UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Investigación de Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

FOLDABLES STRATEGY AND WRITING SKILLS

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SUPERVISOR APPROVAL

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I, Mg. Edgar Guadia Encalada Trujillo, holder of the I.D No 0501824171, in my capacity as supervisor of the Research dissertation on the topic: **"FOLDABLES STRATEGY AND WRITING SKILLS"** investigated by Miss Verónica Elizabeth Collay Quisintuña with I.D No 1805313275 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled **"FOLDABLES STRATEGY AND WRITING SKILLS"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

My beloved parents Ángel Collay and Delia Quisintuña for their unconditional support in every step I've taken so far. For the good values that they have been planted in me since I was a little girl. I am sure that in a future I will continue receiving their support, love and blessings in every decision I make.

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I dedicate this work to all those who formed, form and will continue to be part of my heart.

Verónica.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: "Foldables strategy and writing skills"

AUTHOR: Verónica Elizabeth Collay Quisintuña

TUTOR: Mg. Edgar Guadia Encalada Trujillo

Abstract

Foldables strategy helps both the student and the teacher in the teaching-learning process. It facilitates the teacher's way of teaching as students are interested in learning, while students can gain deeper knowledge as they can test their creativity and, at the same time, learn in a different way than the traditional one. The objective of this research work was to analyze the influence of the foldables strategy in the development of writing skills. This research was carried out with sixth grade students from Centro Educativo Bilingüe "La Granja". For the population, 20 students took part in it. On the other hand, this work had a quasi-experimental design since only a previously determined group was needed. As for the tools, a standardized KET Cambridge exam was used as pre and post-test, as well as a standardized KET Cambridge rubric to evaluate the students' performance after the application of such strategy. In addition, a survey with 5 multiple-choice questions was used to analyze the students' opinions about the applied strategy. The application of this strategy lasted 5 weeks with 8 treatments in total. For the verification of the hypothesis, the results of the pre and post-test were taken into account, which were calculated using the SPSS software. As a result, the alternative hypothesis (H1), the folding strategy influences writing skills, was accepted with a p-value of 0,000. Finally, the results show that the foldables strategy influenced on writing skills, since a minimal growth was observed in the pre- and post-test application, as well as in writing skills.

Key words: Foldables strategy, writing skills, teaching-learning process

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TEMA: "Foldables strategy and writing skills"

AUTORA: Verónica Elizabeth Collay Quisintuña

TUTOR: Mg. Edgar Guadia Encalada Trujillo

Resumen

La estrategia de los plegables, ayuda tanto al estudiante como al profesor en el proceso de enseñanza-aprendizaje. Facilita la manera de enseñanza al profesor ya que los estudiantes se muestran interesados en aprender, mientras que los estudiantes pueden obtener un conocimiento más profundo ya que pueden poner a prueba su creatividad y, al mismo tiempo, aprender de una forma diferente a la tradicional. El objetivo de esta investigación fue analizar la influencia de la estrategia de los foldables en el desarrollo de las destrezas de escritura. Esta investigación se llevó a cabo con estudiantes de sexto grado del Centro Educativo Bilingüe "La Granja". El número de estudiantes fue 20 como población. Por otro lado, este trabajo tuvo un diseño cuasi-experimental ya que solo se necesitó de un grupo previamente determinado. En cuanto a las herramientas, se utilizó un examen estandarizado tomado de KET Cambridge como pre y post-test, al igual que una rúbrica estandarizada de KET Cambridge para evaluar el rendimiento de los estudiantes después de la aplicación de dicha estrategia. Además, se usó una encuesta con 5 preguntas de selección múltiple para analizar las opiniones de los estudiantes sobre la estrategia aplicada. La aplicación de esta estrategia tuvo una duración de 5 semanas con 8 tratamientos en total. Para la verificación de hipótesis, se tomó en cuenta los resultados del pre y post test, los cuales fueron calculados mediante el software SPSS. Como resultado, la hipótesis alternativa (H1), la estrategia de los plegables influye en las destrezas de la escritura, fue aceptada con un valor de ,000. Finalmente, los resultados muestran que esta estrategia influyó en las destrezas de escritura ya que se observó un mínimo crecimiento en la aplicación de pre y pos-test, así como en las destrezas de escritura.

Palabras clave: Estrategia de los plegables, destrezas de escritura, proceso de enseñanza-aprendizaje

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

For the development of this research work about foldables strategy and writing skills, the information found in thesis, books and academic sites has been vital. In addition, with these resources it has been possible to progress with the analysis of the independent variable categories: teaching methods, didactic strategy, didactic resource and foldables strategy, and with the dependent variable categories: English language, English language skills, productive skills and writing skills. Finally, the following previous investigations have been a support for the development of the present work.

To begin with, Montaño (2015) carried out a research work aimed to improve the English writing skills through the Tri-fold strategy. This work had a qualitative and quantitative approach. The instruments used were tests, pre and post-test, questionnaires and observation sheets. A total of 34 students were selected as population. As for the results, it was demonstrated that the level of writing skills was low when the students took the pre-test. However, after applying the Tri-fold strategy, their level increased significantly. In conclusion, the tri-fold strategy made easier writing a paragraph because it showed to the students how to form a sentence in a creative and attractive way.

Similarly, in Navas and Matute (2016) research, didactic strategies were analyzed in order to determine its influence in the development of writing skills. Its main objective was to identify the causes of the lack of knowledge in writing skill in the English language. About the methodology, there were an explanatory, descriptive and exploratory investigation. Surveys and interviews were needed as instruments. Also, 27 students were part of the population. As for the results from the surveys and interviews, they were not very meaningful due to the teachers did not apply the suitable didactic strategies to engage

the students' learning. Therefore, it was suggested that teachers must find strategies that motivate students in order to improve their writing skills, since using the right didactic strategies students can learn better and develop them.

Additionally, Marcial (2017) sought to use foldables in the learning process of the grammatical contents to determine its influence on it. A quantitative-qualitative approach was used, but the quantitative approach had greater importance because it was possible to demonstrate the change obtained by applying such strategy. It had quasi-experimental research so there were two groups, a control and an experimental. The selected population were 66 students. The instruments were a pre and posttest, and a survey with a Likert scale. As for the results, after analyzing the collected data, it was showed that certain percentage increased after applying the pretest and post-test. In short, foldables had a positive impact when learning English grammar because students could make better structured sentences.

Along the same lines, in the research study carried out by Rhamy (2017) about using foldables on writing ability, it was focused on finding out a significant effect on students' writing ability in narrative paragraph by using foldables. Experimental research and a quasi-experimental design were used for this study, it means that there were an experimental group and a control group. Also, 115 students were the selected population, and for collecting data, the author used a post and pre-test. On the other hand, after analyzing and comparing the collected data, it can be found out and concluded that foldable strategy causes positive effects on students' writing ability.

Moreover, Tirado (2018) also carried out a study aimed to determine the influence of foldables in creative writing development. The approach of this work was quantitative – qualitative because both its variables and its results were described in detail, but above all, because a value was assigned. For the development of this study, the author had the help

of 69 participants who were divided into an experimental group and a control group. Also, a pre and posttest, and a rubric with a Likert scale were needed to measure the performance of each one. Regarding the results, it was demonstrated that there was a positive improvement after having put into practice the foldables strategy for the development of writing skills. Finally, to sum up, foldables strategy did influence on creative writing development as long as the proper materials and design of the foldable were used.

In the same way, the research work carried out by Chicaiza (2018) sought to diagnose the incidence of the use of interactive graphic organizers (foldables) in the learning of basic vocabulary. Its approach was qualitative-quantitative because bibliographic information and a statistical analysis were needed. There were a control and an experimental group. The author carried out this research with 76 students as population. A survey and a pre and post-test were needed as well. Regarding the results, the data collected from the survey showed a positive change and opinions about foldables. In the same way, the data from the pre-test and post-test showed a meaningful progress in the level of basic vocabulary. In conclusion, it was possible to demonstrate the effectiveness of the incidence of foldables at the basic vocabulary level thanks to the given results.

Another study by Cabascango (2019) based on foldables aimed to analyze the foldables in the lexical development of English language. The approach used by the author is quantitative-qualitative. Also, the benefited population was a total of 69 students including 3 English teachers. The needed instruments for this study were a survey with a Likert scale and observation. On the other hand, regarding the results, after analyzing the results of the survey, it could be demonstrated that students enjoy making or creating foldables to learn new words or vocabulary. In short, foldables did contribute to the development and improvement of English language lexicon.

Finally, Jebi and Ahmad (2019) conducted a study in order to incorporate WH-Foldable Cube to generate ideas in writing story prompt. A mixed-method approach was applied to analyze the effects of WH-Foldable cube. Also, 10 students were part of the population, but they were divided in two groups, a control and an experimental group. A pretest and a posttest were needed to record the students' scores, as well as, an unstructured interview to analyze the students' feedback about the WH-Foldable Cube use. On the other hand, the findings showed that the experimental group had a higher improvement than the control group in story prompt writing. Therefore, WH-Foldable Cube demonstrated that by using it, students could expand and organize their ideas in story prompt writing.

All of these previous research contribute to the development of the present work because they demonstrate that foldables strategy really benefits or have a positive impact on writing skills. In addition, as there is a wide variety of foldables, it makes easier to learn and acquire new knowledge in a non-traditional way. In a few words, it is a creative way that makes students feel entertained and focused on learning.

Theoretical framework

Independent variable theoretical support

Teaching methods

Teaching methods are a set of methods that aim to improve the students' learning process. In addition, the different methods have been changing over the years in order to not to continue with the traditional teaching. On the other hand, "method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented" (Richards & Rodgers, 1986, p. 15). So, in this way, a teaching method helps to the teacher to achieve a goal. Therefore, an interactive teaching method could be the didactic method because many materials are needed and that attracts students.

Didactic strategy

To define what didactic strategy is, it is necessary to conceptualize it separately for a better perception. Didactic is seen as a method that develops the most appropriate techniques for the teaching-learning process. According to Medina and Salvador (2009), didactics is focused on teaching goals which aims to improve the language learning process. It is an educational discipline, guided by educational goals, aimed at achieving the well-being of all through the understanding and permanent transformation of social processes, adapting and adequately developing educational learning processes. In short, didactics is a great teaching way that helps students to get in knowledge.

Strategy is a plan that aims to accomplish a goal. By using a strategy, the student's performance improves greatly since things (tasks) can be done better, faster and easier. Then, Szoke-Milinte (2013) points out that strategy is a series of methods, and each one has their own tools, procedures, and styles. Additionally, its main objective is to achieve a specific goal by following the given right steps in a particular learning environment. On the other hand, teachers have to choose the most suitable strategy to teach according to the classroom profile, and of course, the student's level (Salazar, 2019). It is important to

take into account this because a teacher cannot apply the same strategy to all students but he/she has to vary it. In conclusion, knowing what a strategy is and what strategy should be applied makes learning meaningful.

Didactic strategy is seen as a significant learning way because it promotes the student's creativity. In addition, it is a teaching-learning process that aims to achieve a specific goal. With which, knowledge from short term to long term is acquired and transformed. On the other hand, according to Alvaro and Guerra (2017) both the task of the teaching and the learning situation are two vital components that focus on the creation of a pleasant environment for children. In short, this strategy creates a meaningful learning and a nice and amusing atmosphere in the classroom.

Didactic material

To begin with, didactic material contributes to the creation of new methodologies and techniques that make the students' knowledge acquisition easier. As well as providing a real experience, that stimulates student activity. In addition, the use of didactic materials must be based on a group of principles that guarantee success since their objective is to promote language learning (Fernández & León, 2016). In other words, this kind of aid allows both teacher and student to reach the learning objectives in an interactive way. Therefore, it is very helpful for student knowledge retention because there are many ways to use it.

Didactic materials are a set of tools or objects used for making teaching more interactive, and easier the learning process. In other words, materials such as cardboards, colors, crayons, scissors, pens, among others, are part of it. On the other hand, teacher has the responsibility to provide the most appropriate materials to the students (Araujo & Peralta, 2016). That is to say, the materials selected by the teacher are totally under the responsibility of the teacher, so if the learning is not significant it would be the teacher's

mistake. Therefore, when teachers and students make use of didactic resources the classroom environment becomes more pleasant and teacher-student interaction is reciprocal.

All of those materials help both teacher and students in the teaching-learning process. For instance, they facilitate the achievement of objectives, promote creativity, favor the linking of both previous and new knowledge, but above all they awaken the interest of learning and attract the student. On the other hand, Araujo y Peralta (2016) point out that students can work with didactic materials in a more effective way, when these are created by the teacher. It is known that when students work with these materials, they feel more comfortable because they like it. To sum up, the fact that students and teachers make use of these materials to teach and learn helps increase the students' motivation to learn greatly.

