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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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I, Lcda. Ximena Alexandra Calero Sánchez. Mg in my capacity as supervisor of the Research dissertation on the topic: “Four Square Method and writing skills” investigated by Mr. Tsukanka Timias Homero Elvis with I.D No. 1600465395 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 "Four Square Method 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 family Nidia, Alan, Carla, Gladis and Luis for giving me the strength to move on and keep going day by day, to my friends Andres, Daniel, Juan, Anabell, and Santiago and all the people who trust me, because, without their support and faith, I could never have believed in myself, to the teachers that gave me the opportunity to work with them as a co-worker Cynthia, Jomaira the opportunity you gave me was the one I will never forget and to all the teachers at the university that made every class enjoyable. I really appreciate the presence of you, keep being the person you are.

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THEME: Four Square Method and Writing Skills

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ABSTRACT

Writing skill is one of the productive skills known as one of the most difficult skills to master especially in EFL learners. One effective method to teach writing skills is the use of the Four-Square Method consisting of a graphic organizer of four squares; three of the squares were completed with the supporting ideas, and the last one filled with the summary or conclusive sentence. Thus, the main objective of this research was to identify Four-Square Method's efficacy in enhancing the English writing among second year students of baccalaureate in the Unidad Educativa Cristóbal Colón. The methodology applied was pre-experimental with a quantitative approach. With the purpose of collecting the information, the Cambridge Preliminary English Test for schools was applied, it was used in both the pre-test and post-test. The data were collected from 20 high school students, consisting of ten males and ten females, consequently, the test was scored using the Cambridge writing rubric which contained the following criteria: Content, Communicative achievement, Organization and language, each of those categories were scored from zero to five points. Within the experimental phase, there were eight lessons plans were developed, which described the activities that were developed in a period of five weeks. It should be noted that during the interventions, the covered topics were all related to students' general knowledge guided and structured with the Four-Square method. All the numerical data collected with the pre-test and post-test was thoroughly analyzed with the IBM SPSS software. Main findings suggest that significant improvements in writing skills were achieved after the interventions.

Key words: Four Square Method, Writing skills, EFL.

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RESUMEN

La habilidad de escritura es una de las habilidades productivas conocidas como una de las habilidades más difíciles de dominar, especialmente en los estudiantes de inglés como lengua extranjera. Un método efectivo para enseñar habilidades de escritura es el uso del método de Cuatro Cuadrados que consiste en un organizador gráfico de cuatro cuadrados, tres de los cuales consisten en las ideas de apoyo y el último consiste en la oración resumen o conclusiva. Por lo tanto, el objetivo principal de esta investigación es identificar la eficacia del método de Cuatro Cuadrados para mejorar la escritura en inglés entre los estudiantes de segundo año de bachillerato en la Unidad Educativa Cristóbal Colón. La metodología aplicada fue preexperimental con un enfoque cuantitativo. Con el propósito de recopilar la información, se aplicó el Cambridge Preliminary English Test for schools, se utilizó tanto en el pretest como en el post-test. Los datos se recopilaron de 20 estudiantes de secundaria, diez hombres y diez mujeres, en consecuencia, el test se calificó utilizando la rúbrica de escritura de Cambridge que contenía los siguientes criterios: Contenido, Logro comunicativo, Organización y lenguaje, cada una de esas categorías se calificó de cero a cinco puntos. Dentro de la fase experimental se desarrollaron ocho planes de lecciones que describían las actividades que se desarrollaron en un período de cinco semanas. Cabe señalar que, durante las intervenciones, los temas tratados estaban todos relacionados con el conocimiento general de los estudiantes guiados y estructurados con el método de Cuatro Cuadrados. Todos los datos numéricos recopilados con el pretest y el post-test fueron analizados minuciosamente con el software IBM SPSS. Los datos analizados sugirieron que se lograron mejoras significativas en las habilidades de escritura después de las intervenciones.

Palabras clave: Método de cuatro cuadrados, habilidad de Escritura, Ingles como lengua extranjera

1. CHAPTER I THEORETICAL FRAMEWORK

1.1. Research Background

Writing skill is a difficult ability to master, however, there is a number of tools that that teacher and students have at their disposal, in this section of the research, it will encompass the research that has been made to a prewrite or prepare the information which is the Four-Square method used to improve writing in the different styles and types of writing. This section covers the different appliances of the Four-Square method in writing skills withing the scope of educational improvement.

A study made by Anisatur and Ulfatul (2017) aimed to ascertain the impact of the Four-square writing method, implemented through picture series, on narrative text composition for eleventh-grade students at SMA Nusantara Balongpanggang. The quasi-experimental design evaluated 31 students, divided into two groups consisting of 15 and 16 individuals respectively. Students in both groups were instructed to produce narratives across four stages: fable, fairy tale, legend and myth. Each narrative was required to incorporate a topic sentence, supporting sentences as well as unity and coherence - all aspects that would be assessed. Findings revealed that this writing method proved effective in helping students create schema when producing written work since it elicited brainstorming sessions while generating ideas and connections alongside taking notes; creating visual representations of how their texts would be structured in turn benefited them significantly.

Dewi Dharma(2020) developed research to investigate the effectiveness of implementing the Four-Square writing method in enhancing students' narrative writing skills at Medan Mulia Elementary School. The study utilized a descriptive qualitative approach and collected data through a survey consisting of dichotomous questions aimed at eliciting feedback from students regarding their experience using the four-square method. Although no experimentation was carried out due to the nature of the investigation, students were taught about this tool to gain knowledge about its use. The findings revealed that most students reported improved writing abilities when utilizing the four-square method, as it allowed them to structure their narratives more effectively and organize their ideas with greater ease.

Agus et al. (2022) built a quantitative research study using a pre-experimental design to investigate the effectiveness of the Four-Square writing method in enhancing essay

writing skills among advanced learners. The study employed pre-test and post-test assessments to evaluate the efficacy of this approach in shaping essays, as well as a survey to gather feedback from participants regarding their experiences and perceptions towards this method. The findings revealed that while students struggled with essay writing, most agreed that the Four-Square method was useful in creating a well-structured and organized essay. However, interlingual errors and challenges associated with transitioning from their native language to English were identified as some of the major obstacles faced by EFL students. Teachers are advised to teach different academic writing structures before employing the four-square technique for optimal results. Furthermore, clear examples should be provided when using this approach to minimize confusion amongst learners.

A study made by Ipek and Karabunga (2022) which objective was to identify the impact the Four Square on the writing apprehension of individuals who were learning Turkish as a foreign language. The investigation had a mixed approach where the qualitative data results were divided into two primary themes: "writing proficiency" and "emotions." The participants of this investigations were the students at the Turkish University, it involved 36 participants with a randomized selection. Ultimately, these findings established that the four-square method played a crucial role in positively influencing anxiety associated with writing tasks by nurturing essential skills for effective communication while concurrently promoting participants' psychological comfort levels leading them towards enjoyable experiences resulting in higher self-esteem needed for continued motivation towards further development of their aptitudes in this area. Finally, this study outlined how these qualitative outcomes corroborated quantitative data which helped elucidate various aspects surrounding our understanding of this phenomenon's effects.

