foreign languages because it is considered a critical tool for students learning and teaching. Hence a limited vocabulary in the target language impedes successful communication. Also, as demonstrated in annex 2, there are two writings from different kids, and because of the word *discovery,* they got confused with the present perfect tense. Thus, Nunan (2003) mentions letting the learners' lack of vocabulary in its forms represent grammar and spelling problems.

Subsequently, many researchers have investigated this problem since vocabulary is the core of language proficiency. It provides many bases for how learners speak, listen, read and write (Richard et al., 2002). In that sense, if the learner develops vocabulary competence, he/she can accomplish better results in the other English skills.

Apart from this, it is essential to consider that through my experience in the practicum, I noticed that writing is one of the most complicated skills to evaluate; it is designated as a time-consuming skill to assess because many teachers do not assign the necessary time to do it (Khaki et al.,2021). That being the case why feedback is one of the causes why students have issues with their writing because when teachers want to assess writing, they have to decide how to do it, if it would be direct or indirect feedback and how to give it. And the second one is the negative impact technology use has caused on students' writing skills; when the writing tasks are delivered to do it at home, they are getting used to doing it on the computer, where the auto-corrector rectifies every word automatically. They cannot be aware of the mistake.

Writing skill development has changed from handwriting to digital writing, Choo (2017) explains that nowadays students have more resources and tools in their homes which allow them to not worry about writing mistakes. Due to this new digital writing practice Wray (2017) states that studies have found that when students take notes about reading by hand, they used to remember it more than the ones taken digitally. For that reason, the project focuses on handwriting practices, not digital ones.

Therefore, considering the previous statements, it became a problem since students in fifth grade take Flyers, an important exam to measure their English level to pass high school. Thus, if they have a lack of vocabulary, which affects grammar and how they communicate, passing the exam for them would be more complicated if we consider the exam's demands.

In conclusion, the research project aims to find strategies to improve students' writing skills by addressing two main causes: vocabulary proficiency and feedback on writing tasks. Writing is a crucial skill for language development, but it can be challenging to assess and evaluate. A lack of vocabulary can impede successful communication and affect grammar usage, which can be particularly problematic for students taking important English exams. Along with this project, vocabulary competence and other strategies will be considered instruments for students' writing skills.

Research question

What is the effect of using didactic strategies to learn vocabulary in 5th graders in a private school in Bogota?

Objectives

General objective

To describe the effect of the application of didactic strategies to learn vocabulary in the development of English writing skills.

Specific objectives

- To identify the influence of learning the lexicon in developing English writing skills.

- To apply different didactic strategies to help learn vocabulary.

- To analyze the effect of the strategies on English development writing skills.

State of the art

Thirteen articles connected with the three constructs presented in this project, such as vocabulary, didactic strategies, and writing skills were found. First, it was foreseen to find fifteen articles, five per each international, national, and local category. However, searching on different scientific resources as academic journals, and publishing houses using google scholar. It was found that in the local aspect just 3 research articles related to this project were investigated. Consequently, in the below chart it will be found first a deductive organization beginning with the international field and ending with the local aspect and second recent projects that are not more than ten years old. the amount of time was chosen to give this monograph a more accurate look.

Title	Year	Institution	Author	Ambit
Teaching academic ESL writing: Practical techniques in vocabulary and grammar	2003	Routledge	Hinkel, E.	International
The correlation between students' writing ability and their vocabulary mastery	2014	Exposure: jurnal Pendidikan Bahasa Inggris	Mahmudah, D.	International
Self and Peer Correction to Improve College Students' Writing Skills	2018	Profile Issues in Teachers`	Ramírez Balderas, I., &	International

		Professional Development	Guillén Cuamatzi, P. M.	
Teaching academic vocabulary in graduate ESL writing courses: A review of literature and pedagogical suggestions	2015	MEXTESOL Journal	Ma, R.	International
The effect of vocabulary towards writing skill with reading skill as a moderating effect.	2021	JOALL (Journal of Applied Linguistics and Literature)	Ratnaningsih, P. W., & Clara, C.	International
The Impact of Oral and Written Feedback on EFL Writers With the Use of Screencasts	2016	Profile Issues in Teachers` Professional Development	Alvira, R.	National
Peer editing: a strategic source in EFL students' writing process	2010	Colombian Applied Linguistics Journal	Galvis, N. M. D.	National

Las prácticas metodológicas del programa del Bachillerato Internacional y la incidencia en el proceso de enseñanza – aprendizaje	2022	Dominio De Las Ciencias	Caicedo, M., & Salmon, L.	National
Implementing fairy tales as a tool to enhance creative writing in seventh graders at escuela Normal Superior in Pamplona, Colombia: an action research	2018	Universidad De Pamplona – Facultad De Educación	Suarez Carvajal, J.	National
The Use of Plotagon to Enhance the English Writing Skill in Secondary School Students	2019	Profile: Issues In Teachers' Professional Development	Guzmán Gámez, D., & Moreno Cuellar, J.	National
Implementing the learners diary as a tool to increase the vocabulary and to ameliorate the writing skill at José Horacio Betancourt high school in 6th and 7th grade in Medellín	2018	Universidad De Pamplona – Facultad De Educación	Castro Figueroa, L.	Local