Foldables strategy

First, a foldable is a didactic tool made by the teacher and student, and it helps to organize information. Second, foldables promote both group and individual work in a creative way because of the use of didactic resources. For this reason, students prefer them since they focus more on creativity. Zike (2002) states that foldables are graphic organizers created manually using cardboard as a tool. In addition, they can be made to the style or convenience of the student, in order to reinforce the skills that they do not master well. Therefore, this kind of didactic resource is very useful because students can retain, reinforce and improve any English language skill. To sum up, its use makes students improve their skills and motivate them in the learning process.

Foldables are seen as a strategy because it has a process to be developed. Moreover, as this strategy has a procedure its use is easier and more suitable. This process has three stages which are activation, connection and affirmation. In activation stage, teacher makes

students feel excited about what they will learn. In connection stage, teacher promotes a connection between the content and student's previous knowledge. And, in affirmation stage, teacher ensures if the knowledge was acquired by the students by assessing them (Montaño, 2015). When teacher applies this process, the learning will be meaningful and contribute to the practice and improvement of English language skills. In short, foldables strategy is a great way to improve any English language skill as long as its processing is managed properly.

As for writing, the suitable foldable is "the four-and eight-tab foldable" because students can write a story by scenes. For making this foldable, a large poster board is needed and, then, a vertical or horizontal orientation should be chosen to adapt it. First, the sheet needs to be folded like a hot dog, then fold the right side toward the center, to cover one half of the paper. Next, fold the left side over the right side to make three sections. Finally, open the right and left folds and place one hand between the two thicknesses of paper and cut up the two valleys so there four tabs (Zike, 2002).

Dependent variable theoretical support

English language

English is the official language people use for communicating each other all over the world. In fact, it is seen as the easiest language to learn. As English is the mother tongue of native North American speakers, so obviously, they have no problems traveling or communicating with other people from other countries. However, Broughton, Brumfit, Flavell and Pincas (1980) point out that some native English speakers assume that English language is only theirs, but English is also of the one who can master it. So according to this, English language belongs to everyone no matter what country it is from. On the other hand, English grammatical system is easy to learn because of its sentence structure. To sum up, English is the language that helps people to communicate with people from other countries.

English language skills

Language is a system of symbols created by the human being that helps to communicate. To learn a language, it is necessary to master the basic skills that every language has. A skill is the ability to do something well. So, language is a complex skill that aims to transmit information and at once knowledge involving four skills which are listening, speaking, reading and writing (Husain, 2015). Language skills are an essential part when learning a language or acquiring it. In short, these skills are the way how people use the language.

When learning a language and even when acquiring a language (mother tongue) it needs the four basic skills to communicate. For learning or acquiring a language there is process, first learn to listen, second learn to speak, then learn to read and finally learn to write. Listening is when people learn a language by hearing it spoken. Speaking is when people try to speak what they hear it. Reading is when the spoken language is in a written way. And, writing is when people bring out it on a paper. All of these skills are so important because people need them to be able to communicate each other.

English is a language and its skills are listening, speaking, reading and writing. These skills are divided in two categories receptive skills and productive skills. Receptive skill means that learners only receive and appreciate or understand the language, whereas productive skill means that learners have to produce the language (Sreena & Ilankumaran, 2018). So, in this way listening and reading are receptive skills while speaking and writing are productive skills. To sum up, receptive skills help learner to accomplish a goal and productive skills need a wide outlook.

Productive skills

All living things have different ways of communicating, in the case of human beings, they communicate by speaking and writing. As mentioned above, speaking and writing are productive skills because they need to be produced by the learner in order to communicate. Moreover, Artini (2017) states that speaking and writing are the best way, in which, students can demonstrate their knowledge when learning a language. The learner can improve the target language by interacting or speaking with others while by writing learner can create a touchable product. Therefore, productive skills are a vital part when the learner wants to transmit thoughts, opinions, etc.

Speaking is an indispensable skill that learners need when they want to master a language. Speaking skills help them to interact and share their thoughts, opinions and knowledge with other people. However, pronunciation, vocabulary, grammar and an interactive communication are some necessary aspects that learners have to master. On the other hand, Lackman (2010) points out that some speaking subskills that make a person a good English speaker are, mainly, fluency, accuracy and range of vocabulary. All of these subskills are fundamental for getting a good mastering on speaking skills. In short, having these skills are essential for learners in order to communicate.

Writing is another way of communicating apart from speaking. Writing allows convey information or a message in a written way. Hoissan (2015) stated that, between speaking and writing, the more complex is writing because whatever the speaker wants to transmit, it has to be well-structured. Sentences well structured, orthography, connectors, conjunctions and more aspects are part of writing skills. In short, writing skills are a more complex way of transmitting a message because of the grammatical rules that must be followed.

Writing skills

To begin with, people have always kept contact with others, even since the stone age, and that's why writing skills have always been part of communication. This skill is represented by symbols and letters to transmit a message. On the other hand, according to Rao (2019) writing skills help to clarify the mind, remember old memories, and expand the critical thinking and ideas. Through writing, knowledge can be greatly expanded. Therefore, this skill is supportive because people learn a lot, even if it is a bit complex.

Writing subskills

Writing skills have some subskills which are very important when writing a text or something. Writing subskills are elements that help to have a good handling of the writing. Armijos (2016) states that the most important writing skills are accuracy, spelling, register, legibility and punctuating. All of these elements must be taken into account when writing. To sum up, the learner must take into account these elements so that his written message is clear and accurate.

Accuracy: It refers to the way learners use the language such as grammar, vocabulary, idioms, how to connect sentences and paragraphs.

Spelling: It is how a word is written, that is to say, the correct order of the letters. It plays an important role in writing since it makes a written message clear.

Register: It is the level of formality depending on where it is used or to whom it is addressed. Also, the selection of words or expressions makes it appropriate.

Legibility: If someone's written message can be read and understood, means that, it is legible. Words must have uniformity of the size of the letters and proper space in both letters and words.

Punctuating: It refers to the correct use of punctuation marks. It is important because the writer can stop, pause or emphasize the writing. Commas, period, exclamation point, question mark or quotation are some examples of punctuation marks and each one has their own function.

Types of writing

According to Jeffrey (2016) there are four types of writing, which are expository, descriptive, narrative and persuasive. Each of them has their own purpose and does not require the same skills but different skills

- **Expository:** It aims to inform or explain the reader about something. Scientific journals, receipts, books, reports are some examples of this type of writing since they can be evidenced.
- **Descriptive:** Its content must be written in detail because, in that way, the reader can create or imagine a vivid picture on his mind whether an event, a place, a situation or a character. Fiction stories and poetry are some examples of it.
- **Narrative:** It aims to tell a story and usually a character in trouble is involved. It also describes the setting, character, problem and the plot. The ways it can be told are in first person, second or even third.
- **Persuasive:** It aims to get the support of the reader about something. Opinion is the main characteristic of this type of writing. A book review and leaflets are some examples of it. Also, to engage the reader's attention, rhetorical questions are used.

1.2 OBJECTIVES

General objective

- To analyze the influence of the foldables strategy in the improvement of writing skills.

Specific objectives

- To define the theoretical aspects of foldables strategy in the improvement of writing skills.
- To identify the students' level of development of writing skills
- To evaluate the level of impact of the foldables strategy on writing skills.

Description of the fulfillment objectives

First of all, in order to fulfill the general objective that is to analyze the influence of foldables strategy in the improvement of writing skills, the researcher evaluated students using a standardized test of Cambridge, which was applied before and after the application of such strategy to know if students' writing skills had a positive or negative result.

Secondly, to comply the first specific objective that is to define the theoretical aspects of foldables strategy in the improvement of writing skills, bibliographical research was needed. All the theoretical information was taken from educational databases like thesis, journals and articles. This helped to the researcher investigation since all the previous studies demonstrated how to apply this strategy and the good results that can be achieved.

Thirdly, to reach the objective that is to identify the students' level of development of writing skills, a pre-test and a rubric were applied. They were taken from Cambridge. When the pre-test was taken at the beginning of the treatment, it was possible to notice that the level of the students was neutral. However, in some cases, the level was very low. Whereas, during the process of applying the foldables strategy, it was noted that the students' level was rising little by little.

Finally, to achieve the last objective that is to evaluate the level of impact of the foldables strategy on writing skills, a post-test and a survey was applied to the students. Better results were noticed after the post-test since students could get better scores. On the other hand, through the survey applied to the students, good opinions of this strategy were obtained, which demonstrated the great impact it had after its application.

CHAPTER II

METHODOLOGY

2.1 Resources

Population

First of all, it was possible to conduct this research with the permission from Centro Educativo Bilingüe La Granja. The participants were 20 students of the sixth-grade group L morning section. They attend 3 periods of English classes per week and each one lasts about 40 minutes. This research took 5 weeks and the participants received 10 treatments, for each session a lesson plan was created.

Population

Population	Frequency	Percentage
Men	12	60%
Women	8	40%
Total	20	100%

Source: Centro Educativo Bilingüe La Granja
Elaborated by: Collay, V (2022)

Instruments and materials

- A pre and posttest was used to measure the students' writing skills level. The pre-test was taken at the beginning of the treatment, while the post-test at the end. This instrument was taken from the standardized KET exam (Key English Test), which is designed by Cambridge English. On the other hand, each student was assessed through a rubric, which was taken from Cambridge ESOL.

- A series of different foldables such as Four Door, Standing cube, Concept-map book, Four door diorama, Layered book, Four and Eight tab and Match book were used in each treatment starting from the easiest to the most complex to develop and improve writing skills. Also, the foldables were adapted to the different class topics.

- Materials such as sheets of papers, cardboards, pens, pencils, colors, glue, scissors, markers, etc., were used to make each of the foldables.
- A survey with 5 multiple-choice question was used in order to get the students' opinions about the applied strategy.

Procedure:

In the first session, the researcher introduced herself and explained about her project. Then, the pre-test was showed which was about writing a story based on three images in present simple, and explained what students had to do by giving instructions. The pre-test contained two writing exercises where students had to describe the images in at least 35 words. Students had about 20 – 25 minutes to complete it.

In the second session, the teacher applied the foldables strategy. The first foldable was the "Four Door". This foldable helps to organize and review grammar rules in four categories. As the reviewed grammar was "Be going to", the teacher divided it into positive and negatives sentence, interrogative and WH interrogative questions. Moreover, the structure of each type of sentence was written down with an example of each one. Then, the teacher gave the students 4 sentences in any type (positive, negative, interrogative or WH interrogative question), and students had to transform them. For example, a positive sentence had to be changed into negative, interrogative and WH interrogative question and so on. Finally, as production the students had to write a short paragraph about their future plans at the back of the foldable using "be going to".

In the third session, the teacher made a worksheet about "Be going to" in order to reinforce it. The worksheet contained two exercises, the first one was a jumbled sentence activity. The students had to put into the correct order 3 jumbled sentences. Whereas, in the second one, the students had to make 4 WH questions for the given answers. Key words were highlighted in the answers for a better students' understanding. Finally, as

production the teacher gave the students a piece of paper where students had to write a short paragraph about their next holiday using "be going to".

In the fourth session, the teacher made the "Standing Cube Foldable". This foldable is for grammar, vocabulary, and comprehension or phonics application. The reviewed grammar was present simple in third person, but in this case, it focused on knowing the spelling rules of the verbs for third person. Therefore, students had to write sentences with 4 verbs given by the teacher. Finally, students had to make the foldable again and write three short paragraphs about their classmates' habits in present simple.

In the fifth session, the teacher made a review about the simple past focusing on regular and irregular verbs. Students had to write the correct form of some regular and irregular verbs and make sentences with each of them. For doing this, the "Concept-Map Book" foldable was used because it helped to classify the verbs under the suitable tab. Finally, students had to write two short paragraphs, one paragraph using regular verbs and another one paragraph using irregular verbs. The paragraphs were about the things students did last weekend, it means that, the paragraph were written in past.

In the sixth session, the teacher made the "Four-Door Diorama" foldable for a writing activity using present simple. For this activity, the teacher gave a picture of an email to the students. Then, the teacher wrote down the replying of the email with some spaces in blank on the board, so the students had to copy and complete it with the correct form of the verbs in present simple. At the end, students had to make the same foldable again in order to write another relying for the same email, but using their own words and information.

In the seventh session, the teacher asked the students to do a writing activity. For this activity, the teacher made the "Layered Book" foldable. This foldable aims to review vocabulary, so the activity was about describing a picture using the reviewed vocabulary,

cleaning tools. The students had to use the present simple for making the sentences. Also, they had to draw the vocabulary, for example, a mop, a broom, a cloth, etc. Finally, as production students had to write a short paragraph about the tools they use to clean their house.

In the eighth session, the students made a writing activity which was graded. The foldable used was the "Four and Eight Tab", which was focused on vocabulary about cleaning tools. In this activity, the teacher gave the students 4 pictures about people cleaning their houses with different tools. The students had to describe the four pictures in present simple. At the end, teacher gave the students a piece of paper and students had to write a short paragraph about how other people clean their houses. For doing this, the teacher showed words they had to use for doing the paragraph in present simple.