Puspita (2015) aimed to assess the efficacy of the Four-Square writing approach in comparison with Guided writing techniques for teaching writing skills to eleventh-grade students at Karangayar High School. To establish a causal link, an experimental design was employed as well as quantitative analysis using both descriptive and inferential statistics. The study was conducted within a classroom setting, with two groups selected: one control group and an experimental group consisting of 72 randomly sampled students from the eleventh grade. Data were

collected through creativity and writing tests, which were analyzed using multifactor analysis of variance and Tukey testing. The findings indicated that Four Square method is more effective than Guided Writing when it comes to teaching writing skills; additionally, students who demonstrated higher levels of creativity displayed more advanced proficiency in their written work. Finally, there was found to be an interaction between instructional strategies and student creativity when it came to improving writing ability.

Agustiana (2017) investigated the extent of influence that the Four-Square writing method, in conjunction with product and process-based approaches, had on teaching writing discussion texts. To achieve this objective, a mixed method approach was employed using an embedded design. The research involved 26 Indonesian EFL university students who completed pre- and post-tests, as well as field notes and a questionnaire for data collection purposes. The findings revealed that utilizing the Four-Square writing method alongside product and process-based approaches significantly improved students' writing skills; their scores were notably higher in the post-test than in the pretest. Furthermore, it was observed that teaching and learning processes related to writing were also enhanced; students demonstrated better organization of ideas. Importantly, student attitudes towards implementing this technique for discussion text composition were positive - they found it easy to use and understand while effectively improving their performance - making it an invaluable asset within any classroom setting.

The research paper conducted by Lumenta et al. (2020) focused on ascertaining the efficacy of the Four-Square writing method. The study employed a descriptive quantitative research design, and participants were selected using a non-probability quota sampling technique from EF kids and teens Kalimalag. Data was collected through administering tests utilizing the direct method as an instrument of data collection. During these tests, students were required to produce written content based on assigned topics while paying particular attention to coursebook material. Analysis of the data revealed that implementing the Four-Square writing approach can be an effective tool in enhancing students' writing skills, and adopting an eclectic teaching methodology can also yield positive outcomes. In conclusion, this study provides

valuable insights into how educators can improve their pedagogical techniques and assist students in achieving better results in their writing endeavors.

In her research, Sauhana (2020) sought to examine the efficacy of utilizing the Four-Square method in enhancing students' descriptive writing proficiency. To accomplish this objective, a quasi-experimental design incorporating both quantitative and qualitative data was employed within a classroom setting comprised of 30 purposively sampled students from SMA Negeri 4 Pekanbaru. Quantitative data were collected through testing while observation sheets and field notes served as sources for qualitative data. The results revealed that implementation of the Four-Square writing method effectively improved student performance as demonstrated by their attainment of minimum criteria score of 75 on the test. Consequently, based on these findings, it can be concluded that the four-square writing technique is an appropriate tool for teaching descriptive text composition across various grade levels given its ability to address common challenges encountered by first-year students when composing such texts.

In a recent study conducted by Setiawati et al. (2020), the efficacy of the Four-Square method in enhancing writing skills was investigated. The research followed a quantitative approach with a pre-experimental research design. The study population consisted of 10th grade students from SMA Negeri 8 Pontianak academy, while the sample size comprised 35 students who were selected through cluster random sampling. To gather data, the researchers administered a test that required students to write descriptive texts, which were evaluated on various parameters such as grammar, vocabulary, spelling and punctuation. The results showed that the Four-Square method was highly effective in improving writing ability when it came to descriptive texts. Based on these findings, the researchers concluded that this method could be used as an alternative way of teaching writing descriptive texts to students. In conclusion, this study provides valuable insights into how educators can leverage different teaching methods to enhance student learning outcomes and improve their overall academic performance.

Hardi (2019) conducted a research study with the objective of analyzing the effectiveness of the Four-Square writing method when applied to narrative texts. The methodology adopted was qualitative in nature and descriptive in approach. The study

was carried out at Medan Mulia Primary School, with a sample size of 39 students from grade 5 who demonstrated good proficiency in English. Data collection instruments included student writing texts, observations, and surveys. Upon analysis of the collected data, it was found that the Four-Square method was well-received by the students and had helped them develop an outline for their narratives. However, it also highlighted the need for students to develop pre-writing strategies in order to improve their skills further. Overall, the investigation concluded that implementing the Four-Square method can be beneficial in enhancing writing skills for narrative texts and can help students excel in developing and producing such written works.

1.2.Theoretical Foundations of the Variables

1.3.Independent Variable theoretical foundation

1.3.1. Teaching writing

Pincas (1982) states that teaching writing is a multifaceted endeavor that must achieve three primary objectives. Firstly, it should aim to generate realistic compositions that extend beyond the traditional school-like pieces and encompass various forms of writing, whether personal or public in nature. Secondly, written works ought to be both communicative and functional, serving their intended purpose as tools for effective communication. Lastly, the teaching of writing must reinforce the skills required for effective communication; this involves more than simply bolstering grammar or vocabulary knowledge. While these elements are undoubtedly crucial components of successful writing instruction, specific attention should be paid to developing unique methods, aims, and techniques. Firkins et al. (2007) define teaching writing as an approach that shares fundamental principles aimed at understanding and producing communicative texts tailored towards a target audience.

1.3.2. Prewriting Activities

When it comes to the writing process, prewriting is an essential step that helps writers produce and organize their ideas. One of the most popular prewriting activities among teachers is brainstorming, which involves learners generating ideas based on a given topic. This method is favored because it's quick and can lead to a multitude of

ideas being generated in a short space of time. However, there are potential pitfalls to consider. In some cases, the process can become unruly if certain factors come into play within the classroom environment. For example, some students may dominate the discussion, leading to an imbalance in idea generation. Meanwhile, less vocal students may struggle to keep up with the pace of the conversation or lose sight of the main direction of the ideas being put forward. As such, while brainstorming remains a valuable prewriting activity for many teachers and writers alike, it is important to be aware of its limitations and take steps to mitigate any issues that may arise during this process. With careful planning and facilitation from educators, learners can benefit from this technique without losing focus or missing out on key insights. (Rodrigues, 1983).

Mogahed (2013) discusses the various crucial writing activities that students must engage in to enhance their writing skills. These activities include brainstorming, which involves creating a comprehensive list of topics and ideas that learners wish to write about. Another important activity is clustering, where learners categorize their thoughts and ideas into different groups. Additionally, asking journalist's questions is an effective way of generating content by answering the six information questions: who, what, where, why, when and how. Freewriting is another valuable activity that allows students to write continuously for a specific period of time without any restrictions or limitations. Lastly, creating an outline is essential as it helps students organize their thoughts and ideas before beginning the actual writing process. By engaging in these vital writing activities, students can significantly improve their writing abilities and produce high-quality written work.