Colombia: an action research				
Instructional strategies to enhance writing skills through autobiographies since an inclusive classroom	2016	Universidad Pedagógica Nacional	Álvarez García, N.	Local
Enhancing vocabulary acquisition in English through memory games for communicative purposes	2017	Universidad Pedagógica Nacional	Garcia Muñoz, A.	Local

*Table1. Studies and articles concerning issues of the State of Ar**t***

The purpose of this literature review is to provide an overview of the research that has been conducted related to Didactic strategies to learn vocabulary and their effect on writing skills in 5th graders. A bibliographic review was carried out to achieve this objective using various reliable databases, such as Dialnet and Redalyc, and other resources found through the Google Scholar web portal. The search focused on articles, monographs, and books relevant to the project. The search yielded more than ten articles. To filter the information, some elements were considered, such as international, national, and local investigations. It was found that although important literature was available on the international level, the literature on the national and local levels was relatively scarce.

To begin with this literature review, internationally, in Mexico, there was a study of teaching academic vocabulary to develop writing skills. In this study, Ma (2015) pointed out that vocabulary is often not considered an important factor because it is disregarded. From there, through the research, it was possible to know students' lack of vocabulary affected their way of communicating in a writing way. For that reason, this author searched for some vocabulary theories. Among the different theories, two could have a significant impact on this research: the dual-coding theory stated by Paivio (1971), and the levels processing theory stated by Boers & Lindstromberg (2008). The first one is oriented to verbal information with mental images, and the second one refers to long-term memory and processing of vocabulary words.

It has been evident that it is easier for learners to link a word with a picture because they can retain it better for a long time. Similarly, another study in Indonesia made by Ratnaningsih & Clara (2021) proved that affirmation since they proposed three elements as strategies: realia (real objects), mimics, and images. However, they had as an objective to see the effect of vocabulary on writing skills but taking into account as a mediator reading. Therefore, they considered a relevant element recommended by Brown (2007, cited in Ratnaningsih & Clara, 2021). He said before reading and writing, one must analyze the vocabulary. Afterward, go on prewriting, drafting, and revising. And for this project, these last principles are essential because they can be supporting factors to the aim of this research.

Moreover, another international study in Indonesia by Mahmudah (2014) saw the significance of vocabulary in writing ability. Though, that research added to the field the crucial point of active and passive vocabulary and how the learner can mix it to obtain mastery in writing skills. In that author's research, 28 students had firstly to watch a film that

caught their attention in which they received the passive vocabulary. In the second part of the project, they had to rewrite the story keeping in mind the previous vocabulary, but now took it as a productive way. The results were favorable because the students better mastered writing skills using vocabulary. That project used mixing active and passive vocabulary strategies for writing ability, and for my project, this study works to have a real effect on my students' skills considering that procedure.

As this project had stated before, one of the causes that writing does not become proficient is the lack of vocabulary and the dismantling given to its feedback. Hinkel (2003), in her book, remarked her same concern with this project and hers, associated with the type of feedback it is given, commenting that writing skills cannot be developed correctly without correct feedback. Another important point that she mentioned is the relationship between vocabulary and grammar, since whole phrases and patterned expressions as chunks (groups of words) directly connected reading and writing skills. The previous explanation supported the evidence that was presented earlier in the problem statement, which confirms the importance of having good vocabulary and grammar skills when it comes to writing.

Following the idea of weight feedback in this research, in Mexico, there was found research in which the authors Ramirez & Guillen (2018) described the process of writing skills developed in a group of students using the strategy of peer feedback. This study did not talk about vocabulary but talked about the awareness students get when they correct others' writing errors. Thus, this research has a clear connection of what it wanted to be applied to solve feedback writing lexical problems.

To sum up, internationally, it was found research supports my investigation through different elements like; Dual-coding and levels processing theory is effective in teaching

academic vocabulary. Realia, mimic, and images have been suggested as effective strategies for vocabulary acquisition in writing. Active and passive vocabulary mixing can be used to enhance writing ability, and peer feedback that plays a crucial role in writing skill development.

Following the literature review nationally, some researchers awarded the vocabulary impact on writing students' skills. The study of Galvis (2010) focused on peer editing as a tool to promote collaborative assessment in writing. This objective was conducted because teachers in that public school were overtaxed. So, applying peer editing in writing makes students aware of helping each other. This author supports the purpose along the Zone of Proximal Development established by Vygotsky, where other students help those with more difficulties with the skill in order he/she accomplish their goal. Additionally, peer-editing positively affected socio-affective skills because of group work. Regarding this research, the aims accomplished in the previous one present an advantage for the present project is not just an academic but also a social field.