In the ninth session, the teacher made the "Matchbook foldable" in order to review a new vocabulary focus on cleaning verbs. As it was mentioned before, this foldable is for vocabulary application and phonics/spelling application as well. In this activity, the teacher showed 6 verbs (cleaning verbs) dust, mop, scrub, sweep, vacuum and wash. So, what students had to do was write the meaning of each verb in Spanish. Also, they had to write a sentence with each verb but in past simple. The teacher showed the past form of each verb at the beginning of the lesson. Finally, students had to write a short paragraph about the household chores they like and hate at the back of the foldable. They had to write in past the paragraph.

Finally, in the tenth session, the same pre-test was used as a post-test. There were 2 exercises on the post-test where students had to write a short story based on three images. For writing the story, students had to describe the three images in at least 35 or more words. For doing this, 20 – 25 minutes was the required time to complete it. The post-test

was taken by the students in a virtual way. Additionally, the 5 multiple-choice question survey was applied after the post-test virtually.

2.2 Methods

2.2.1 Approach

This research work had a quantitative and qualitative approach. It was qualitative because it generated hypotheses and ideas that were needed to obtain a deep comprehension or understanding of the investigated phenomenon. That is to say, to know the influence of foldables strategy on students' writing skills. As well as focusing on the participants' thoughts, opinions, attitudes and feelings. What is more, within this approach, a five-question survey was used to analyze the participants' opinions about this research.

On the other hand, it was also quantitative because it helped the researcher to obtain results of the phenomenon easily since mathematical and statistical methods were used, which makes the investigation accurate (Ahmad, Wasim, Irfan, & Gogoi, 2019). These both approaches were fundamental for this research work because it helped to its development.

2.3 Research modality

2.3.1 Quasi-Experimental research

According to Sampieri et al. (2016) quasi-experimental research manipulates an independent variable to study the effect on one or more dependent variables. Moreover, the population to be studied does not need to be paired since they are already formed previously, they are determined groups. In this research, it was important to determine if the foldables strategy has a positive impact on writing skills. Another reason why this research work was quasi-experimental is because it was carried out with an intact group

(Sixth grade "L" students). As well as quantitative tools were used to measure students understanding and learning level.

2.3.2 Bibliographic research

As Allen (2017) mentions, bibliographic research refers to all published scientific information material. So, for this research the information taken from scientific journals, thesis, books and articles was useful and helpful for the theoretical support, as well as, for the development of it, since all of them have a solid data base. In a few words, it was the first step to conduct this work because it made easy to find vital information for the two variables.

2.3.3 Field research

Additionally, this work was field research because the researcher could observe and interact with the participants directly in their own natural setting. In this case, the researcher could get a deeper study of the facts or problems in the institution (Centro Educativo Bilingue La Granja) interacting with the students of sixth grade. In addition, it was possible to discover how the foldables strategy helped to develop students' writing skills.

2.4 Level or type of research

2.4.1 Exploratory level

According to Arias (1999), exploratory level refers to a research not very studied or known. So, this research work had an exploratory level due to there is no previous investigations at Universidad Técnica de Ambato about foldables strategy and writing skills. So, with this study it was possible to have a clear idea about the investigated problem. Similarly, it was exploratory because the foldables strategy is an innovative and entertaining idea that can be put into practice in order to improve writing skills.

2.4.2 Descriptive level

Descriptive level focuses on the way things are, it means that, it is addressed to the characteristics and peoples' profiles as well as groups, processes and everything that the researcher can and wants to analyze. On the other hand, there are three methods within this level, which are observation, survey and case study. However, for this research work, the survey method was used because a set of questions were asked to the participants in order to take their thoughts, opinions and feelings about the topic (Pawar, 2020).

2.5 Hypothesis

Null hypotheses (Ho)

Foldables strategy does not influence in the improvement of writing skills.

Alternative Hypotheses (H1)

Foldables strategy does influence in the improvement of writing skills.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter shows the results of both the data and information collected during the experiment. The experiment was carried out with 20 students from sixth grade from Centro Educativo Bilingüe La Granja. On the other hand, the experiment lasted five weeks, two days a week for each treatment.

Moreover, the results, analysis and discussion of the survey about foldables strategy and writing skills are presented. This survey was applied at the end of the experiment to 20 students. The objective of the survey was to determine the influence of foldables strategy on the English writing skills. On the other hand, five multiple choice questions were part of this survey with four options according to the Likert scale (totally agree, agree, disagree, and totally disagree). As the survey was aimed to analyze the usefulness of this strategy after its treatment, most of the students agreed that foldables strategy influences on their writing skills.

Furthermore, the results of pre and posttest were gathered thanks to the standardized KET exam (Key English Test) reading and writing section part 7 from Cambridge. The score was over 10, and a standardized rubric designed by Cambridge was used as well to grade the pre and posttest, which was over 5 points. Finally, a T-students test was applied for the hypothesis verification.

3.1.1 Students' survey results and analysis

Question 1: After the intervention process do you consider that foldables are useful for the development of writing skills in the English language when teaching?

Table 1: Use of foldables for the development of writing skills in class.

Alternative	Frequency	Percentage
Totally agree	18	90%
Agree	2	10%
Disagree	0	0%
Totally disagree	0	0%
Total	20	100%

Source: Field research
Elaborated by: Collay, V (2022)

Analysis and interpretation

According to the obtained data in table 1, it is shown that 18 students which represent 90% totally agreed that the teacher used foldables to develop writing skills in class. Moreover, 2 students which represent 10% said that they agree with this idea, too.

As it can be seen, nobody totally disagreed nor disagreed that foldables were not useful in the development of writing English skills. On the contrary, most of the students agreed with the idea that foldables are very useful on writing skills because a change could be visible after its application.

Question 2: Do you consider that the foldables strategy helps in the development of writing skills in the English language?

Table 2: Foldables strategy and the development of English writing skills

Alternative	Frequency	Percentage
Totally agree	14	70%
Agree	6	30%
Disagree	0	0%
Totally disagree	0	0%
Total	20	100%

Source: Field research
Elaborated by: Collay, V (2022)

Analysis and interpretation

In table 2, 14 students who represent 70% totally agreed that foldables strategy helps in the development of English writing skills. Whereas, 6 students which represent 30% mentioned that they agreed with the same idea.

With this analyzed data, it can be said that all students agreed that foldables strategy is really helpful when developing English writing skills. In addition, they found this strategy useful because they could learn another way of learning that is non-traditional, apart from being creative.

Question 3: During the process of applying this strategy, did you have any type of inconvenience in carrying out each activity?

Table 3: Inconvenience in carrying out each foldable activity

Alternative	Frequency	Percentage
Totally agree	1	5%
Agree	1	5%
Disagree	12	60%
Totally disagree	6	30%
Total	20	100%

Source: Field research
Elaborated by: Collay, V (2022)

Analysis and interpretation

Table 3 demonstrates that 12 students of the whole class which represent 60% did not have any problem when making the different foldable activities. Then, 6 students that represent 30% mentioned that they did not have problems at all in each activity. However, the last 2 students which represent 5% each one said that they agree with the idea that they had some problems in making the activities.

According to the gathered data, the majority of the students did not have inconveniences when making each activity using foldables. On the contrary, they found it funny and motivating because in each treatment they made different activities and foldables as well.

Question 4: In your opinion, do you think there are positive changes in the development of writing skills after the application of foldables strategy?

Table 4: Positive changes in the development of writing skills

Alternative	Frequency	Percentage
Totally agree	10	50%
Agree	8	40%
Disagree	2	10%
Totally disagree	0	0%
Total	20	100%

Source: Field research
Elaborated by: Collay, V (2022)

Analysis and interpretation

As it is shown in table 4, 10 students that represent 50% totally agreed with the idea that there were positive changes in the development of writing skills after the application of foldables strategy. Similarly, 8 students which represent 40% agreed with the same idea as well. However, the last 2 students who represent 10% disagreed that foldables strategy does not have positive changes in the development of writing skills.

It is demonstrated that the application of this strategy really has positive effects when developing writing skills. Because students could practice the structure of sentences in order to write short paragraphs as well. Additionally, they learned vocabulary by using foldables easily.

Question 5: Do you consider this strategy to be an innovative way to develop writing skills?

Table 5: Foldables strategy as an innovative way to develop writing skills

Alternative	Frequency	Percentage
Totally agree	16	80%
Agree	3	15%
Disagree	0	0%
Totally disagree	1	5%
Total	20	100%

Source: Field research
Elaborated by: Collay, V (2022)

Analysis and interpretation

In table 5, 16 students who represent 80% totally agreed that foldables strategy is an innovative way to develop writing skills since it is not a common way of teaching and learning. Also, 3 students that represent 15% agreed with this idea, too.

According to this information, foldables strategy is just seen as an innovative way to develop writing skills by most of the students. It happens due to its way of teaching, that is to say, students put their creativity into practice using various materials but, at the same time, concentrating on each activity to further develop their writing skills. However, this strategy is not only useful and helpful for a certain skill or subject but for any skill and subject as well.

3.1.2 Pre-test results

The following rubric was used to grade both the pre and posttest.

Mark	Criteria
5	All three parts of message clearly communicated. Only minor spelling errors or occasional grammatical errors.
4	All three parts of message clearly communicated. Some non-impeding errors in spelling and grammar or some awkwardness of expression.
3	All three parts of message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. or Two parts of message are clearly communicated. Only minor spelling errors or occasional grammatical errors.
2	Only two parts of message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.
1	Only one part of the message communicated. Some attempt to address the task but response is very unclear.
0	Question unattempted, or totally incomprehensible response.

Source: KET General Mark Scheme
Elaborated by: Cambridge ESOL (2016)

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Table 6: Pre-test results

		Frequency	Percentage
Valid	3,1	1	5%
	3,2	1	5%
	4,1	2	10%
	4,2	1	5%
	4,5	2	10%
	5,0	1	5%
	5,2	1	5%
	5,5	1	5%
	6,1	1	5%
	6,5	1	5%
	6,7	1	5%
	6,9	1	5%
	7,0	1	5%
	7,1	2	10%
	7,3	1	5%
	7,6	1	5%
	8,7	1	5%
	Total	20	100%

Source: Field research
Elaborated by: Collay, V (2022)

Analysis and interpretation

Table 6 shows the number of students who took the pre-test, it means, 20 students in total. In addition, the frequency of each score is presented. Moreover, figure 6 shows the scores over 10 from the lowest to the highest. As it can be observed, one student that represents 5% of the whole class got the lowest score that is 3,1 over 10. Then, one student who represents 5% got the minimum score that is 7 over 10. Whereas another student that represent 5% as well got the highest score that is 8,7 over 10.

It is demonstrated that most of the students did not get the minimum score or one higher than the same. There were some reasons why the scores were low. First, students could not form sentences in present simple. Second, they got confused when conjugating the

verbs. Third, the context of the story was incorrect and non-sense since they did not know the meaning of some words.

3.1.3 Post-test results

Table 7: Post test results

		Frequency	**Percentage**
Valid	5,2	1	5%
	5,5	1	5%
	5,7	1	5%
	6,0	1	5%
	6,1	1	5%
	6,2	1	5%
	6,3	1	5%
	6,5	1	5%
	6,9	1	5%
	7,2	1	5%
	7,4	1	5%
	7,5	2	10%
	7,6	1	5%
	8,0	2	10%
	8,5	2	10%
	8,8	1	5%
	9,5	1	5%
	Total	20	100%

Source: Field research
Elaborated by: Collay, V (2022)

Analysis and interpretation

As it is shown in table 7, 20 students took the post-test, the post-test was the same as the pre-test. In figure 7, the scores from the lowest to the highest are presented. The lowest score is 5,2 which belongs to one student that represents 5%. The minimum score 7,2 belongs to one student as well who represents 5%. Finally, the highest score that is 9,5 was gotten by another student that represents 5%.

According to the collected data, minimal growth is shown in both low and high scores. Also, almost half of the students got a score higher than the minimum. Therefore, it is

demonstrated that students remembered how to form sentences in order to create short paragraphs. They could understand the meaning of words they were not able to do it before the intervention process. Additionally, the context was clear and with minor error spelling.