1.3.3. Four Square Method

The Four-Square Writing Method is a pre-writing tool that aims to help students develop their writing skills by providing a clear and structured framework for organizing their ideas. By using this method, students are encouraged to think critically and make connections with the information they have at hand at the time of writing. The Four-Square Writing Method is a graphic organizer that allows learners to develop a general structure of the writing text. This is achieved by dividing a piece of paper into four squares, with each square representing a different part of the writing process. The first square is used for writing the topic or main idea, while the second square is

used for supporting details or facts about the topic. The third square is used for providing examples or evidence to support the details, and the fourth square is used for summarizing the topic and supporting details (Gould et al.,2010).

1.3.4. Understand Relationship

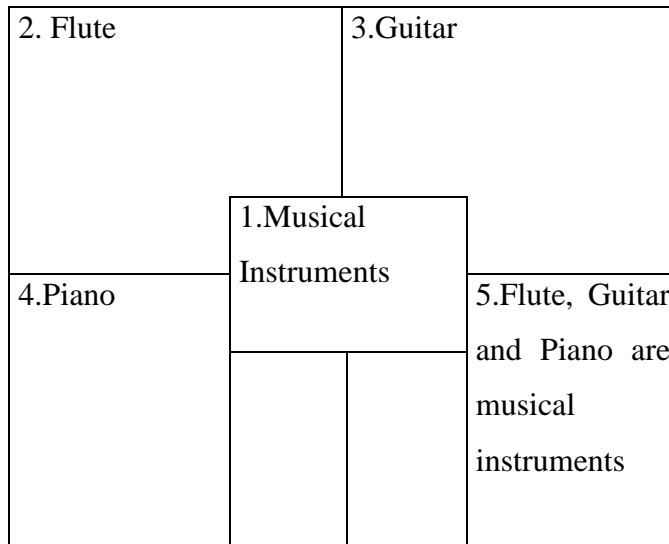
In order to effectively create a cohesive and well-structured piece of writing, it is imperative to have a thorough understanding of the relationships between various elements within the text. This includes identifying subtopics and developing a clear conclusion or summary. It is important to recognize that words, objects, ideas, and even sentences can be broken down into subcategories or definitions, and thus mastering the art of subordination is key. Teachers should encourage learners to practice this skill in a playful manner, first starting with a word for a later subcategorization of a topic sentence, as it is a natural process that can be observed in everyday settings. By honing their ability to identify and organize subtopics within their writing, students will be better equipped to communicate their ideas in a clear and concise manner (Gould et al.,2010).

1.3.4.1 Pre-writing 4 square method activities

1.3.4.2 Brainstorm Ideas to develop a concluding sentence.

In this activity, the educator employs concise vocabulary rather than complete sentences. The initial step involves presenting a topic to the student who then generates ideas to populate squares 2 through 4. Subsequently, the teacher prompts the learner to compose a single sentence that encapsulates all of the information from the preceding squares (Gould et al.,2010).

Figure 1. Brainstorming ideas to develop a concluding sentence.



Note. Adapted from “Four Square: Writing method 7-9 grades” by (Gould et al.,2010).

1.3.4.3 Use of complete sentences.

Aiming long and deeper reasoning in this activity, the 1st square should contain a complete and well-shaped sentence. Then the following squares should contain more elaborated reasons and explanations which support the main sentence in the first square. One strategy when developing this activity is to ask the students the question “prove it” to make them think about the ideas that support the main topic or the topic sentence (Gould et al.,2010).

Figure 2. Use of complete sentences

2. It is easy to play	3. It is fun to play	
4. It is not expensive to get one.	1. The best musical instrument is the guitar	
	5. Guitar is the best musical instrument because it is easy and fun to play, and not too expensive	

Note. Adapted from “Four Square: Writing method 7-9 grades” by (Gould et al.,2010).

1.3.4.4 Adding details to the supporting ideas

For many students it is difficult to add details to the supporting ideas, because writing is not a multiple-choice assessment, as taking the previous activity as example if you put everything together, it does make sense, however at the same time “orally” repetition is present when structuring as a whole text, so that it is necessary to add some details to each supporting sentence. In this activity, teacher needs to prompt the students for example in the second square “it is easy to play” is the supporting idea what teachers are going to do is ask “why guitar is easy to play” so the student will think and probably say “because I can play it with my finger or I know about music, etc. (Gould et al.,2010).

Figure 3. Adding details to the supporting ideas

2. It is easy to play I can play it with my fingers.		3. It is fun to play	- liftin my mood -Makes me feel like I am achieving something
I can find help in internet	1.The best musical instrument is the guitar		
4.It is not expensive to get one.			5.Guitar is the best musical instrument because it is easy and fun to play, and not too expensive
-The cost of a guitar is around 60 dollars.			

Note. Adapted from “Four Square: Writing method 7-9 grades” by (Gould et al.,2010).

1.4. Dependent variable Theoretical Foundation

1.4.1. English language skills

To effectively communicate in the English language, it is imperative to both transfer and receive information. Therefore, when learning English, it is crucial to focus on mastering the four macro-skills: reading, speaking, listening, and writing. These skills can be divided into two categories: productive skills and receptive skills. Productive skills refer to the ability to actively produce language, while receptive skills involve the ability to understand and receive language. By honing both productive and receptive skills in English, one can achieve a greater level of fluency and communication proficiency (Spratt et al., 2011).

1.4.2. Productive skill

1.4.3. Writing skill

According to Harmer (2005), writing involves the use of symbols and signs to facilitate effective communication. It is important to note that writing differs from

speaking in that it lacks paralinguistic features. However, this does not diminish its power, as writing utilizes a diverse range of symbols and signs that enable it to be just as potent as speaking. Through the careful selection and arrangement of these symbols and signs, writers are able to convey their intended meaning with precision and clarity, making writing an indispensable tool for effective communication in various contexts.

According to Spratt et al. (2011), writing is a productive skill that involves conveying meaning through the creation of symbols on any given page. In order to achieve effective communication, an individual must possess the ability to form letters and words, construct sentences, and connect these sentences in a coherent manner to effectively convey the intended message. Writing is a fundamental aspect of human communication and is essential in various aspects of daily life, including academic, professional, and personal contexts. The mastery of writing skills requires continuous practice and a deep understanding of language structure and conventions. Through effective writing, individuals can express their thoughts, ideas, emotions, and experiences with clarity and precision.

Davies and Fraenkel (2003) delved into the topic of writing and its components. They note that writing typically involves constructing sentences in accordance with traditional grammar rules. However, they also acknowledge that ellipsis - the omission of certain words or phrases - can be a common feature in written communication. This is due to the fact that writing lacks the benefit of face-to-face interaction, which can provide additional context and clarity for the reader. In essence, while writing serves as a valuable tool for conveying information and ideas, it requires careful consideration in order to ensure that its intended meaning is effectively communicated.