In addition, Alvira's research in Chia, Colombia (2016) considered the impact of oral and written feedback on EFL writers. Although there was no mention of vocabulary competence, this author referred to the relevance in Colombia in writing skill performance and how this skill is necessary for students to pass international exams that are mandatory in Bilingual schools such as the one of this current project. Beyond that, this author claimed that if there is no efficient guidance in writing, the students' possibility of passing those exams with a good score is reduced. Consequently, in this project, it is considered that taking an international exam is a factor that helps or hinders students' performance.

In that manner, in Pamplona, Colombia, there was research similar to the current one, and as the pertinent of my study involves more than just an academic part, it also includes the use of different strategies to reach the main goal of seeing the impact of vocabulary in writing skill. Indeed, the research done by Suarez Carvajal (2017) showed us writing genres, particularly fairy tales in creative writing; this author asserted that creative writing is a method used to help students to understand what they are writing, fairy tales are a magical setting where they can explore new vocabulary. The outcome of this research was that by using creative writing tools, they could enhance their vocabulary and feel more confident with their writing skill. Suarez Carvajal' project is useful for my research because it proves students could feel more motivated by the language if they use different attractive resources as their own creative stories.

Creative writing implies other types of writing. In Medellin, Colombia, Castro (2018) presented a study where the main writing resource was a diary. Nonetheless, this one was connected with project Based learning, which made students work on something that could increase their motivation, enhance an academic topic, and reflect on their knowledge. This previous conception of the study is useful for my project since it gives students not just an academic goal; they become the center of the learning process.

As the students' learning has to be the main focus of a research project in Amazonas, a project made by Guzman & Moreno (2019) provided a methodology where students manage Collaborative learning. In this one, 18 students work with their classmates to use Plotagon. Plotagon is a technological tool that can teach grammar and vocabulary in context, creating stories by writing (Guzman & Moreno 2019), also in Bogotá Camacho-Vásquez & Ovalle (2019) mention that video games are useful as a strategy to motivate and trigger

students to increase their vocabulary. Even though this current project does not use technological tools, it is significant and helpful, due to the use of games and Collaborative Writing Method can be used to enhance production of writing to improve grammar and promote students to learn together about their corrections.

To conclude, the national literature review highlights the significance of vocabulary's impact on students' writing skills. The studies reviewed emphasize the importance of peer editing, oral and written feedback, creative writing, project-based learning, and collaborative learning methods as effective strategies to enhance students' writing skills. These strategies promote academic performance and improve socio-affective skills, motivation, and confidence in language learning. The findings of these studies can be implemented in the current project, which aims to assess the impact of vocabulary on students' writing skills.

On the other hand, the literary review in Bogota that was carried out as the local aspect respectively was more complex to find than the national and international ones. However, there were some projects that considered vocabulary and writing skills. Among them, the one made by the Andes University by Villamizar (2019) pointed out that learning vocabulary is suitable to see an effect on other skills, such as speaking. This project centered on pronunciation using some aspects of the Audio-lingual method. The aim of the study was satisfactory because students could enhance their communication skills by applying different repetitive strategies; apart from that, the author could make them participate more in class. Despite this project not integrating the same elements as the present one here, it is useful to see that students who feel more confident with the language tend to participate actively in class.

Another study by Garcia (2017) from Pedagogic University showed that vocabulary learning was boosted with memory games as strategies. This research showed students committed to the games; thus, they had to memorize the words taught to make good use of board games and flashcards, among others. Even though Garcia's (2017) research was not directly related to the objectives of this project, it supports the idea that vocabulary instruction needs to incorporate diverse strategies in order to be effective, as this is a relevant issue in my own research.

A further instance of this local review is the investigation made by Alvarez (2016) and Osorio et al. (2020), stating the importance of writing skills with hand-write strategies. Indeed, it has been the only project that was found in the entire review that used handwriting as a tactic to impact the writing process. In that matter, activities made by hand considered vocabulary as the representation of motor skill memory increase (Planton et al., 2013, cited in Alvarez, 2016). With that fact, it was possible to conclude that this ongoing research addresses a strategy useful as handwriting, but its usefulness is not contemplated.

Based on previous research projects, it has been concluded that teaching vocabulary impacts writing skills. International and national reviews support this conclusion. However, in the local review, finding studies that directly addressed the relationship between vocabulary instruction and writing skills was impossible. The studies available in the city of Bogota often separate the constructs of writing, vocabulary, and strategies, or only a few articles are available on the topic.

This monograph contributes to the local panorama by addressing a topic that has been well-researched internationally but has not yet received much attention locally. The lack of local studies on this topic highlights the need for further investigation in Bogota. By

exploring the impact of vocabulary instruction on writing skills in the context of Bogota, this study aims to fill a gap in the local literature and provide valuable insights for educators and researchers in the field.

Theoretical framework

To meet the goals outlined for this research, it is crucial to present the constructs that are going to divide this theoretical review. In that sense, the first one is related to writing, the second one presents didactic strategies, and the last one talks about vocabulary, all relevant to the study's context.