3.1.4 Pre and post-test average and variance

Table 8: Pre and post-test average and variance

Results	Pre-test	Post-test	Variance
Average over 10	5,7	7,1	1,4

Source: Field research
Elaborated by: Collay, V (2022)

3.1.5 Pre and post-test means

Table 9: Pre and post-test means

		Pretest	Postest
N	**Valid**	20	20
	Missed	0	0
Mean		5,720	7,145
Typical deviation		1,5903	1,1923
Minimum		3,1	5,2
Maximum		8,7	9,5

Source: Field research
Elaborated by: Collay, V (2022

Figure 1: Comparison pre and post-test average
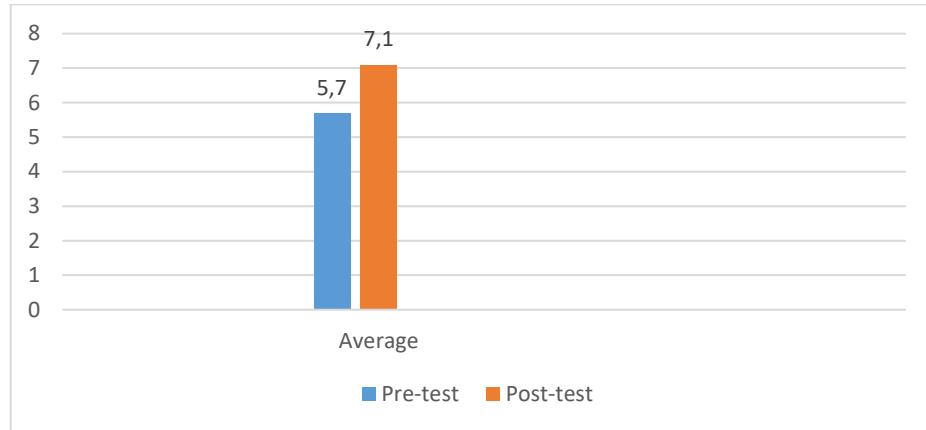
Analysis and interpretation

Table 8 shows the general average over 10 of the whole class of the pre and post-test, and the variance between them. The average of the pre-test is 5,7, while the average of the post-test is 7,1. The variance of both test is 1,4. On the other hand, the comparison between pre and post-test is presented in figure 8.

A growth between the pre and post-test is demonstrated. That is to say, there is an improvement after the application of each treatment. Thus, according to this information, foldables strategy influence on writing skills.

Table 10: Interval pre-test – exercise 1 and 2

Range	Frequency	Percentage
23-33	3	15%
33-43	4	20%
43-53	3	15%
53-63	1	5%
63-73	4	20%
73-83	3	15%
83-90	2	10%
Total	20	100%

Analysis and interpretation

Table 10 shows the number of words written by the students in both exercises, 1 and 2, in the pre-test. As it can be observed, the data is shown through ranges from the lowest to the highest. The lowest range goes from 23 to 33 words written by 3 students that represent 15%. Whereas, 2 students who represent 10% wrote 83 to 90 words being the highest number. It is demonstrated that the students could write more than 35 words in both exercises. However, the context was very not clear, it got the reader a bit confused.

Table 11: Interval post-test – exercise 1 and 2

Range	Frequency	Percentage
21-31	1	5%
31-41	1	5%
41-51	3	15%
51-61	3	15%
61-71	5	25%
71-81	4	20%
81-91	1	5%
91-99	2	10%
Total	20	100%

Source: Field research
Elaborated by: Collay, V (2022)

Analysis and interpretation

Table 11 shows the number of words of exercises 1 and 2 belonging to the post-test. It shows the lowest range to the highest. The lowest demonstrate a range from 21 to 31 words that were written by one student who represent 5%. While, the highest range goes from 91 – 99 words written by 2 students from the whole class that represent 10%. Therefore, most of the students could exceed the number of words required in each exercise. Additionally, the reader could understand the context of the story written by the students.

3.2 Verification of the hypothesis

A T-students test was used in order to gather the findings. For doing this test, SPSS software was needed.

3.2.1 Hypotheses statement

Null hypotheses (Ho)

Foldables strategy does not influence in the improvement of writing skills.

Alternative Hypotheses (H1)

Foldables strategy does influence in the improvement of writing skills.

3.2.2 Paired sample test

Table 12: Paired sample test

		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference		t	gl	Sig. (bilateral)
					Lower	Upper			
Pair 1	Pretest - Postest	-1,4250	,7608	,1701	-1,7811	-1,0689	-8,376	19	,000

Source: Field research
Elaborated by: Collay, V (2022)

Analysis and interpretation

P value is presented in table 9 with a 0,000, which scientifically means that null hypotheses (Ho) is rejected and alternative hypotheses (H1) is evidently accepted. Therefore, it is correct to say that the *foldables strategy does influence in the development of writing skills.*

DISCUSSION

The present research work shows the data obtained before and after the application of foldables strategy. It is demonstrated a significant difference between the pre and post-test, which means that, there is a positive change on students' scores. What's more, progress in the development of student writing skills is fully demonstrated. Since students could make sentences correctly in order to form short paragraphs.

A research study carried out by Armijos (2016)supports the obtained data mentioned above since it shows an increase in the application of foldables strategy on basic writing skills. Armijos applied the experiment to a determined group of 20 students. The researcher used test, pre and posttest, questionnaires and observation sheets. The results of the pre and posttest showed a big difference as well as the pre and post questionnaires and the observation sheet on the students' performance of writing skills. Therefore, there was strong evidence that supports the effectiveness of foldables strategy.

Similarly, Galora and Salazar (2018) research is another work that contributes to this investigation. This study focused on the implementation of differentiated instruction (DI) strategies to analyze their impact on students' writing skills. One of the four DI strategies was foldables. The researchers applied a survey in order to determine the effectiveness of those strategies. Regarding the results, foldables were seen as an interpersonal strategy that helps learners to develop their writing skills, as well as promote their critical thinking, as long as, students' learning styles are taken into account by the teacher.

Finally, it is correct to say that foldables are more than graphic organizers to arrange information but rather benefit the student in developing or improving anything needed. Therefore, it is deduced that foldables strategy must be properly used by both the teacher and the students to get positive results in improving writing skills.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- Foldables strategy influence in the development of writing skills positively because after the application of it, there was a minimal growth in students' writing skills. However, students were able to make well-structured sentences when describing pictures in order to create a paragraph.

- Foldables strategy is seen as a non-traditional way of teaching and learning because it makes use of didactic materials such as cardboards, scissors, glue, colors, crayons, etc. On the other hand, the three stages, activation, connection and affirmation that are included in the process of the foldables were applied. Thanks to those stages students could spark their creativity and that is the reason why they enjoyed making the activities and improved their writing skills a bit.

- At the beginning, students' level of development of writing skills was neutral. But some students were not able to form a sentence, even they did not know the meaning of some vocabulary. However, during the treatment process their level was increasing little by little. This is because the applied foldables were carefully chosen to help them raise their level in writing by going from the easiest as vocabulary to the most complex as making sentences to form short paragraphs.

- Although foldables strategy did not have a high impact on writing skills, it was possible to demonstrate a certain difference between the final average of the pre-test (5,7) and post-test (7,1). Similarly, the alternative hypothesis was accepted with a 0,000 P value. In addition, most of the students showed interest in the strategy as well as there were good opinions after its application according to the survey.

4.2 Recommendations

- To make use of foldables in class in order to get students' attention and collaboration. In addition, by using this strategy students can form sentences and expand their vocabulary. So, it will make teachers and students get better results.

- To bring out the creativity of the students as this is a way to get the students motivated in learning in a different way. In addition, the class environment becomes more pleasant for them. In this way, the students will not feel bored, on the contrary, they will feel interested when carrying out each activity.

- To choose the appropriate foldable according to the students' needs and level. When doing this, students can develop their skills step by step and it is easier for the teacher to know how well they are doing it. Additionally, the teacher can get the scores easily as well.

- To get positive results from students' writing skills, it is needed to apply foldables strategy properly. Also, to measure their progress, a standardized rubric is fully necessary because there are some criteria on which to base on to know their strengths and weaknesses. So, the teacher can know what foldable is needed to help improve what the student is failing so that the teaching-learning process can become easier for the teacher.

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ANNEXES

Annex 1. Approval

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ANEXO 3

CARTA DE COMPROMISO

</div>

Ambato, 20 de abril de 2022

Doctor

Marcelo Núñez Espinoza, Mg.

Presidente

Unidad de Titulación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Facultad de Ciencias Humanas y de la Educación

Yo, Andrés Illingworth, en mi calidad de Director de la Escuela de Educación Básica La Granja me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema "FOLDABLES STRATEGY AND WRITING SKILLS" propuesto por la estudiante Collay Quisintuña Verónica Elizabeth, portadora de la Cédula de Ciudadanía No. 1805313275, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted por los fines pertinentes.

Atentamente.

Sr. Andrés Illingworth

Cédula de Ciudadanía: 180114531-7

No. Teléfono Convencional: 032842852

No. Teléfono Celular: 0996114965

Correo electrónico: lagranja@ceblag.com

Annex 2. Lesson plans

Intervention: 1

CLASS PROFILE			
Teacher: Verónica Collay			
Grade: 6th EGB "L"	**Group:** 20		**Level:** A2
Topic: Future Plans	**Date:** 09 – 05 – 2022	**Duration:** 40 min	
General objective: SWBAT write a short paragraph about their future plans using the semi-modal verb "be going to"			
Language points: • **Semi-modal verb:** *"be going to":* positive and negative sentences, interrogative and WH interrogative questions	**Vocabulary:** -Ride - Doctor -Walk - Teacher -Listen - Nurse -Dance - Engineer		
Materials: Sheets of paper, scissors, pen, pencils, colors, markers, flashcards			

Stage	Procedure	Time
Warm-Up Presentation	➤ The teacher gives 3 flashcards of action verbs (walk, cry, dance) to three students. ➤ The teacher asks "What is he going to do?" to the rest of the class. ➤ The three students have to act out the verb one by one. ➤ The rest of the class have to guess the answer "He is going to…"	5 min
Practice Activity	➤ Ss have to make a foldable using Be going to.	1 min
	➤ The teacher shows the Four Door foldable to the students and gives directions about it.	
	➤ The teacher gives a sheet of paper to each student.	1 min
	➤ Ss make a shutter fold with the sheet of paper.	
	➤ The teacher tells to the students to fold the shutter fold like a hamburger.	
	➤ Then, the teacher asks them to open the foldable and cut the inside lines that will form 4 doors.	2 min 1 min
	➤ The teacher asks them to write the 4 types of sentences (positive, negative, interrogative, WH interrogative questions) on the outside part of each door.	1 min
	➤ On the inside part of each door, the teacher asks them to write the structure of each type of sentence.	2 min
	➤ The teacher writes an example of each one on the board and asks them to copy on the central part of the inside of the foldable.	4 min
	➤ The teacher writes a positive sentence (I am going to ride my bike) using going to and asks them to transform it into negative (I am not going to ride my bike), interrogative (Am I going to ride my bike?) and WH question (Why am I going to ride my bike?).	4 min
	➤ The teacher writes an interrogative question (Is Lisa going to dance?) using going to and asks them to transform it into positive (Lisa is going to dance),	2 min
		1 min

	negative (Lisa is not going to dance.) and WH question (Where/Why is Lisa going to dance?).	
	➢ The teacher writes a negative sentence (They are not going to go to the cinema.) using going to and asks them to transform it into positive (They are going to go to the cinema.), interrogative (Are they going to go to the cinema?) and WH question (How/When are they going to go to the cinema?).	1 min
	➢ The teacher writes a WH question (Where is Sam going to buy the cake?) using going to and asks them to transform it into positive (Sam is going to buy the cake.), negative (Sam is not going to buy the cake.) and interrogative (Is Sam going to buy the cake?).	1 min
		1 min
Production	➢ Ss write a paragraph about their future plans using "Be going to" at the back of the foldable.	13 min