1.4.4. Writing subskills

Writing is a multifaceted skill that encompasses several sub-skills. Broadly speaking, Brown and Hood (1989) classified these sub-skills into two categories: those related to spelling and those related to punctuation. Conversely, Spratt et al. (2011) delved deeper into the topic by identifying two additional sub-skills - one pertaining to the **precision of language use or accuracy** and the other concerning clarity of communication. With regards to accuracy, these sub-skills include spelling, letter formation, letter joining, punctuation usage, grammar usage, sentence construction and paragraphing skills, as well as the ability to select appropriate vocabulary and utilize

correct layouts. When it comes to **communicating ideas effectively**, on the other hand, writers must organize their thoughts in a logical and useful manner that suits their intended purpose. They must also use an appropriate style and register for their audience and follow the conventions associated with different text types. Additionally, linking words and sentences clearly is crucial for conveying meaning effectively. Finally, writers must be able to use language functions appropriately in order to achieve their desired outcomes. By mastering these sub-skills within the larger context of writing as a whole, individuals can become more effective communicators who are able to convey their ideas accurately and persuasively.

1.4.5. Writing approaches

1.4.5.1 Process writing

According to Brown (2015), process writing is an effective approach that is designed to engage and encourage learners to focus their attention on the writing process and produce a meaningful piece of writing. This method involves various stages of drafting and revision, allowing for formative feedback to be received. By adopting the process writing approach, learners are able to harness the planning potential of their writing, giving them the opportunity and ability to think as they write. This approach has proven successful in fostering different stages of drafts and revisions while also making it possible for learners to work collaboratively with their teachers or instructors during each stage of development. Ozawa (2010) further emphasizes that the primary concern for learners during the writing process should be what they are doing rather than worrying about what the final product will look like. This approach allows learners to move seamlessly from one stage to another while receiving valuable feedback from their instructors or teachers throughout each step of the process.

Table 1.

Table 1. Stages: Process Approach

Product Approach		
Stages	Description	Strategies
1. Pre-writing	At this stage, learners engage in brainstorming sessions to generate ideas and subsequently proceed to plan and organize their thoughts before putting them down on paper.	Brainstorming Mind mapping or just free writing
2. Drafting	This section of the composition process, students are required to produce their initial draft using the concepts developed in the preceding stage.	Focus on content, fast drafting or write chunks
3. Revising	Following the initial draft, the revision phase affords students the opportunity to rectify any issues pertaining to coherence, clarity and overall effectiveness of their written work.	Read aloud, peer feedback, Consistency check
4. Editing	In this section, learners are expected to rectify any errors in their writing pertaining to spelling, punctuation, grammar, and other language-related mistakes.	Proofreading, Revise grammar and text style
5. Publishing	This final stage involves meticulous scrutiny of the entire text to rectify any inconsistencies and ensure that it has been refined to perfection, rendering it suitable for its intended purpose.	Giving a Format or Formatting, Final proofreading

Note. Adapted from “Teaching by principles: An interactive approach to language pedagogy.” By D. Brown and H. Lee, 2015, Pearson Education (Brown & Lee, 2015)

1.4.5.2 Product writing approach

Product writing is a crucial aspect of the writing process that deserves special attention. Its goal is to produce a coherent and error-free final product. To achieve this, product writing adopts an imitation-centered approach whereby learners are required to copy and restructure the text or model provided by their teachers (Nunan, 1999). Hasan and Akhand (2010) define the product approach as a pedagogical technique wherein teachers provide writing samples that serve as benchmarks for learners' composition of written works. The product approach emphasizes the importance of closely studying

and analyzing high-quality writing samples as a means of improving one's own writing skills. By imitating successful models, learners can develop their own unique style while also ensuring that their written work meets the necessary standards of quality and coherence. Ultimately, product writing is an essential tool for anyone who wishes to communicate effectively through the written word, whether in academic or professional contexts.

Table 2. Stages: Product Approach

Product Approach		
Stages	Description	Strategies
1. Familiarization	Learners get to know the characteristics of a text for future re-production.	Subtract key features of the selected text
2. Controlled writing	Learners have the opportunity to repeat patterns of the text they will re-produce with different drills(copying).	Fill blanks, match statements with their structure
3. Guided writing	In this stage learners are permitted to commit mistakes and more than copying they have options; this stage allows them to add something by themselves	Follow the pattern of the text sample
4. Free writing	Here learners create their own piece of writing such as: letters, stories, essays, etc.	Use of comparative writing task to re-produce the text sample.

Note. Adapted from “Teaching English Writing” by A. Pincas, 1982, Illustration the Macmillan Press Limited. (Pincas, 1982)

1.4.5.3 Genre Approach

When it comes to the written word, a genre is defined by its specific structure and serves to convey a certain function using grammatical form and overall format. Essentially, genres are created to communicate in a particular way and are characterized by their unique structures that reflect their intended purpose. Whether it's a novel, essay, or news article, each genre has its own distinctive features that help readers understand what type of writing they're engaging with. (Nunan , 1999).

Flowerdew (1993) defined the genre approach as a type of communicative event where the participants communicate common purposes within the different genre discourse communities. By understanding the various genres and their defining characteristics, writers can effectively convey their message to readers in a clear and concise manner.

Table 3. Genre Approach

Product approach		
Stages	Description	Strategies or activities
1. Reading and analysis	As the product approach learners are exposed to the different genres to thorough examination.	Identify structures: Language use, structure and tone of writing
2. Joint construction	Learners are asked to produce a text, they work alongside the teacher, feedback from the teacher is allowed taking into consideration the features of the genre identified in the previous stage.	Modelling the writing and Writing groups.
3. Independent construction	Learners work by themselves to construct the text taking consideration of the features identified in the first stage.	Original texts creation
4. Reflection	Here learners ponder their writing papers, thereby identifying their strengths and weaknesses.	Teacher feedback and error identification

Note. Adapted from “A process genre approach to teach writing” by R. Badger and White, 2000, *ELT Journal* (Badger & White, 2000)

1.5. Writing process

Harmer (2005) and Spratt et al. (2011) agree in the four stages of the writing process: planning, drafting editing and final drafting.

Table 4. Stages: Writing Process

Genre approach		
Stages	Description	Strategies or activities
1. Planning	Here writers have to give special attention to three specific issues: the purpose , as this influence the type of text that will be produced, the audience , as this is going to give the shape of the writing and the language choice, finally, the content structure to identify the best sequence or structure of the text.	Identify structures: Language use, structure and tone of writing
2. Drafting	In this stage, the writers produce the first piece of writing which will be considered as the draft, with the assumption that it will be improved or corrected later.	Modelling the writing and Writing groups.
3. Editing	This stage happens once they have produced the draft, students usually have to re-read the text to know how the text works better, if the ideas are well organized, if there are any grammar errors, and the accuracy of the text.	Original texts creation
4. Final Draft	After, they produced the final version of the draft. Learners get ready the final version of their writings for future exposure to the target audience. So, in this stage the final version of the writing is produced	Teacher feedback and error identification

Note. Adapted from “How to teach writing” by J. Harmer, 2005, Pearson Education Limited. (Harmer, 2005)

1.6.OBJECTIVES

1.6.1. GENERAL OBJECTIVE

To Identify Four-Square Writing Method's efficacy in enhancing the English writing among learners of English as a Foreign Language (EFL).”