Writing

The background of this construct began with the beginnings of different learning methods. Writing is one of the four language skills, and Widiati & Cahyono (2016) believe it is the most complex compared to the three other skills. Widiati & Cahyono (2016) explain that writing for English Language Teaching started to be relevant when the grammar-translation method was introduced. This method was useful because writing was an assistant tool since students read the texts and translated them by writings. After that, Widiati & Cahyono (2016) mention that also the writing was useful to the audiolingual method. Writing skill was used to improve grammatical forms by hearing different speeches. However, Coe (1998, as cited in Widiati & Cahyono, 2016) explains that after these methods, the view of this skill began to change because it became a Language Communicative Skill and it became a linguistic skill because of its potential.

Owing to what was explained before, writing skills conceived its definition according to Widiati & Cahyono (2016) as a product support skill in language learning because it helps to reinforce mostly grammar, and then vocabulary, and reading abilities. Nonetheless, Nunan (2003) says that writing is not just a skill that can help mostly grammar; he says writing is a mental work to invent, express and organize ideas so that they can be clear to the reader. Take into account that writing can be a relevant tool to develop important factors of the language, such as vocabulary, and help the progress of the mental process through the exercise itself.

Continuing writing becomes a big element in learning English as a foreign language. In that sense, there are different types of writing; among them, there is creative writing. Shorofat (2007, as cited by Ibnian, 2010) mentions that creative writing includes several genres, such as short stories, poems, plays, novels, essays, and descriptions. Short writing stories is one resource that engages students in their learning process. Lazar (1993, as cited by Thapaliya, 2013) explains that these stories develop communicative competence to aim writing skills. If the learners can express themselves in a free way, they can get interested by looking for more words to learn, and since the words are going to be meaningful for them because of their story, they will learn faster.

To conclude this construct and consider the literacy review, writing is an important language skill that has evolved. Also, it can support language learning by reinforcing important elements that allow proficient communication, but it is also a mental process that involves inventing, expressing, and organizing ideas. There are different types of writing, including creative writing. Short writing stories, in particular, can be a useful resource for learners to express themselves freely, learn new words, and improve their language

proficiency. Writing is a multifaceted skill that can be used for various purposes in language learning and beyond.

Didactic strategies

Among those purposes, writing becomes a didactic tool to learn and teach a foreign language. However, it is important to understand this field more. In the first place, didactics had their origins in the Magna Didactic book of Juan Amos Comenio, which played a fundamental role in the configuration of pedagogical thought; according to Ariza (1998) the origin of didactics should be placed in the fifties associated with institutional development and research and experimentation of educational sciences and in search of growth in technological and scientific areas. Likewise, this discipline was born to transform those traditionalist curricula following the due updates emerging at the time. In the same way, some authors such as, (Moore & Sutman, 1970; Klopfer, 1971 and Bloom, 1972 as cited in Ariza, 1998) suggest that the shift towards a didactic educational approach aimed to improve students' procedural and attitudinal skills. This was done in order to enhance the overall educational experience for students.

Focusing on better education, the concepts that explain didactic terms began to appear. Didactics can be defined as a practically emerging discipline that integrates a set of disciplines that are interested in educational problems; characterized by having as an object of study the teaching and learning systems giving them a practical role based-on different alternative methodologies to achieve the acquisition of knowledge (Ariza, 1998). Taking another definition, Huamán Guerra (2019) says didactics is a discipline that studies the various ways of teaching and the resources used by the teacher in the classroom. According

to Vargas et al., (2015) didactics orients the communication among the students, the content and the teacher, which facilitate the students' meaningful learning. Thus, in this study, didactics emerge as a tool for teachers and students to find the best alternative to improve language acquisition or even to boost a skill such as writing through vocabulary.

As it was mentioned before, writing involves the use of different strategies to develop the process of learning and teaching. Then two strategies will be mentioned in this project: the first one is handwriting. According to Madwell &Wray (2017), handwriting has been neglected because of the immersion of new technologies. Nonetheless, the physical movements involved in writing by hand are part of the thinking process of writing and help to fix ideas in the learner's memory. Madwell &Wray (2017) means learners can internalize and remember the content better when they write by hand. The other strategy is feedback, particularly peer feedback. This is one of the best strategies that a teacher can use to evaluate their students' writing tasks. Sackstein (2017) raises that student-to-student feedback is often received better than a teacher to student feedback. The possibility that students could check the work of others makes them aware of their learning process. Besides, when they provide feedback to their classmates, they teach them new writing strategies and, in this case, remember how to write the words properly.

To finish this construct, didactics is a discipline that studies the various ways of teaching and the resources used by the teacher in the classroom to achieve meaningful student learning. Writing is one of the didactic tools used to teach and learn a foreign language, and it involves using different strategies such as handwriting and feedback. Handwriting helps students internalize and remember the content better, while peer feedback allows students to check their work and teach their classmates new writing strategies. By using these strategies,

teachers can improve language acquisition and boost skills such as writing through vocabulary.