Warm-up – Flashcards

Flashcards

ride

listen

walk

fight

cry

dance

run
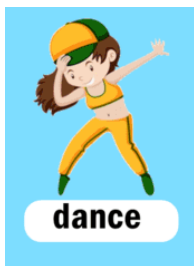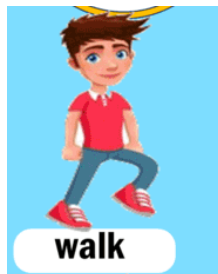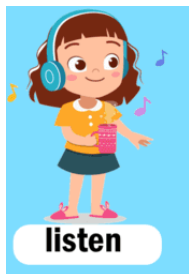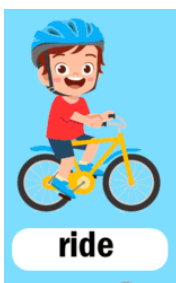
Practice activity – Four-Door foldable
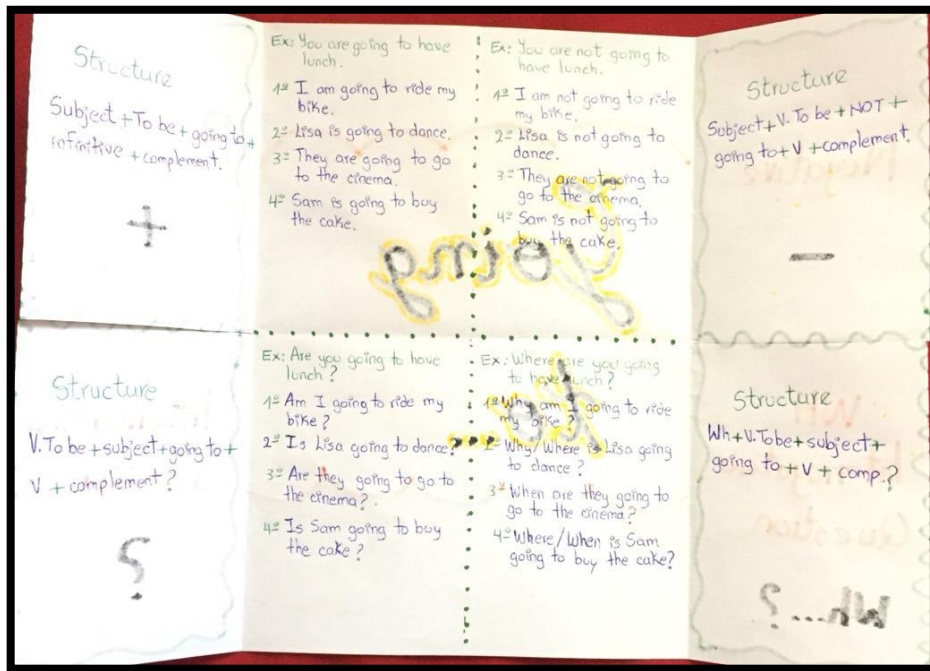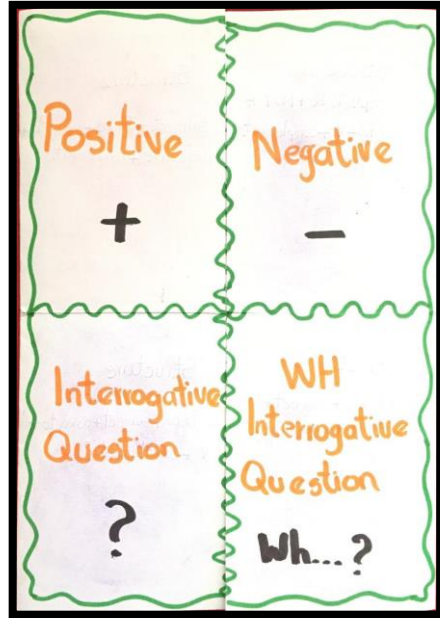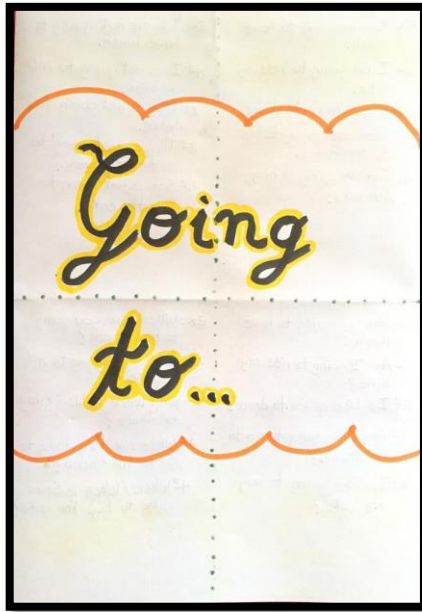
Production activity
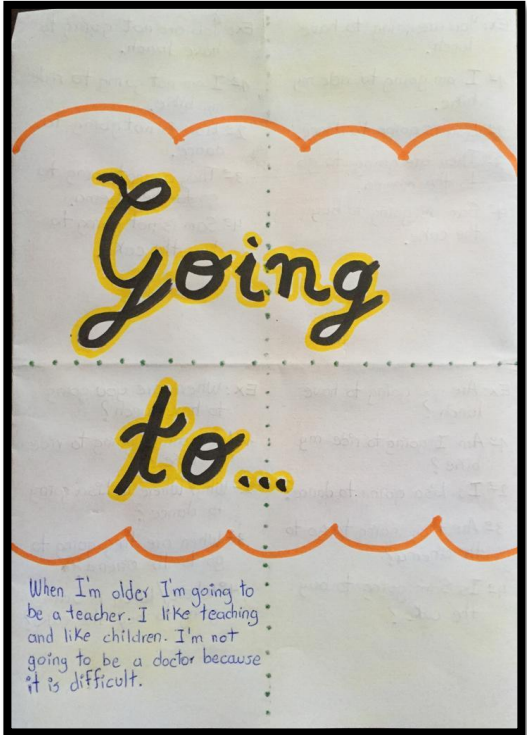
Source: Collay V. (2022)

Intervention: 2

CLASS PROFILE			
Teacher: Verónica Collay			
Grade: 6th EGB "L"	**Group:** 20		**Level:** A2
Topic: Future Plans	**Date:** 10 – 05 – 2022		**Duration:** 40 min
General objective: SWBAT write a short paragraph about what they're going to do on holiday using the semi-modal verb "be going to"			
Language points: **Semi-modal verb:** "be going to": positive and negative sentences, interrogative and WH interrogative questions		**Vocabulary:** -Ride -Walk -Travel -Visit	
Materials: Worksheets, pen, pencils, markers, flashcards			
Stage	**Procedure**		**Time**
Presentation **Warm-Up**	➢ The teacher divides the class in 2 groups A and B. ➢ The teacher gives a set of half WH questions (5 beginnings and endings) to each group. ➢ Group A has the beginnings and group B the endings ➢ The teacher tells to the students to combine the beginning of the question with its ending.		1 min 1 min 4 min
Practice activity	➢ The teacher shows the worksheet which contains 2 exercises. ➢ The teacher explains what students have to do in each exercise. ➢ In the first exercise, students have to put into the correct order three jumbled sentences. ➢ In the second exercise, students have to make WH questions for the 4 given answers. ➢ Students write the correct answers on the board.		1 min 4 min 3 min 5 min 5 min
Production	➢ Teacher gives the Ss a piece of sheet of paper. ➢ Ss have to write a short paragraph about what they're going to do on holiday using the semi-modal verb "be going to"		5 min 10 min

Warm-up – Half WH questions (Going to)

What are you going to	buy tomorrow?
Why are they going to	wake up early?
Where is Sam going to	travel next week?
When is he going to	visit his parents?
Who is going to	come to the party?

Answers: What are you going to buy tomorrow?

Why are they going to wake up early?

Where is Sam going to travel next week?

When is he going to visit his parents?

Who is going to come to the party?

Practice activity – Worksheet

BE GOING TO (WH QUESTION)

Name: _____   Date: _____

Course: _____

WHAT → 'What' is used when asking for information about something: What did you do last evening?	**WHY** → 'Why' is used when asking for reasons: Why would you say something like that?
WHEN → 'When' is used when asking for the time: When do you arrive?	**WHO** → 'Who' is used when asking for identity of person or persons: Who called earlier?
WHERE → 'Where' is used when asking for the place: Where do you go for your tuitions?	

1. Order the following questions.

a)

camping? / Where / going to / go /are / they

_____

b)

Who / race? / going to /is /run / the / in

_____

C)

afternoon? / in / the / going to /are / What / do / you

_____

2. Make WH questions for the following answers using going to.

A) _____

Susan is going to see the dentist today.

B) _____

They are going to go to a concert in South Korea.

C) _____

Juan is going to make a pizza for his brother.

D) _____

They are going to take a taxi because they are too late for school

ANSWERSHEET

BE GOING TO (WH QUESTION)

Name: _____   Date: _____

Course: _____

WHAT	'What' is used when asking for information about something: What did you do last evening?
WHEN	'When' is used when asking for the time: When do you arrive?
WHERE	'Where' is used when asking for the place: Where do you go for your tuitions?

WHY	'Why' is used when asking for reasons: Why would you say something like that?
WHO	'Who' is used when asking for identity of person or persons: Who called earlier?

1. Order the following questions.

a)

> camping? / Where / going to / go /are / they

==Where are they going to go camping?==

b)

> Who / race? / going to /is /run / the / in

==Who is going to run in the race?==

c)

> afternoon? / in / the / going to /are / What /

==What are you going to do in the afternoon?==

2. Make <u>WH questions</u> for the following answers using <u>going to</u>.

==A) Who is going to see the dentist today?==

<u>Susan</u> is going to see the dentist today.

==B) Where are they going to go a concert?==

They are going to go to a concert in <u>South Korea.</u>

==C) What is Juan going to do for his brother?==

Juan is going <u>to make a pizza</u> for his brother.

==D) Why are they going to take a taxi?==

They are going to take a taxi <u>because they are too late for school</u>.

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Production – Worksheet

On my next holiday
I'm going to... travel to
Perú because I want to visit my grand
parents. Also, I am going to go to
the beach with my family. I'm not
going to go camping because I don't
like forests. I am going to take
a walk through Machu Picchu.
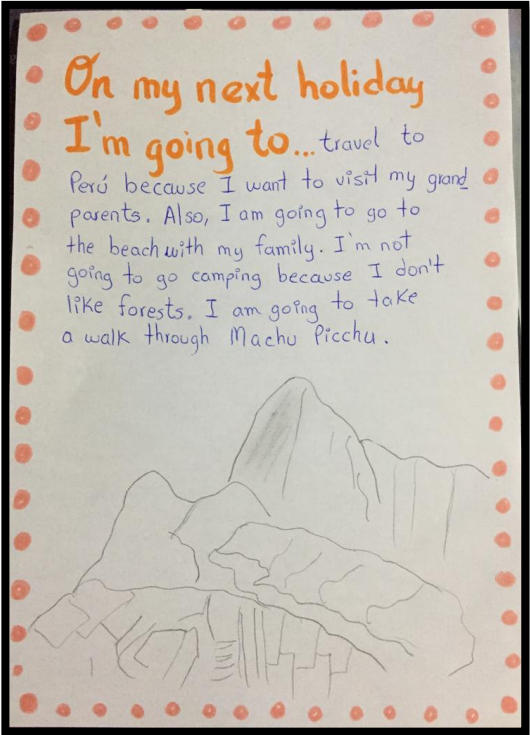
Source: Collay V. (2022)

Intervention: 3

CLASS PROFILE		
Teacher: Verónica Collay		
Grade: 6th EGB "L"	**Group:** 20	**Level:** A2
Topic: Habits	**Date:** 16 – 05 – 2022	**Duration:** 40 min
General objective: SWBAT write a short paragraph describing their classmates' habits using present simple.		

Language point:	Vocabulary:	
Present simple in 3rd person	-Do homework -Have breakfast -Brush the teeth -Watch -Take a shower -Wake up	

Materials: Sheets of paper, scissors, pen, pencils, colors, markers, digital flashcards

Stage	Procedure	Time
Presentation Warm-Up	➤ The teacher shows digital flashcards about habits on the board.	1 min
	➤ The teacher asks to two students to put a tick on the images they usually do.	2 min
	➤ The teacher choose other two students and asks them to make sentences using the habits their classmates have put a tick.	2 min
Practice activity	➤ The teacher explains what students will do to reinforce the grammar already reviewed.	1 min
	➤ The teacher shows the foldable (Standing Cube) they will work on and gives directions about it.	3 min
	➤ The teacher gives a sheet of paper to each student.	1 min
	➤ The teacher asks them to fold the sheet of paper like a hamburger horizontally but one side one-half inch shorter than the other side. Then, fold it again so that there are 4 spaces left.	1 min
	➤ Then, the shorter side must be folded in order to glue it on the other side.	1 min
	➤ The teacher asks them to write the title "Simple Present in 3rd Person" on one of the four sides of the cube.	3 min
	➤ Next, the teacher write on the board 4 verbs (Drink, watch, fly, go) and students have to copy them. The 2 first verbs should be written on the next side of the cube, while the other 2 verbs on the other next side.	4 min
	➤ The teacher asks them to write a sentence to each verb and draw it.	5 min
	➤ For the last side, the teacher gives them an image that explains the spelling rules for simple present tense in 3rd person. So, students have to glue it there.	1 min
Production	➤ Ss have to make the Standing Cube again.	5 min
	➤ Ss have to write short paragraphs about their classmates habits using present simple.	10 min