1.6.2. SPECIFIC OBJECTIVES:

- To conduct a comprehensive evaluation of the Four-Square Method's efficacy in enhancing the coherence and cohesion of written EFL learners' compositions, with a particular focus on identifying its strengths and potential areas for improvement.
- To ascertain the proficiency level of English as a Foreign Language (EFL) learners in written communication.
- To determine the influence of the Four-Square Method on the enhancement of English as a Foreign Language (EFL) learners' writing abilities.

2. CHAPTER II: METHODOLOGY

This chapter provides essential information to understand the process and other aspects of the data collection stage in this research. It explains the research methodology that was adopted and describes the materials, methods, techniques, and instruments that were used to gather data. The chapter also presents how the data was organized and structured for analysis. The purpose of this chapter is to give a general overview of the data collection process and its rationale.

Materials

In the current research, it harnessed a diverse range of resources. Human resources comprised 21 diligent students from the 2nd baccalaureate class at Unidad Educativa Cristóbal Colón, whose unwavering commitment and intellectual curiosity enriched data collection and discussions. Economically, it was utilized handouts, markers, and traveling tickets to facilitate seamless execution. Technological resources included digital books, laptops, cellphones, and SPSS, each playing a crucial role in our scholarly journey. This harmonious convergence of resources propelled the educational inquiry, shaping a narrative of knowledge acquisition and discovery.

2.1. Methods

2.1.1. Research approach:

In the research a quantitative approach to assess students' writing skills was opted. The pre-test, functioning as a diagnostic resource, gauged initial proficiency, while the post-test served as a checking resource to evaluate interventions. Relevant data was meticulously collected, including student compositions and contextual information. Subsequently, the data was tabulated using graphs and tables, providing visual clarity and facilitating further analysis. Furthermore, the educational landscape was guided by precision, ensuring each data point contributed meaningfully to the broader discourse on writing skills.

Holton and Burnett (2005) cast a spotlight on quantitative research, emphasizing its profound impact when investigating human behavior within larger populations. This methodological approach thrives on generalizations, allowing us to draw meaningful insights from a representative sample. It considers the scenario where a specific group of individuals serves as our sample—perhaps students from a

particular school. The results gleaned from this cohort can then be extrapolated to broader groups sharing similar characteristics. In essence, quantitative research acts as a bridge, connecting the microcosm of our sample to the macrocosm of population dynamics.

2.1.2. Type of research /Research design

Federer (1956) defined the pre-experimental design as the investigation to discover a cause effect relationship between the independent and the dependent variable, in the experimental design researcher can manipulate the independent variable to observe the effects on the dependent variable by working with a single group as the sample for the investigation. For this reason, the research carried out in the “Unidad Educativa Cristóbal Colon” was pre-experimental since a pretest was applied to determine the students' writing proficiency, then several interventions were applied where the independent variable was manipulated, later a post-test was implemented which seek out to determine the effects of the interventions in the students' writing skills.

2.1.3. Techniques/tools

The principal instrument used for this research was the standardized test B1 Preliminary English Test for schools, this standardized test was developed by Cambridge. The test was structured in two main parts, the first part was an e-mail structured writing and the second part consisted of two choices of writing between a story and an article. The rubric was taken from the Cambridge platform which evaluated each category from 0 to 5 points each, evaluating four specific features: content, communicative achievement, organization and language of the writing text. Thanks to this tool, the researcher could evaluate each student's writing skills objectively. Canals (2017) explains that the instruments of data collection are the tools used to collect data which help researchers to collect information systematically, therefore this information or data should be related to the research problem.

2.1.4. Data collection Procedure

In order to develop the data collection, eight interventions were designed. These interventions were focused on guiding the students in how to use the Four-Square Method to create a piece of writing, in this specific case an e-mail and an

article. The lesson plans were focused on improving writing skills and approved by the tutor.

The interventions were meant to give the students an understanding of how to use the 4 Square method to create a piece of writing, thereby, the learners could understand how to brainstorm, organize, and develop their ideas for subsequent writing. Each of the sessions gave as result a product completed by the learners, which consisted of a piece of writing using the 4 Square Method as a core for the preparation of the writing. It should be said that the teaching process of the Four-Square Method was specifically adapted to the learners estimated level, each intervention complemented the others to obtain a gradual understanding from the learners.

2.1.4.1 Session one: Pre-test

The researcher applied the Pre-test to the students which took thirty minutes. Each activity of the pre-test was assessed with the help of the B1 Cambridge English qualifications Rubric.

2.1.4.2 Session two: Understanding Relationship

The objective of this lesson was to understand and identify the relationship between different types of words and sentences based on their categories. The researcher began the class with a warmup which consisted of a category the teacher gave to students e.g. musical instruments, and the students had to write as many words as possible in one minute and share with their classmates by writing them on the board. Then, the teacher introduced the concept of subcategorization and provided a wide range of examples by using verbs, adjectives, nouns, etc. to the students. Later, the researcher gave them a worksheet with some examples of categories and activities to complete within class. Finally, the researcher asked the students to make groups of three people and create a list of 10 words that fell under a certain category given by the teacher. The teacher reviewed the words and provided feedback and talked with them about what they have learned in relation to words and categories.

2.1.4.3 Session three: Brainstorm ideas to create supporting and concluding sentences.

The objective of this lesson was to elaborate supporting and concluding sentences of a topic using the Four Square Method. The class started with a brief warm

up led by the researcher, the warm up game was the hot potato. Students played with categories e.g. song, food, apps, etc. The students who lost the hot potato game had to write one word related to the category assigned. Then, teacher introduced the concept of Four Square by drawing examples and explaining its components. After that, the researcher asked the students to draw 3 organizers of the Four Square method and gave them three topics so the students. They just had to write down the supporting ideas and the concluding idea. Later on, the researcher asked the students to create a piece of writing with the ideas of the organizer that students had previously developed . Finally, the researcher asked the students one thing they had found interesting or amusing when using the Four Square Method.

2.1.4.4 Session four: Use of complete ideas using the four-Square Method

The purpose of this lesson was to elaborate complete ideas using the Four-Square Method. The class started with a warmup called “Fact and opinion”, there the researcher talked about his preferences by asking questions e.g. I just heard a good song, do you want to hear it?, if the students said yes, the researcher would say something like I did not know that you like opera; until the students realized that the researcher was talking about his personal preferences. After the warmup, the researcher introduced the topic by giving examples using the Four-Square Method, however, at that time the topic was a complete sentence which changed the requirements of the other squares. The researcher used a ‘prove it’ worksheet where the students had to validate the ideas written on the worksheet by selecting the correct option. Later, the researcher asked the students to write three 4 square organizers and gave the students some topics in which the students had to write complete ideas in each four-square organizer.

Finally, the researcher asked the students to write a paragraph with the information that they had in the four-square organizer and asked them about their experiences and suggestions.