Vocabulary

What does this refer to? Vocabulary refers to the lexical competence that must have the learner communicate in a foreign language Ramos (1999). The treatment of vocabulary used to be reduced to occasional exercises with little practice and little or no contextualization about the grammar of the word, which affected not only students' learning but also their sociolinguistic competence. Ramos (1999) explains that the less lexical the student has, the more difficult it will be for him/her to interact with society since he/she does not have the tools to express him/herself. This problem affects not only the student's skills.

Therefore, figuring out the lexical approach took place in the learners' educational process. Lewis (1993 as cited in Guanoluisa & Guanoquiza, 2016), Gómez et al (2023), and Osorio et al. (2020), arises as an evolution of didactic approaches where word combinations are suggested to teach since not only has an impact in the language's vocabulary but also its indirect forms and its grammatical rules. If the student learns vocabulary conformation the learner would know that the word could change in different tenses. In consequence, Sanhueza et al. (2018) reaffirm that linguistic competence is linked to learning also covering in a deeper meaning adding a phonological and orthographic view, due to the fact that spelling influences the writing and oral communication. Indeed, for the current research, Lewis' statement maintains the goal of the project where vocabulary is not only seen as an approach that helps to evolve the educational process but also as a communicative process.

Researchers said that it must be considered as well. When lexical competence is developed to know how this can be acquired easily, they distinguish between passive (receptive) and active (productive) knowledge. Nation (2001, as cited in Sanhueza et al., 2018) states that passive knowledge is related to reading and listening skills, while active knowledge is regarding speaking and writing skills. Hence, it is important to know that in the opinion of Laufer (1998 as cited in Sanhueza et al., 2018), some links make certain types of knowledge more active, in the case of reading and listening, if the word is just memorized can be used with the passive knowledge, because the learner can read without understanding the complete sense of the word, whereas, that word cannot be considered as product knowledge. Thus, there is no understanding of the lexis, and that will make it difficult for him/her to develop both his writing and oral production skills.

In summary, the lexical approach in language learning emphasizes teaching word combinations and developing passive and active lexical competence. Passive knowledge is related to reading and listening skills, while active knowledge is related to speaking and writing skills. It is important to understand the lexis of words to develop product knowledge; what it was saying could explain why some learners could know the words but maintain them as passive knowledge. For that reason, it has become important to increase productive English skills in writing, which is necessary for effective oral and written communication.

Methodology

The study below contains two research components: the qualitative method and the action research approach. The methodological development of this work proposes a qualitative type of research since this paradigm made it possible to visualize and identify different subjective elements that could be happening in a specific environment. In this case, the observation done with 5th graders at Gimnasio los Pinos along the different classes that were developed and observed for two years showed that 5th graders have constant problems related to lexical competence in writing exercises compared with speaking, listening, and reading. In this way, across the observation, the pre-service teacher could notice that the problem lay in how the tutor teacher gives the feedback and the student's lack of vocabulary. Thus, Chavarría (2006) states that the qualitative paradigm responds to issues of educational-pedagogical interest where it allows research based on the reconstruction, structuring, and articulation of some topics related to teaching and learning in the classroom. Therefore, it is essential to use this type of paradigm for the development of the research.
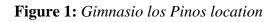
 Context

According to the website of Gimnasio los Pinos (2023), it is a school founded in 1967. This school is in the north of Bogota capital of Colombia. It is a sector known because most of the bilingual and recognized schools are found there. (See figure 1) The schools that surrounding this institution have population that belong to socioeconomic strata 4, 5 and 6. That is why, the infrastructure of the school can be characterized by innovate technology in its labs, large space for the development of students' sport and artistic skills and a qualified international educational method. (See figure 2)

This educational method of the school is based on International Baccalaureate [IB], Gimnasio los Pinos [GLP] is one of the 52 institutions that has this program in Colombia. This program is divided into three sub-programs; the PEP elementary school program, the PAI middle years program, and the PD diploma program for secondary students.

The IB program seeks to transform the student through learning experiences and one of its main characteristics is its emphasis on interdisciplinary teaching and learning. As consequence students are exposed to challenges in each experience, so that they understand the complex and globalized world. As GLP looks for and international education certified, this school offers the international certification of IELTS and Cambridge for the students as a requirement to be in the institution. The target level that students achieve when they are in eleven grade is C1 in English, and for that since they are in primary, they must be presenting international filter exams.

At Gimnasio Los Pinos they understand that each child is different. That is why they work on multiple intelligences that allow each student to explore their likes and passions from their particular intelligence to find their talent. They have a talent development program, managing an hourly intensity above the traditional educational curriculum, emphasizing sports, arts, humanities, and applied sciences. It is also committed to satisfying the needs and expectations of the entire academic community and continuously improving the Quality Management System by establishing an I.E.P. according to current and future needs, with a better performance of its institutional processes and a qualified teaching staff.

Its mission is based on educating and training people who can transform society through meaningful experiences that build the student's being, their knowledge, and proactivity in the new generations to promote the well-being of the world. On the other hand, there is the vision where the Gimnasio Los Pinos seeks to be a benchmark of educational excellence, with an international curricular focus for 2026.