Warm-Up – Digital Flashcards

https://www.canva.com/design/DAFDJQvIB8Q/o_5PNsveNmTXUyY_yyc8gA/edit?utm_content=DAFDJQvIB8Q&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
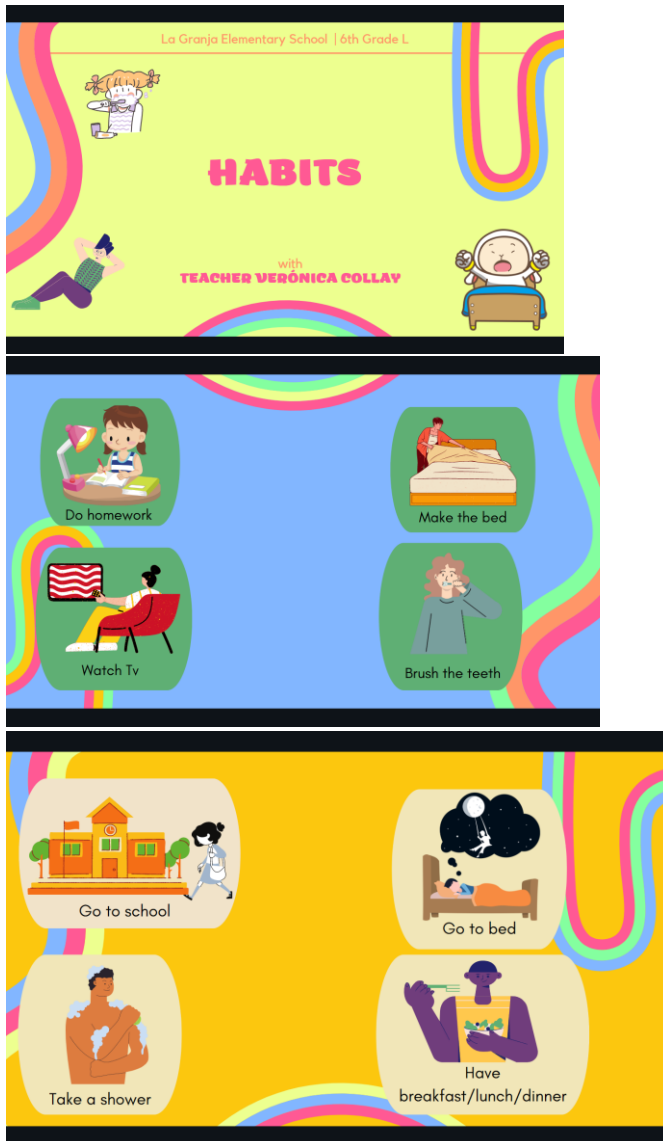
Source: Collay V. (2022)

Practice activity – Standing cube foldable

Source: Collay V. (2022)

Production activity

My Classmate's Habits

MORNING

My classmate is Alejandra. In the morning, she wakes up at 8:30. She has breakfast at 09:00 o'clock. Then, she takes a shower to go to school. She plays basketball. Finally, she goes to her house.

AFTERNOON

In the afternoon, she does her homework. When she finishes her homework, she watches Tv. Then, she has lunch. She takes a walk with her parents. Finally, she comes back home.

EVENING

In the evening, Alejandra has dinner at 7:30 pm. She plays with her dog. After that, she watcher her favorite Tv program "The Simpsons". Finally, she goes to bed at 09:00 o'clock.

Source: Collay V. (2022)

Intervention: 4

CLASS PROFILE		
Teacher: Verónica Collay		
Grade: 6ᵗʰ EGB "L"	**Group:** 20	**Level:** A2
Topic: Last weekend	**Date:** 17 – 05 – 2022	**Duration:** 40 min
General objective: SWBAT write a paragraph describing what they did last weekend using past simple.		

Language point: • **Tense:** Past simple	Vocabulary: -Meet -Watch -Go -Eat -Buy - Play -Clean

Materials: Sheets of paper, scissors, pen, pencils, colors, markers

Stage	Procedure	Time
Presentation **Warm-Up**	➢ The teacher writes on the board a set of verbs. On the left side, the teacher writes 4 verbs in infinitive, while on the right side, the teacher writes the simple past form of those verbs in any order. ➢ The teacher asks to the students to stand up and match the verb in infinitive with its past form.	1 min 3 min
Practice activity	➢ The teacher shows the foldable "Concept-Map Book" they will use to reinforce regular and irregular verbs in past tense. ➢ The teacher starts giving instruction about how to do this foldable. ➢ The teacher gives a sheet of paper to each students. ➢ The teacher asks them to fold it along the short axis leaving a two-inch tab uncovered along the top. ➢ Then, the teacher asks them to fold it in half and cut it along the inside line. ➢ The students have to write the title (Simple Past) at the uncovered top. And, the subtitles on the two tabs at the outside. On the left tab write "Regular Verbs" and on the right tab "Irregular Verbs". ➢ Next, students must write four regular verbs and four irregular verbs with its respective forms in simple past. ➢ Finally, the teacher asks them to write sentences for each verb on the inside of each tab.	1 min 5 min 1 min 2 min 1 min 4 min 5 min 5 min
Production	➢ Ss have to write 2 short paragraphs about the things they did last weekend on the foldable. One paragraph using regular and the other paragraph using irregular verbs.	12 min

Warm-up

Watch   ➤ Met

Clean   ➤ Watched

Go   ➤ Went

Meet   ➤ Cleaned
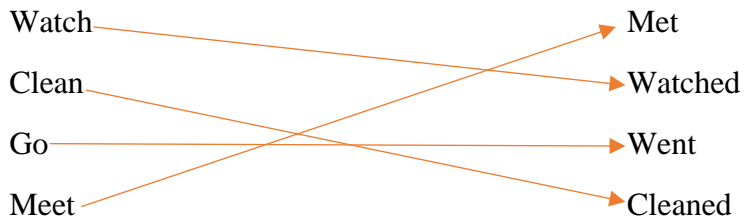
Practice activity – Concept-map Book

Source: Collay V. (2022)

Production activity

Source: Collay V. (2022)

Intervention: 5

CLASS PROFILE			
Teacher: Verónica Collay			
Grade: 6th EGB "L"	**Group:** 18		**Level:** A2
Topic: Replying an email	**Date:** 24 – 05 – 2022		**Duration:** 40 min
General objective: SWBAT reply an email using present simple.			
Language point: • **Tense:** Present simple		**Vocabulary:** -Help -Start -Finish -Wear -Like - Bring -Hate	
Materials: Sheets of paper, scissors, pen, pencils, colors, markers			

Stage	Procedure	Time
Presentation Warm-Up	➢ The teacher writes a set of verbs on the board. 10 regular and irregular verbs on the left and 10 on the right of the board.	1 min
	➢ The teacher divides the class in two groups and asks to form a column to each group.	1 min
	➢ The teacher tells the students to write the letter "R" next to the verb if it's regular or write "I" if it's irregular.	1 min
	➢ Students have to pass to the board as fast as they can because it's a competition between the two columns. ➢ The teacher checks each verb and the group that has everything ok wins.	3 min
Practice activity	➢ The teacher shows the foldable (Four Door Diorama) the students will make for that class.	1 min
	➢ The teacher explains what they will have to do.	1 min
	➢ The teacher gives a sheet of paper and an image of an email to each student.	1 min
	➢ The teacher asks them to make a four door book with the sheet of paper.	2 min
	➢ Then, the teacher asks them to fold the two inside corners back to the outer edges (they look as triangles). The same thing has to be made with the bottom of the four door book.	2 min
	➢ The teacher asks them to fold again forming a 90 degree-angle.	1 min
	➢ The teacher tells them to cut off the all triangles and glue the sides.	1 min
	➢ The teacher asks them to write the title "Replying an Email" at the back of the foldable. And, glue the image inside of the foldable.	3 min
	➢ The teacher writes the replying of that email on the board, but some spaces are left in blanks.	3 min
	Reply: Hi Joe, I can _____ 1. (help) you with your project. My school _____ 2. (start) at 8 o'clock and _____ 3. (finish) at three thirty. We usually _____ 4. (get) about an hour of	

	homework each day. Many students don't _____ 5. (like) wearing uniform but I don't mind. The rule that I don't like much is I can not _____ 6. (bring) my phone to school. From Sara. ➤ Students have to fill the blanks with the correct form of the verbs in present simple.	3 min
Production	➤ Ss make the Foor-door Diorama foldable again. ➤ Ss write another replying to the same email using their own information on their notebooks.	4 min 10 min

Warm-up – Regular and irregular Verbs

1) Help – R
2) Eat – I
3) Listen – R
4) Walk – R
5) Make – I
6) Send – I
7) Read – I
8) Finish – R
9) Bring – I
10) Start – R

11) Jump – R
12) Think – I
13) Hate – R
14) Wear – I
15) Love – R
16) Run – I
17) Wash – R
18) Give – I
19) Get – I
20) Dress - R

Practice activity

Email

From: Jo
To:

I am doing a project for my school about the different between different school systems. What time do you start and finish school? How much homework do you get? What rule don't you like?

Practice activity – Four-Door Diorama
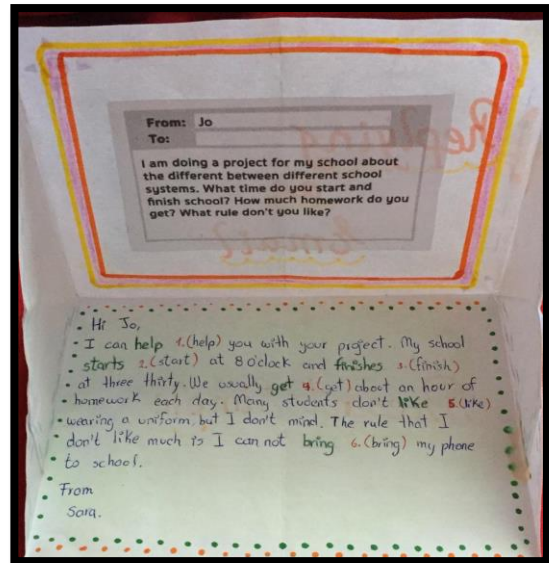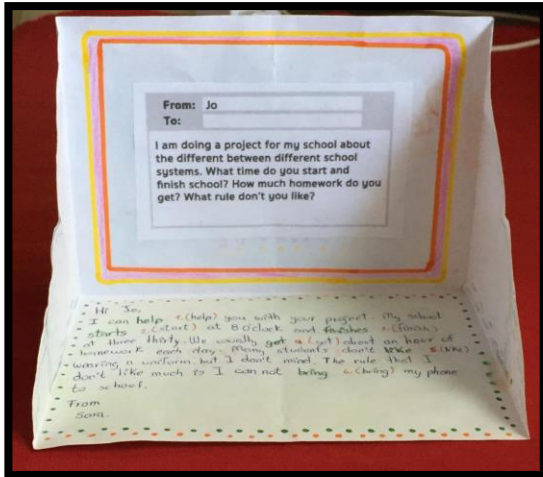
Production activity

Source: Collay V. (2022)

Intervention: 6

CLASS PROFILE		
Teacher: Verónica Collay		
Grade: 6th EGB "L"	**Group:** 20	**Level:** A2
Topic: Cleaning tools	**Date:** 30 – 05 – 2022	**Duration:** 40 min
General objective: SWBAT write a short paragraph describing the tools they use to clean their house.		
Language point: **Tense:** Present simple	**Vocabulary:** -Mop -Vacuum cleaner -Broom -Brush -Dustpan -Bucket -Dust	
Materials: Sheets of paper, scissors, pen, pencils, colors, markers, Images		

Stage	Procedure	Time
Presentation **Warm-Up**	➢ The teacher divides the class in two teams and has two chairs at the front of the class.	1 min
	➢ The teacher writes some vocabulary about cleaning tools on the board (mop, broom, dust, cloth, dust pan, bucket, brush, vacuum cleaner, sponge).	2 min
	➢ The teacher asks to one student from each team to pass at the front of the class and sit on the chair.	
	➢ The rest of students have to give only verbal clues of the vocabulary so that the participant can guess the word. The first who got all the right answers is the winner.	5 min
Practice activity	➢ The teacher shows the new foldable (Layered book) students have to do.	1 min
	➢ The teacher explains what they have to do with that foldable and how to do it.	4 min
	➢ The teacher gives a sheet of paper and an image of a family cleaning the living room to each student.	1 min
	➢ The teacher asks them to cut the sheet of paper in half.	1min
	➢ Then, the teacher asks them to stack both short sheet of paper, but the back sheet one inch higher than the front sheet.	1 min
	➢ The teacher tells them to fold up the bottom edges of the paper forming 4 tabs of the same size.	1 min
	➢ Once the 4 tabs have the same size, the teacher asks them to glue both sheet of paper along the inner center fold.	2 min
	➢ Next, the teacher asks them to glue the image on the first tab, at the top of the foldable. While at the back, the teacher asks them to write the title "Cleaning tools".	3 min
	➢ Finally, students have to describe the image, at least 3 sentences using the vocabulary in present simple. Students have to draw the vocabulary on the inside of each tab.	5 min

Production	➤ Ss have to add one last tab and write a short paragraph describing the tools they use to clean their house on it.	10 min