2.1.4.5 Session five: Adding supporting details using the Four-Square Method

This session aimed to elaborate complete ideas withing the Four-Square Method form. The researcher began this session by reading some of the pieces of writing made by the students, and asked them about what was missing in those writings, when the students did not answer, the researcher gave them a response “ the

details”, so then the researcher continued by giving them some examples of details in the different pieces of writing. As a tool to elicit the students' responses, teacher asked questions like: What’s good about that reason?, Why it is ok?, etc. After that, the researcher distributed a worksheet which contained a 4 Square Method sample with the topic “I would like to visit.....” where the students had to fill out with their own preferences. As a product, the students had to write a paragraph with the information they had on the worksheet. To finish the class, The researcher just asked the students about their choices “why they would like to visit a certain place”.

2.1.4.6 Session six: Writing effective e-mails using the Four-Square Method

In this session the objective was to create an email taking into account the parts of an email and using the Four-Square Method. For the warmup, the researcher explained some personal experiences when he had to write an e-mail to someone and explained the purpose of emails. After that, the teacher introduced the four-square method with the e-mail structure, then he provided a brief explanation of the e-mail structure and its parts. The teacher asked the students to create an e-mail using the Four-square Template about the Topic ‘End Year Party’. Finally, the teacher just asked students about how confident they felt compared to their first experience in the pre-test in writing.

2.1.4.7 Session Seven: Writing an effective article Using the Four-Square Method

This session's objective was to write a small article using the Four-Square Method. For the warmup, the researcher started by discussing with the students about what makes a good article, and what the favorite topic of the students was, what they wanted to write about. Then, the researcher introduced the structure of an article “Introduction, Body and conclusion” and explained the Four-Square Graphic organizer. After that, the researcher chose a relevant topic for the students, and started filling the four squares together. Afterward, the researcher distributed the Four-Square template to the students, and asked them to choose a topic they would like to talk about, this way the students filled the Four Square template with their own ideas. Finally, The researcher asked the students to create a 100-word paragraph with the structure they have learned. In the end, the researcher asked the students to discuss why they thought their articles were better than the others.

2.1.4.8 Session eight: Post- Test

The researcher gave a brief description of the evaluation structure and gave instructions the learners had to follow. After that, the researcher distributed the Post-test for its development and asked the students to complete the writing test. Finally, after thirty minutes, the researcher took the pretest and bid farewell to the students. Each activity of the pre-test was assessed with the help of the B1 Cambridge English qualifications Rubric.

2.1.5. Population

For the current research, it encompassed 20 students of the “Unidad Educativa Cristóbal Colón” they were part of the 2-baccalaureate grade. The school is located in Shell, a town which belongs to Pastaza County. The 20 students consisted in 10 males and 10 Females.

2.1.6. Hypothesis

2.1.6.1 Alternative Hypothesis

H1: The use of the Four-Square method improves writing skill.

2.1.6.2 Null Hypothesis

H0: The use of the Four-Square method does not improve writing skill.

3. CHAPTER III: RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

The data collected from the B1 Preliminary for Schools, used as the pre-test and post-test, is thoroughly analyzed, and discussed in this chapter. This test evaluated students' writing competence, assessing their writing based on different standards: Content, Communicative achievement, Organization and Language. This study included 20 participants from 2nd year Baccalaureate, who were estimated to have the B1 level for schools. These students participated actively in the activities developed with the Four-Square Method to improve their writing skills. The obtained information is submitted in tables followed by its review and discussion. This study tested the information of the pre and posttest respectively and measured the effectiveness of the Four-square method in the students' writing skills, with the help of the aforementioned standards. The rubric scale of the different standards is from 0 to 5, 0 being the lowest level of proficiency and 5 being the highest level of proficiency.

The current research evaluated the writing improvement of students based on the pre and post test results, therefore, the SPSS program was used to gauge the hypothesis and determine whether it could be accepted or not.

3.1.1. Data Interpretation

The pre and post-test drew results that were crucial to assess the efficacy and importance of the interventions. Moreover, the test was built to evaluate the writing proficiency of skills considering the different aspects of the rubric. Thereafter, there is a thorough analysis and interpretation of the data collected with the tools or tests.

3.1.1.1 Pre-Test Score

Table 5 Pre-test Score

	N	Range	Maximum	Mean	Variance
Contentactivity1pretest	20	5,00	5,00	2,6500	4,871
Communicativeachievementactivity1pretest	20	5,00	5,00	2,0500	3,839
Organizationactivity1pretest	20	5,00	5,00	1,5500	3,418
Languageactivity1pretest	20	5,00	5,00	1,7000	3,484
Contentactivity2pretest	20	5,00	5,00	,9000	1,884
Communicativeachievementactivity2pretest	20	4,00	4,00	,6000	1,305
Organizationactivity2pretest	20	4,00	4,00	,4500	1,208
Languageactivity2pretest	20	5,00	5,00	,6000	1,726
Valid N	20				

Note: The table shows the general frequency of the two activities on the pre-test results.

Analysis and Interpretation

Table 5 shows the overall score in the two activities out of 40 of the students after running the pre-test. The PET B1 for schools test was used and the assessment of students writing proficiency was developed by using the Cambridge writing rubric starting from 0 to 5. Based on the data collected in Table 5. In the first criterion “Content” for the activity one, the students scored an average of 2.65 and in the second activity an average of 0.9 out of five points. On the other hand, in the second criterion “Communicative achievement” for the first activity the students obtained an average score of 2.05 and in the second activity the students obtained an average score of 0.6 out of five. In the third criterion “Organization” for the first activity, the students got an average of 1.55, and for the second activity, they obtained an average of 0.45 out of five. For the last criterion “Language”. The students scored an average of 1.70 in the first activity and 0.60 in the second activity out of five points. These results showed for the first activity, that students find a certain degree difficult to organize the text and

find the words to reproduce their ideas correctly as they had the lowest average score in organization and in language. For the second activity, the students showed problems in each criterion, most of them were confused in what to write, how to convey meaning, how to organize the writing and what words they could have used.

3.1.1.2 Post-test Score

Table 6. Post-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Contentactivity1posttest	20	2,00	5,00	4,4500	,94451
Communicativeachievementactivity1posttest	20	1,00	5,00	3,9500	1,31689
Organizationactivity1posttest	20	1,00	5,00	3,9500	1,35627
Languageactivity1posttest	20	1,00	5,00	3,7000	1,17429
Contentactivity2posttest	20	,00	5,00	2,2500	1,94327
Communicativeachievementactivity2posttest	20	,00	5,00	1,8500	1,72520
Organizationactivity2posttest	20	,00	5,00	1,3000	1,83819
languageactivity2posttest	20	,00	5,00	1,2000	1,67332
Valid N	20				

Note: The table shows the general frequency of the two activities in the post-test results.