Therefore, according to GLP (2020), the school has different pedagogical models, the first one is based on the multiple intelligences in which the school tries to explore the students' likes and passions from their particular intelligence to the development of their talent as it was mentioned before. GLP also implements constructivism in the classroom, due to the belief that the learning is a construction of each person from their physical and social environment interaction.

Besides, GLP seeks for creating learning in application contexts and not as theoretical ideas. Thus, it uses a methodology based on synthesis projects that students should do to improve their proficiency in the target language. Therefore, it is important to point out that the fourth-grade teacher is a content teacher who follows the whole process of her students during the year.

Figure 1: *Gimnasio los Pinos location*

Gimnasio los Pinos Location

Source: google maps

Figure 2: *Facilities*

Facilities

Source: own

As it has seen before, English has become an essential international element to relate to the current world in different fields, and technology has helped it grow in all aspects even in the educational one. Nonetheless, one aspect that has impacted students' life in learning a new language is devices' use as resources, for example, the digital writing. That transition in this generation has affected the opportunities that handwriting can give to improve writing skill. With that in mind, the international, national, and local aspects it becomes fundamental that writing feedback from teacher to students will be more effective, since students already have devices that can help them correct everything without their awareness. It is notable when they have to do handwriting exercises, because they began to do a lot of spelling or grammar mistakes. Even they require more vocabulary to express themselves because of the constant repetitions of the words.

Therefore, in a local aspect this writing proficiency problem has been seen at Gimnasio los Pinos school as long as writing feedback has not been done properly by teachers. Consequently, in this project the proposal is applied to different handwriting, vocabulary and feedback strategies and describe if the results were positive.

Research method

The approach that will be used is action research, Burns (2009) describes this method as one that works towards practical outcomes and creates new forms of understanding. Some characteristics describe this method and articulate the effect that it would like to be reflected in writing skills through the implementation of vocabulary strategies, such as handwriting and peer-feedback. In that sense, this approach emphasizes bringing positive changes and improvement in the participants' problem, generating theoretical and practical knowledge about the situation. Also, this research approach is important because it allows the researcher

to take action on their purpose. As a result, this method will allow us to know what the real effect of these strategies' implementation in writing skills in 5th graders is.

Instruments and techniques

The following instruments and techniques below correspond to the relationship between the methodology and the research that is developing. These instruments will enable them to have corresponding analysis about the results expected by the application of the proposal research strategies.

Participant observation

To have a complete understanding of the implementation of some vocabulary strategies in the students at Gimnasio los Pinos, it is important to observe the changes that can be seen through the project in the classroom, for that reason having a participant observation as the annex 3 as explained by Bisquerra (2004) allows to observe a holistic reality in the classroom and how the ideas that are taken of the situations can be used to the researcher, for that reason the annex 3 has two boxes one for the literary observation and the other one for the reflections during the same process . Furthermore, a communication relationship can be established that allows students to feel more secure and confident about the vocabulary teaching effect process that is being carried out using this instrument.

Based on Bisquerra (2004) participant observation has a relevant way to register the information, in this case the most common technique is field notes, this notes are going to have recorded the experience and the relevant information that is going to be taken out of the group while it is developed a natural situation class, and in the same way is going to allow that the researcher do descriptive notes and inferences about the result of the project.

Artifacts

Artifacts as Gannon et al (2021) explain is an element that helps to develop writing skill. Gannon's research states artifacts as an instrument focused on short stories. Seeing that, narrative approaches such as short stories are considered concrete object materials that promote pedagogical practice. Moreover, Borko (2007 as cited in Gannon et al., 2021) remarks artifact is useful to project where the intention is to see a continuous process of students' writing, that is why the annex 4 is designed as creative and engaging style that can be used with different tasks for students, also this artifact idea is useful since can allow the collection across the research of the different delivered papers before, during and after the intervention of the researcher. To this project this instrument facilitates the aim to see the effect in writing by implementing vocabulary strategies, artifact becomes an essential element and the important element by which this research will be measured.

Documentary analysis

The documentary analysis can help to complement, contrastrate and validate the information obtained with the remaining strategies thus in this project the annex 5 displays a comparative chart that will demonstrate the task delivered by the student before and after the intervention. From there, see what the real result of the application in students' writing skill is. According to Bisquerra (2004), a good way to achieve the goal of improving vocabulary is to have students complete a writing task where they can use and practice the vocabulary strategies they have learned. Therefore, the researcher will analyze through this analysis instrument the writing to see if the strategies were effective in helping the students learn and use the new vocabulary implemented.

Particularly, as Bisquerra (2004) said two types of documents can be analyzed; the public and the official documents, in this research, are going to be used; the public ones, due to, are hand work made by the students. Using this kind of instrument has the credibility of the information as an advantage. However, there are some disadvantages, such as the depth reading of the content of the selected documents. It is relevant to the reaffirmation of the research problem to extract elements of analysis.

Chronogram

The following table shows how the vocabulary strategies will be implemented under the expected impact on the students' writing skill.