Practice activity – Layered book foldable
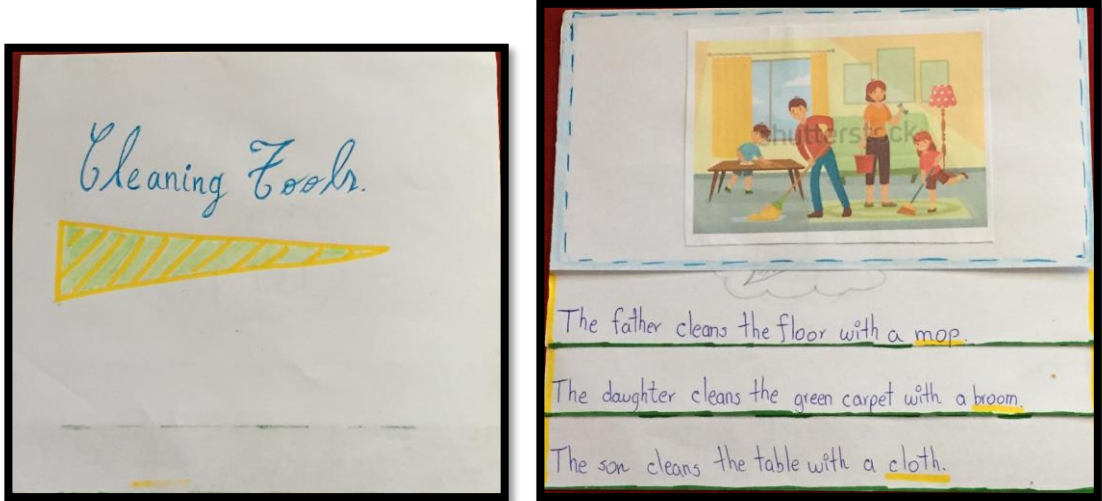
Source: Collay V. (2022)

Practice activity – Image
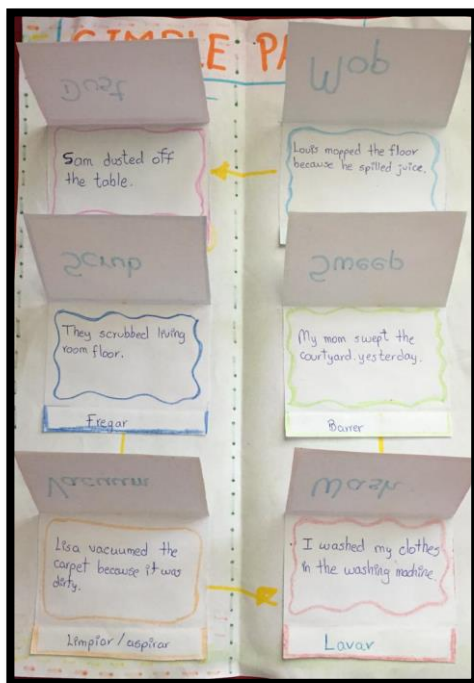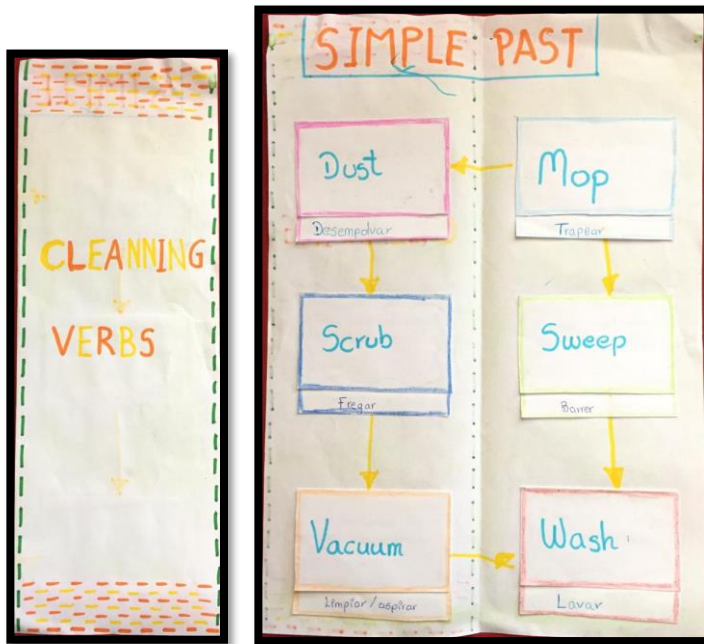
Production activity
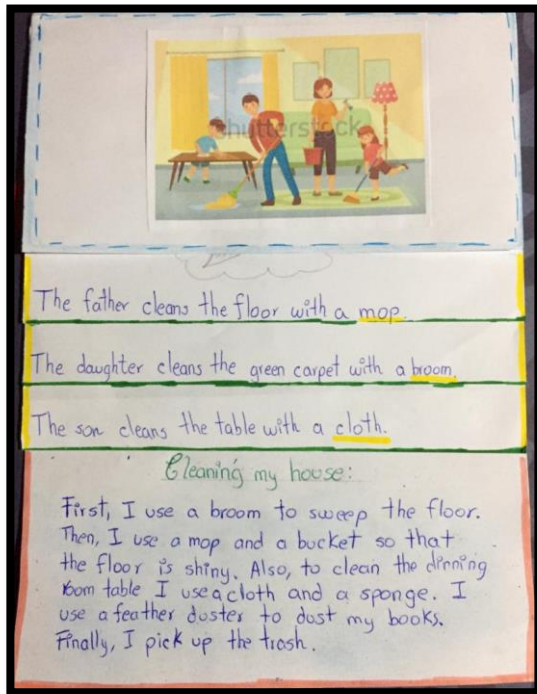
Source: Collay V. (2022)

Intervention: 7

CLASS PROFILE		
Teacher: Verónica Collay		
Grade: 6th EGB "L"	**Group:** 20	**Level:** A2
Topic: Cleaning the house	**Date:** 31– 05 – 2022	**Duration:** 40 min
General objective: SWBAT write a short paragraph about how other people clean their houses in present simple.		
Language point: **Tense:** Present simple	**Vocabulary:** -Vacuum cleaner -Bucket -Dust -Cleaning rag	
Materials: Sheets of paper, scissors, pen, pencils, colors, markers, flashcards		

Stage	Procedure	Time
Warm-Up	➢ The teacher makes 6 groups of 3 people. ➢ The teacher gives a worksheet to each group ➢ The teacher explains that they have to solve the word puzzle the worksheet has. There are 9 words of the vocabulary from the previous lesson (cleaning tools). ➢ The group that finish in less than 3 min or in 3 min is the winner.	1 min 1 min 1 min 3 min
Practice activity	➢ The teacher shows the foldable "Four and Eight Tab" students will make. ➢ The teacher explains what and how to do it. ➢ The teacher gives two short sheets of paper and 4 images of people doing different activities to each student. ➢ The teacher asks them to fold one sheet of paper into a hot dog. ➢ Then, the teacher asks them to put the paper horizontally and fold it into 4 vertical sections. ➢ The teacher asks them to open those folds to cut up the three fold lines so there are 4 tabs. ➢ The teacher tells them to glue the tabbed hot dogs on the other sheet of paper. ➢ The teacher asks them to glue the four images on each tab. And, at the back the teacher asks them to write the title "Cleaning the house!" ➢ In the inside of each tab, students have to write the name of each cleaning tool. ➢ Finally, the teacher asks them to describe each picture in one sentence next to it using present simple.	1 min 3 min 1 min 1 min 2 min 2 min 1 min 2 min 1 min 5 min
Production	➢ Teacher gives a short sheet of paper to Ss. ➢ Ss write a short paragraph in present simple using the words given by the teacher.	3 min 10 min

Warm-up – Word puzzle

WORKSHEET

CLEANING TOOLS

Look at the pictures and find their names in the following word puzzle.

M	O	P	B	D	T	N	H	A	E	D	T	U	M	D	A
W	D	G	V	A	C	U	U	M	C	L	E	A	N	E	R
A	X	C	V	J	F	F	W	A	Y	E	W	G	F	Q	A
A	F	E	Q	S	N	J	N	A	P	T	S	U	D	D	U
X	C	G	Z	H	W	F	L	O	W	E	T	S	U	H	F
E	H	N	T	G	N	A	R	A	S	S	T	B	S	F	R
V	I	O	D	I	A	B	M	O	N	D	W	U	T	Q	U
W	L	P	P	A	N	R	Y	O	U	B	I	T	S	M	E
C	W	S	R	E	K	O	I	B	N	S	R	G	T	Z	N
Y	E	T	T	O	C	O	M	E	F	A	K	U	L	O	V
J	U	S	T	O	T	M	V	B	R	K	Q	T	S	F	L
T	E	K	C	U	B	S	A	R	A	M	Y	E	O	H	N

WORKSHEET

CLEANING TOOLS

Look at the pictures and find their names in the following word puzzle.

M	O	P	B	D	T	N	H	A	E	D	T	U	M	D	A
W	D	G	V	A	C	U	U	M	C	L	E	A	N	E	R
A	X	C	V	J	F	F	W	A	Y	E	W	G	F	Q	A
A	F	E	Q	S	N	J	N	A	P	T	S	U	D	D	U
X	C	G	Z	H	W	F	L	O	W	E	T	S	U	H	F
E	H	N	T	G	N	A	R	A	S	S	T	B	S	F	R
V	I	O	D	I	A	B	M	O	N	D	W	U	T	Q	U
W	L	P	P	A	N	R	Y	O	U	B	I	T	S	M	E
C	W	S	R	E	K	O	I	B	N	S	R	G	T	Z	N
Y	E	T	T	O	C	O	M	E	F	A	K	U	L	O	V
J	U	S	T	O	T	M	V	B	R	K	Q	T	S	F	L
T	E	K	C	U	B	S	A	R	A	M	Y	E	O	H	N

Practice activity – Four-and-Eight Tab foldable
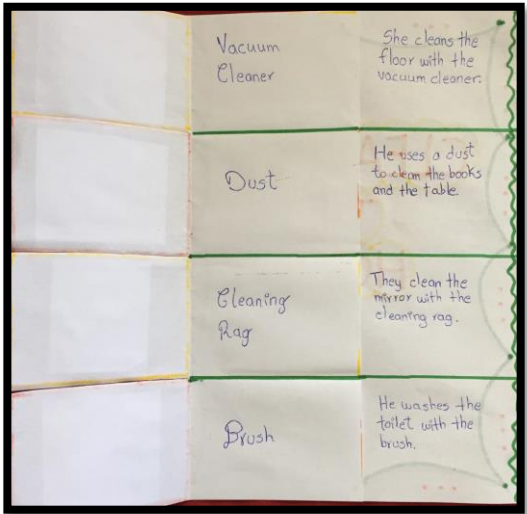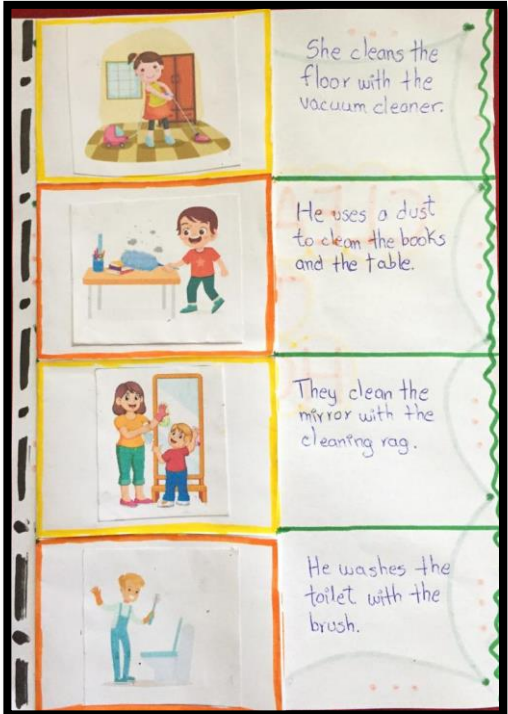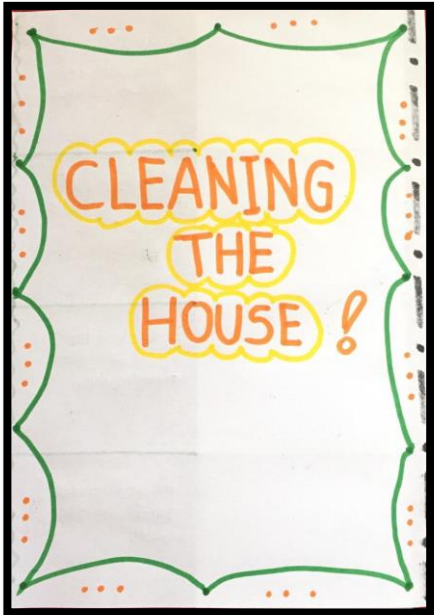
Source: Collay V. (2022)