Analysis and Interpretation

Table 6 shows the overall score in the two activities out of 40 of the students after running the post-test. The PET B1 for schools test was used and the assessment of students writing proficiency was developed by using the Cambridge writing rubric starting from 0 to 5. Based on the data collected in Table 6, in the first criteria “Content” for the activity one the students scored an average of 4.45 and in the second activity an average of 2.25 out of five points. On the other hand, in the second criteria “Communicative achievement” for the first activity the students obtained an average score of 3.95 and in the second activity the students obtained an average score of 1.85

out of five. In the third criteria “Organization” for the first activity the students got an average of 3.95 and for the second activity they obtained an average of 1.30 out of five. For the last criteria “Language”, the students scored an average of 3.70 in the first activity and 1.2 in the second activity out of five. These results showed for the first activity, that students had improved their writing in the first activity, conversely, they in the second activity the students have a wide variety of issues in transmitting the message of their writings, organizing their writings; by having problems in structuring, it and the vocabulary to convey their ideas in a well-structured manner.

3.1.1.3 Writing pre and post Test arithmetic mean

Table 7. Writing pre and posttest arithmetic mean; Content arithmetic mean.

		Content Criteria					
		Content activity 1pretest	Content activity 1posttest	Difference	Content activity 2pretest	Content activity 2posttest	Difference
N	Valid	20	20	20	20	20	20
	Missing	0	0	0	0	0	0
Mean		2,65	4,45	1,8	0,9	2,25	1,35

Note: The table shows the general frequency of the two activities on the post-test results, arithmetic mean, and difference of the content criteria.

Analysis and interpretation

Based on the information in table 7, in the activity one of the pre-tests results the students got an average score of 2.65. In the post-test results students obtained an average score of 4.45, with a difference of 1.80 points. On the other hand, in the second activity, the test students obtained an average score of 0.9 in the pre-test and 2.25 in the post-test with a difference of 1.35 points.

After weighting both average scores of the pre and post-test, it was concluded that students improved their writing skills in both activities, nevertheless, it is clear that the second activity represented a problem for the students due to the lack of knowledge of the topic presented in the tests, therefore, the content of the activity two was not relevant and the researcher could not be fully informed about the topic.

3.1.1.4 Writing pre and post-test arithmetic mean; Communicative achievement

Table 8. Writing pre and post-test arithmetic mean; Communicative Achievement

Communicative achievement Criteria							
		Commu nicative achieve mentact ivity1pr etest	Commu nicative achieve mentact ivity1po sttest	Differe nce	Commun icativeac hievemen tactivity2 pretest	Communic ativeachiev ementactiv ity2posttes t	Differenc e
N	Valid	20	20	20	20	20	20
	Missing	0	0	0	0	0	0
Mean		2,05	3,95	1,9	0,6	1,85	1,25

Note: The table shows the general frequency of the two activities on the post-test results, arithmetic mean, and difference of the communicative achievement criteria.

Analysis and Interpretation

Based on the information in Table 8, in activity one of the pre-tests, the results show the students got an average score of 2.05. In the post-test results, students obtained an average score of 3.95, with a difference of 1.90 points. On the other hand, in the second activity of the pre-test, students obtained an average score of 0.6, and in the post-test a score of 1.85 with a difference of 1.25 points.

When comparing both results of the test, it was possible to conclude that in general, all the students improved their scores and therefore their writing skills. In the first activity of the test, students could use the conventions of the communicative task to maintain the attention of the researcher using appropriate ways to communicate ideas consistently. Conversely, in the second activity of the test, the students produced a text that had few conventions; therefore, the researcher could observe that most of the texts communicated ideas in simple ways.

3.1.1.5 Writing pre and post-test arithmetic means; Organization criteria

Table 9. Writing pre and post- test arithmetic mean; Organization Criteria

		Organization Criteria					
		Organiz ationact ivity1pr etest	Organiza tion activity1 posttest	Differen ce	Organization activity2prete st	Organiz ationact ivity2po sttest	Diffe rence
N	Valid	20	20	20	20	20	20
	Missing	0	0	0	0	0	0
Mean		1,55	3,95	2,4	0,45	1,3	0,85

Note: The table shows the general frequency of the two activities on the post-test results, arithmetic mean, and difference of the Organization criteria.

Analysis and Interpretation

According to the results in table 9, in the activity one of the pre-test, the students got an average score of 1.55. In the post-test results, students obtained an average score of 3.95, with a difference of 2.40 points. On the other hand, in the second activity the test students obtained an average score of 0.45 on the pre-test and 1.30 in the post-test with a difference of 0.85 points.

While equating both results, the researcher could reach the conclusion that there were improvements in the students' writing skills regarding the organization. This is the criteria where the students improved the most, exclusively in the first activity. In contrast, in the second activity most of the students had problems when they were trying to connect ideas and use linking words.

3.1.1.6 Writing pre and post-test arithmetic mean; Language Criteria mean and difference.

Table 10. Writing pre and post-test arithmetic mean; Language Criteria mean and difference.

		Language Criteria					
		Language activity1pretest	Language activity1posttest	Difference	Language activity2pretest	Language activity2posttest	Difference
N	Valid	20	20	20	20	20	20
	Missing	0	0	0	0	0	0
Mean		1,7	3,7	2	0,6	1,2	0,6

Note: The table shows the general frequency of the two activities on the post-test results, arithmetic mean, and difference of the Language criteria.

Analysis and Interpretation

According to the results in table 10, in the activity one of the pre-test, the students got an average score of 1.7. In the post-test results students obtained an average score of 3.70, with a difference of 2.00 points. On the other hand, in the second activity of the test, students obtained an average score of 0.60 in the pre-test and 1.20 in the post-test with a difference of 0.60 points.

The results displayed that student had improved in both activities. Nevertheless, in the second activity of the test, most of them could use basic vocabulary which was not too accurate sometimes. Some of them lost control of the grammatical structure meaning that some of them did not know how to use the different tenses to convey ideas. Moreover, the errors were too noticeable, causing some difficulties in the researcher's understanding of the text.

3.2. Verification of hypotheses

To verify the hypothesis a program called SPSS was used. As the sample was less than 30 participants a non-parametrical test was applied to verify the hypothesis.

3.2.1. Normality Test

Table 11. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,184	20	,073	,865	20	,010
Post-test	,182	20	,081	,944	20	,291

a. Lilliefors Significance Correction

Note: The table show the Normality test taken from SPSS

Analysis and Interpretation

Table 11 shows the distribution of the data. First, as the size of the sample is >50 it is not possible to apply the Kolmogorov-Smirnov test. The Shapiro-Wilk test show that both categories pre and post tests do not fulfil the condition of the value of P being higher than 0.05 so it is not possible to affirm that the data is normally distributed, therefore, it is necessary to use a non-parametrical test to evaluate the hypothesis.