Table 1: the chart below presents a chronological plan of strategies application at GLP in 5th grade, divided into third phases which are going to be developed in 8 months guided by different aims for each one phase.

| Phase | Indicator | Date | | | | | | | | Content from the book | Objective teaching/ learning |
		February	March	April	May	August	September	October	November		
FIRST PHASE	Vocabulary input through strategies based on mixed of passive and active vocabulary using visual tactics.	X	X	X						Topics about Me Who am I? What have I done in my life? What do I wish for?	To understand the meaning of the words with games related to pictures and writing.
SECOND PHASE	Vocabulary in use, first draft, implementation of creative writing as strategy.				X	X				Topics about the Natural World	To implement the vocabulary learnt in the creating process of a fiction story made by hand.
THIRD PHASE	Peer revision as strategy and deliver of the last version.						X	X	X	Topics about Society and Humankind	To provide peer-feedback along a whole understanding of the writing errors.

The intention of the schedule below is that through a pedagogical proposal the first phase could be based on passive and active vocabulary learning through images and different elements with those, the student could gain the linguistic knowledge needed to develop the writing task asked by the teacher. In the second phase, as the student would already have the required vocabulary, he/she will lead it to creating short stories by his/her own handwriting

resource. The last phase would consist of the last revision, which the students will develop and apply a peer-feedback approach to generate a collaborative learning environment.

Once held for the previous pedagogical purpose, the writings that were made by the students are going to be collected, analyzed and compared with the ones that they realized to expound the problem statement at the beginning of the research. The previous process will be developed with the intention of discovering whether the implementation of these pedagogical strategies influenced in any way the writing of 5th graders at GLP.

Ethical considerations

Based on the regulations that revolve around education and the strengthening of the communicative skills of English as a foreign language in Colombia. Based on the regulations that revolve around education and the strengthening of the communicative skills of English as a foreign language in Colombia, the national government from the Ministry of National Education has developed and promoted the National Bilingualism Program (2004-2019) which establishes that Colombia needs to develop the ability of its citizens to make use of at least one foreign language. This project is carried out in order to respond to the economic, technological and political globalization that the world is currently facing.

Additionally, these policies are supported and based on Law 1098 of 2006, which in its principle number one states that: "the child must enjoy all his rights, among them the right to receive free and compulsory education", in Article 67 of the Political Constitution of Colombia which determines that: "Education is a right of the person and a public service that has a social function" and finally, Gutiérrez, M. R., & Moreno Aguilar, M. (2015) remark Law 115 of 1994 in its objectives for Basic and High School education, which demands that

the acquisition of writing, speaking, listening and reading must be strengthened in educational classrooms to effectively develop a foreign language.

In that sense, prior to conducting this study, ethical approval has to be obtained (annex 6). Participants will be informed of the purpose and nature of the study and written informed consent will be obtained from all participants' parents because they are underage prior to their participation. Participants will be informed that their participation is voluntary and they have the right to withdraw from the study at any time without consequences.

Participants are not going to be asked to disclose any personal information that may cause them harm, and they would not be subjected to any physical or emotional harm during the study. The researcher also will debrief participants after the study to ensure they were comfortable with their participation.

In summary, this study was conducted in an ethical manner and all necessary steps were taken to protect the privacy and autonomy of the participants.

Preliminary conclusions

The experience at Gimnasio los Pinos as a pre-service teacher for three years allowed me to discover and develop pedagogical, personal and professional skills that transform the view that I had about the educational field. Being a teacher nowadays is not easy since the exercise of education is not closed just to contents due to the fact teaching and learning has become a dynamic process, where the teacher has the task of looking for new methods, discovering new strategies, and trying to identify how every student learns. For that reason, education is a complement of many factors that affect students and teachers.

Among those factors, during my project development I found limitations such as some disruptions in class because in the educational process it is inevitable to have those kinds of students who do not want to work, or they tried to create disorder in class. However, I was always supported by the teachers and institution with the advice and teaching lessons. In that sense, I learned from my experience that disruptions can be caused by demotivational issues in class. For that reason, I took those experiences and tried to implement them in this project through techniques that could be engaging and motivating for students.

To conclude, the results expected for this research project are focused on first; identify the influence of learning the lexicon in developing English writing skills, second; apply different creative strategies to help students learn vocabulary and finally analyze the effect of those strategies in the development of writing skill. The most desired goal is that the effectiveness of this project intervention will be positive, in order that it could have benefits for the GLP community and the educational field in Colombia.