Production Activity
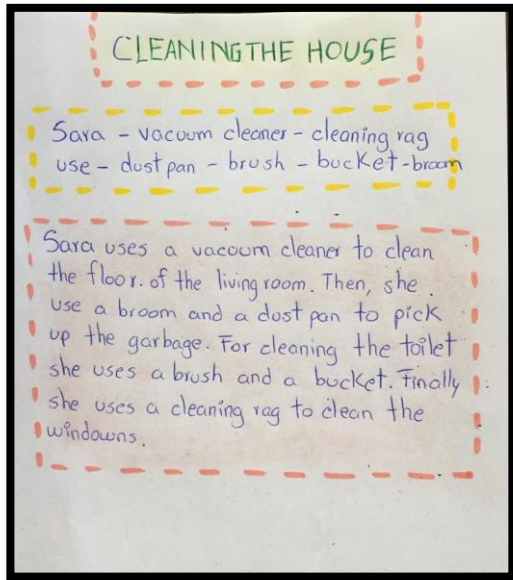
Source: Collay V. (2022)

Intervention: 8

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<tr><td colspan="4" align="center">**CLASS PROFILE**</td></tr>
<tr><td colspan="4">**Teacher:** Verónica Collay</td></tr>
<tr><td colspan="2">**Grade:** 6th EGB "L"</td><td>**Group:** 20</td><td>**Level:** A2</td></tr>
<tr><td colspan="2">**Topic:** Cleaning chores</td><td>**Date:** 06 – 06 – 2022</td><td>**Duration:** 40 min</td></tr>
<tr><td colspan="4">**General objective:**
SWBAT write a short paragraph about what household chores they hate and like the most when cleaning the house using simple past.</td></tr>
<tr><td colspan="2">**Language point:**
   • **Tense:** Simple past</td><td colspan="2">**Vocabulary:**
-Sweep   -Dust
-Mop   -Wash
-Scrub
-Vacuum</td></tr>
<tr><td colspan="4">**Materials:** Sheets of paper, scissors, pen, pencils, colors, markers</td></tr>
</table>

Stage	Procedure	Time
Presentation **Warm-Up**	➤ The teacher writes three questions on the board: What is your favorite chore? What chore do you like the most? Who cleans the most in your house?	1 min
	➤ The teacher explains that "chore" is a cleaning activity.	1 min
	➤ The teacher and students discuss those questions.	1 min
	➤ The teacher asks students to write 2 or 3 cleaning chores on their notebooks.	2 min
	➤ the teacher writes some cleaning verbs on the board (dust, mop, sweep, scrub, vacuum, wash).	1 min
	➤ The teacher and students repeat those verbs by gestures and acting them out.	2 min
	➤ The teacher tells them how to form those verbs to past.	1 min
Practice activity	➤ The teacher shows the "Match book" foldable students will make.	1 min
	➤ The teacher explains what and how to do it.	2 min
	➤ The teacher gives a sheet of paper and 6 other shorter sheets to each student.	1 min
	➤ The teacher asks them to fold in half like a hamburger the one sheet of paper and write the title "Cleaning Verbs" on the outside.	2 min
	➤ Then, the other 6 shorter sheets have to be folded like a hamburger, but one side one inch longer than the other side.	3 min
	➤ Once the shorter sheets are folded, the teacher asks them to fold the one-inch tab over the short side to form an envelope-like fold.	1 min
	➤ Next, the teacher asks them to open the big sheet of paper and write the title "Simple Past" on the inside. And, glue the shorter sheets under the title.	3 min
	➤ The teacher asks them to write the verbs "dust, mop, sweep, scrub, vacuum, wash" on each shorter sheet with its meaning in Spanish.	3 min

	➢ Students have to write a sentence in simple past with each verb on the inside of the shorter sheets.	5 min
Production	➢ Ss write a short paragraph about what household chores they like and hate the most using simple past, at the back of the foldable	10 min

Practice activity – Match Book foldable

Production activity

HOUSEHOLD
CHORES

I like to do many chores
in my house. For example, mop
the floor, sweep it and vacuum it.
I think it is easy. But, I do
not like to scrub the windows
because it's too tiring. Also, I
don't like to dust my book
because my clothes get dirty.
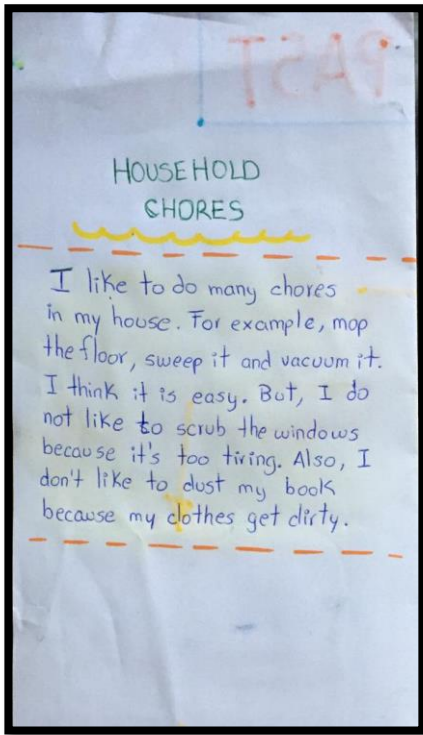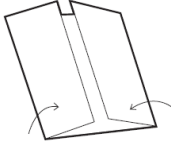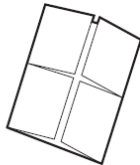
Annex 3. Foldables directions

Four-Door foldable
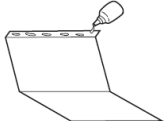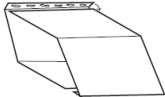
Directions:
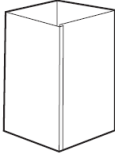
1. Make a shutter fold.

2. Fold the shutter fold in half like a hamburger. Crease well.

3. Open the folds and cut along the inside valley fold lines.

4. These cuts will form four doors on the inside of the book.

Source: Zike D. (2002)

Standing cube foldable

Directions:

1. Fold each sheet like a hamburger, but fold one side one-half inch shorter than the other side.

2. Fold the long side over the short side on both sheets of paper, making tabs.

3. On one of the folded papers, place a small amount of glue along the tab, next to the valley but not in it.

4. Place the non-folded edge of the second sheet of paper square into the valley and fold the glue-covered tab over this sheet of paper. Press flat until the glue holds. Repeat with the other side.

5. Allow the glue to dry completely before continuing. After the glue has dried, collapse the cube flat to write or draw on each side.
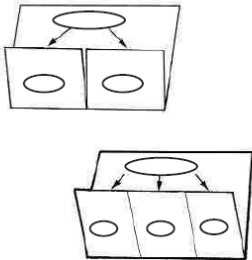
Source: Zike D. (2002)

Concept-Map book

Concept-Map Book

1. Fold a sheet of paper along the long or short axis, leaving a two-inch tab uncovered along the top.
2. Fold in half or in thirds.
3. Unfold and cut along the two or three inside fold lines.

Use this book to write facts about a person, place, or thing under the appropriate tab.
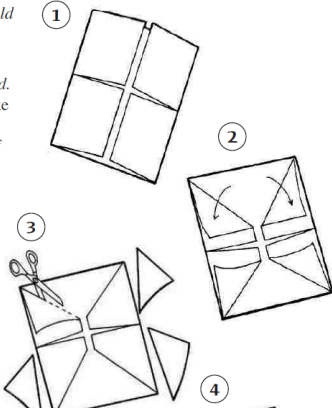
Source: Zike D. (2002)

Four-door Diorama

Four-Door Diorama

1. Make a *four-door book* out of a *shutter fold* (p. 21).
2. Fold the two inside corners back to the outer edges *(mountains)* of the *shutter fold*. This will result in two *tacos* that will make the *four-door book* look like it has a shirt collar. Do the same thing to the bottom of the *four-door book*. When finished, four small triangular *tacos* have been made.
3. Form a 90-degree angle and overlap the folded triangles to make a display case that doesn't use staples or glue. (It can be collapsed for storage.)
4. Or, as illustrated, cut off all four triangles, or *tacos*. Staple or glue the sides.
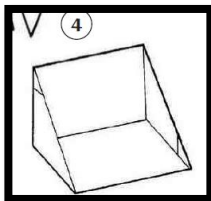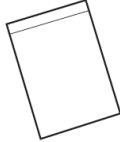
Source: Zike D. (2002)

Layered book

Directions:

1. Stack two sheets of paper so that the back sheet is one inch higher than the front sheet.

2. Bring the bottom of both sheets upward and align the edges so that all of the layers or tabs are the same distance apart.

3. When all tabs are an equal distance apart, fold the papers and crease well.

4. Open the papers and glue them together along the valley, or inner center fold, or staple them along the mountain.
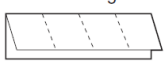
Source: Zike D. (2002)
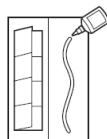
Four-and-Eight Tab

Directions:

1. Fold a sheet of paper into a hot dog.

2. With the paper horizontal and the fold of the hot dog at the top, fold the hot dog into four vertical sections.

3. Open these folds. Place one hand between the folded hot dog and cut up the three fold lines so there are four tabs.

4. To make the Eight-Tab Foldable, follow steps 1-3 with a second sheet of paper. Then fold the construction paper like a hot dog. Open the construction paper. Glue the tabbed hot dogs to the inside so they open like the pages of a book.

Source: Zike D. (2002)

Matchbook

Directions:

1. Fold each sheet like a hamburger, but fold it so that one side is one inch longer than the other side.
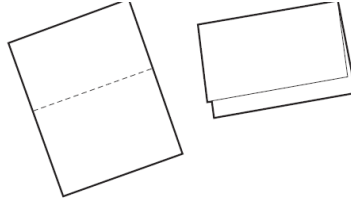
2. Fold the one-inch tab over the short side to form an envelope-like fold.

3. Fold each hamburger in half. Cut along the fold line.

4. Grades K-1: After the content has been added to the front and inside, post the Foldable on a bulletin board.

5. Grades 2-6: Fold the poster board like a hamburger.

6. Use the small hamburgers to record information. Glue them onto the inside of the poster board.
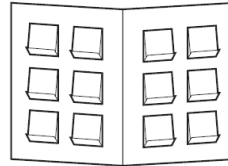
Source: Zike D. (2002)

Annex 4. Pre-test and Post-test

Pre-test

LET'S WRITE!

Name: _____ **Date:** _____

Course: _____

Look at the three pictures and write the story shown in the pictures. Write 35 words or more.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Cambridge KEY (KET)

Post-test: https://forms.gle/6ED6ftSMCxUunTNP7

Source: Collay V. (2022)

Annex 5. Pre and post-test rubric

ASSESSING WRITING

RUBRIC

Name: _____   **Date:** _____

Course: _____

Mark	Criteria
5	All three parts of message clearly communicated. Only minor spelling errors or occasional grammatical errors.
4	All three parts of message clearly communicated. Some non-impeding errors in spelling and grammar or some awkwardness of expression.
3	All three parts of message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. or Two parts of message are clearly communicated. Only minor spelling errors or occasional grammatical errors.
2	Only two parts of message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.
1	Only one part of the message communicated. Some attempt to address the task but response is very unclear.
0	Question unattempted, or totally incomprehensible response.

Cambridge KEY (KET)

Annex 6. Validation for the survey instrument

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCATION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

VALIDATION FOR THE SURVEY INSTRUMENT

AUTHOR: Verónica Elizabeth Collay Quisintuña
Objective: To evaluate the level of impact of the foldables strategy on writing skills.

Mark with an X the corresponding assessment to give validity and reliability to the instruments according to the scale.

QUESTIONS	The instruction are clear.					It has an organized coherent and systematic structure.					The writing is clear and exact.					It picks up the necessary information to fulfill the outlined objective.					It contemplates an appropriate spelling and punctuation sings.					Observations
	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	
Q1	X					X					X					X					X					
Q2	X					X					X					X					X					
Q3	X					X					X					X					X					
Q4	X					X					X					X					X					
Q5	X					X					X					X					X					
Q6	X					X					X					X					X					
Q7	X					X					X					X					X					

Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%
X				

Expert´s name: Mg. Edgar Encalada
C.I: 0501824171

EDGAR GUADIA
ENCALADA
TRUJILLO

_____
Signature

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCATION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	
Q1	✓					✓					✓					✓					✓					
Q2	✓					✓					✓					✓					✓					
Q3	✓					✓					✓					✓					✓					
Q4	✓					✓					✓					✓					✓					
Q5	✓					✓					✓					✓					✓					

Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%
✓				

Expert´s name: Mg. Cristina Jordan
C.I: 1804010500

CRISTINA DEL
ROCIO JORDAN
BUENANO

_____
Signature

Source: Collay V. (2022)

Annex 7. Survey: https://forms.gle/kSMPyZEjmcb7uCu96

Source: Collay V. (2022)

Source: Collay V. (2022)

Curiginal

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Analysis address	eg.encalada.uta@analysis.urkund.com

Sources included in the report

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1

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EDGAR GUADIA
ENCALADA
TRUJILLO

....

Mg. Edgar Guadia Encalada Trujillo
I.D.   0501824171
SUPERVISOR