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Annexes

Annex 1: *sample writing log book exercise*

My first draft writing log book

Source: Students' book

Annex 2: *Sample first diagnosis writing exercise*

Source: Students' work

Annex 3: *Observation format*

**FUNDACIÓN UNIVERSITARIA JUAN N CORPAS-
ESCUELA DE EDUCACIÓN Y CIENCIAS
SOCIALES- ESEC**

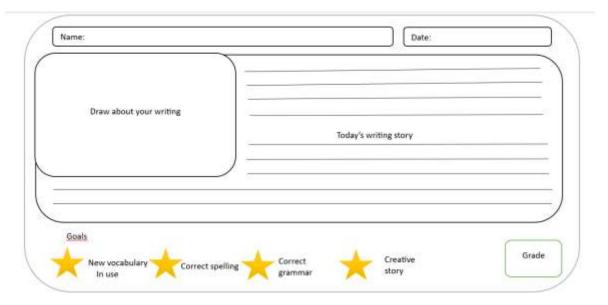Licenciatura en Lenguas Extranjeras (Inglés-Potugués)

Prácticas Pedagógicas

Proceso año 202_-1
Formato N° _ Diario
campo

COORDINACIÓN DE PRÁCTICA PEDAGÓGICA Y DIDÁCTICA

Observación	Reflexión

Source: School of Education and Social Sciences Fundación Universitaria Juan N. Corpas

Annex 4: *creative writing artifact*

Source: own

Annex 5: *Comparison writing chart*

Data analysis (writing comparison)	
Name of the institution:	
Name of the institution:	Grade:
Before the application	After the application
Date:	Date:
Vocabulary that was reflected:	
Additional remarks by the applicator:	

Source: own

Annex 6: *Informed consent*

Investigador Paola Cristancho Gonzalez

Escuela de Educación y Ciencias Sociales

Fundación Universitaria Juan N. Corpas

[*Ciudad*], [*Día*], [*Mes*], [*Año*]

Nombre de la prueba o del procedimiento:

Yo, [*Nombre de la persona que autoriza la participación en la prueba o procedimiento*]

Con documento de identificación CC (   ) NUIP (   ) CE (   ) #

Actuando como (*seleccionar una de las dos opciones siguientes*):

(   ) Usuario autónomo, de manera libre y voluntaria, en ejercicio pleno de mis facultades.

(   ) Acompañante o responsable de [*Nombre de la persona o menor de edad que participará en la prueba o procedimiento pero que no es autónoma para autorizar su propia participación*] con documento de identificación RC (   ) TI (   ) CC (   ) NUIP (   ) CE (   ) # , según las facultades que me confiere la ley colombiana (Decreto 1546/98, artículo 9) o por delegación del usuario directamente.

<div align="center">Hago constar que</div>

Una vez informado sobre los propósitos, objetivos, pruebas/procedimientos que se llevarán a cabo durante la investigación denominada *"*Didactic *strategies to learn vocabulary and their effect on writing skills in 5th graders.* y los posibles riesgos que se puedan generar de la prueba o procedimiento, autorizo mi participación o la de la persona bajo mi responsabilidad, en la misma, así como el uso de los datos obtenidos con fines estrictamente académicos e investigativos.

Declaro, adicionalmente, que se me ha informado que:

1. Mi participación en esta investigación es completamente libre y voluntaria y puedo retirarme de ella en cualquier momento.

2. No recibiré beneficio personal de ninguna clase por la participación en este proyecto/producto, ni retribución económica alguna. Sin embargo, se espera que los resultados obtenidos permitan incidir positivamente en los procesos de mejoramiento de personas con condiciones similares a las mías, o a las de la persona bajo mi responsabilidad.

3. Toda la información obtenida y los resultados de la investigación serán tratados confidencialmente; en virtud de ello, esta información será archivada en papel y/o medio electrónico. Los archivos del estudio se guardarán en la Fundación Universitaria Juan N Corpas, Sede [*Bogotá*], adscrito al programa académico [Licenciatura en Lenguas Extranjeras (Inglés-Portugués], perteneciente a la Escuela de Educación y Ciencias Sociales de la Fundación Universitaria Juan N. Corpas y la responsabilidad de los investigadores participantes en el proyecto/producto.

4.Puesto que toda la información en este proyecto de investigación es llevada bajo condición de anonimato, los resultados personales no pueden estar disponibles para terceras personas como empleadores, organizaciones gubernamentales, compañías de seguros, medios de comunicación u otras instituciones educativas. Esto también aplica al cónyuge, miembros de la familia y médicos (o profesionales de salud tratantes) de los participantes.

5.En caso de requerir mis datos personales, las fotografías, los videos y otra información, resultantes de la aplicación de la prueba o procedimiento para presentación con fines estrictamente académicos o científicos en eventos tales como seminarios, congresos, cursos, simposios, y publicaciones, entre otros tipos de espacios de divulgación científica, autorizó su uso, si así lo considero, a través de la firma de este documento.

Hago constar que el presente documento ha sido leído y entendido por mí en su integridad. Por lo anterior, hago constar que he sido informado a satisfacción sobre los procesos, procedimientos o pruebas que se realizarán por parte de los profesionales participantes en el proyecto como investigadores y, por tanto, doy mi consentimiento.

Firma del usuario y/o acudiente con su respectiva huella:

_____

Firma del usuario

_____

Firma del acudiente

Firma del investigador principal y/o de los coinvestigadores que tengan relación directa con la aplicación del procedimiento o prueba:

_____