3.2.2. Non- parametric Test

Table 12 Wilcoxon non-parametric Test

Hypothesis Test Summary			
	Null Hypothesis	Test	Sig. ^{a,b} Decision
1	The median of Related-Samples differences between Wilcoxon Pretest and Posttest Rank Test equals 0.	Signed	<,001 Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Note: The table show the non- parametric test taken from SPSS

Analysis and interpretation

Table 12 compares the medians of the pre and post-test using a Wilcoxon test as all the data comes from the same population and giving a difference of 0. As the p value is $<.001$ less than the significance level $.050$ it can be concluded that the hypothesis is rejected. This means that there is a significant difference between the medians of the pre-test and the post-test; The conclusion is that four square methods can improve writing skills.

4. CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

Subsequent to the evaluation of the data collected in relation to the Four-Square Method improving the writing skills, the upcoming conclusions and recommendations were drawn from the study:

- Upon analysis of the data, it was observed that the Four-square method had a positive impact on coherence and cohesion within student writings as evidenced by an improvement when comparing pre-test to post-test results. Furthermore, implementing this methodology resulted in heightened motivation levels amongst students towards their writing tasks with increased appreciation for its clarity, simplicity and usefulness. These findings suggest that utilizing the Four-square approach is not only an effective but also engaging way to teach high school EFL students how to enhance their writing skills whilst improving overall quality and structure within written work composition.
- After administering the Cambridge PET B1 test to a group of 20 second baccalaureate level students and utilizing a standardized rubric to evaluate their writing skills, it was discovered that most students had several difficulties with the test. Specifically, in the first activity of the pre-test, which required them to write about a general topic. Based on their overall performance throughout the test, it became apparent that there were several problems in their writing skills. Although some students displayed general knowledge about the topics covered in the test, they experienced difficulties transferring their ideas onto paper. There were instances where confusion arose when conveying ideas, as well as challenges with connecting ideas and using connectors effectively. Some students simply wrote sentences without any clear structure or organization. Additionally, many students lacked an adequate lexis for producing a piece of writing appropriate for a B1 level.

- The Four-Square writing method has been proven to be an effective tool for enhancing writing skills in a variety of contexts. When students utilized the Four-Square approach to create narrative pieces, they demonstrated marked improvements in terms of organization, vocabulary development, and clarity of expression. It is worth noticing that these results were achieved through explicit instruction on how to use the Four-Square method, as well as ample opportunities for students to practice and apply what they had learned. By providing targeted feedback and guidance, educators could help students master this valuable technique and become more confident and proficient writers overall.

4.2.Recommendations

Regarding the conclusions above, it is recommended:

- It is highly advisable to devise a comprehensive plan that incorporates multiple interventions beyond just the pre-test and post-test interventions. This is particularly important because during the investigation, it was observed that several students belonging to the institution faced challenges with various grammatical forms, which impeded their ability to produce quality written texts. Moreover, it is imperative to gather information about the participants' educational backgrounds in order to determine whether they have received adequate training in English language fundamentals in their previous schools. By doing so, it will be possible to ensure a more homogeneous sample and achieve better research outcomes.
- In order to expand the scope of the findings and make them more relevant to a wider range of English as a Foreign Language (EFL) learners, further research is essential. This should involve investigating how the text criteria align with alternative external benchmarks from other English proficiency assessments, as well as exploring other variables that could potentially impact test outcomes. It is also crucial to ensure that all students meet specific B2 level prerequisites before conducting any future research, which may require obtaining a larger and more homogeneous sample size. To achieve these objectives, researchers

will need to design and implement a comprehensive study that takes into account multiple factors that could affect EFL learners' performance on language proficiency tests. For example, they may need to consider variables such as age, gender, educational background, and previous exposure to English language learning. Additionally, they may need to explore different instructional methods and materials that can help improve students' proficiency levels. One potential approach for conducting this type of research would be to use a mixed-methods design that incorporates both qualitative and quantitative data collection techniques. This could involve administering standardized language proficiency tests alongside interviews or surveys designed to gather information about students' backgrounds, learning experiences, and attitudes towards language learning. Ultimately, the goal of this research would be to develop a better understanding of how EFL learners can improve their language proficiency levels and achieve success on standardized tests. By considering a wide range of factors that influence language learning outcomes and using rigorous research methods, we can gain valuable insights into how best to support these learners in achieving their goals.

- In order to help students truly master a particular topic or domain, it is crucial to redirect their attention towards specific areas that are critical for success. This includes focusing on language acquisition, which involves teaching students not just how to use vocabulary appropriately, but also when and in what context it is most useful. In addition, students must be taught how to use grammatical forms correctly and effectively, as well as how to connect complete ideas in a clear and organized manner using connectors. Another important aspect of language understanding for future writing is teaching students how to use conjunctions to add more complexity and depth to their writing. However, simply teaching these skills is not enough; it is equally important to foster an environment where English usage is encouraged and supported at all times. This can be particularly challenging for students who struggle with listening comprehension or who may misunderstand instructions given in class. By providing targeted support and guidance in these critical

areas, educators can help ensure that all students have the tools they need to succeed academically and beyond.

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4.4. Annexes

4.4.1. Annex 1. Carta de compromiso

Shell, 18 de septiembre de 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de Titulación
Facultad de Ciencias Humanas y de la Educación

CARTA DE COMPROMISO

Yo, Mg. Cyntia Moya portadora de la Cédula de Ciudadanía, 1716074974, en mi calidad de Rectora Encargada de la Unidad Educativa Fiscomisional Cristóbal Colón, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del trabajo de titulación bajo el Tema: "Four Square Method and Writing skills" propuesto por el estudiante Tsukanka Timias Homero Elvis titular del documento de identidad 1600465395, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la facultad de Ciencias Humanas y de la Educación en la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Ing. Cyntia Katrina Moya Freire, Mg

1716074974

0992923546



cyntia.moya@educacion.gob.ec



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4.4.2. Annex 2. Turnitin report



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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

THEME: Four Square Method and Writing Skills

AUTHOR: Horacio Elvis Tsukanka Tania

TUTOR: Lulu Ximena Alexandra Calero Sánchez Mg

ABSTRACT

Writing skill is one of the productive skills known as one of the most difficult skills to master especially in EFL learners. One effective method to teach writing skills is the use of the Four-Square Method consisting of a graphic organization of four squares, three of the squares were completed with the supporting ideas, and the last one filled with the summary or conclusive sentence. Thus, the main objective of this research was to identify Four-Square Method's efficacy in enhancing the English writing among second-year students of Incehuacante in the United Educative Circuit of Cacha. The methodology applied was pre-experimental with a quantitative approach. With the purpose of collecting the information, the Cambridge Preliminary English Test for schools was applied, it was used in both the pre-test and post-test. The data were collected from 20 high school students, consisting of ten males and ten females, consequently, their pre-test using the Cambridge writing rubric which contained the following criteria: Content, Communicative achievement, Organization and Language, each of them completed were scored from zero to five points. Within the experimental phase, there were eight lessons plans were developed, which described the activities that were developed in a period of five weeks. It should be noted that during the interventions, the created spaces were all related to students' general knowledge guided and structured with the Four-Square method. All the numerical data collected with the pre-test and post-test was thoroughly analyzed with the IBM SPSS software. Main findings suggest that significant improvements in writing skills were achieved after the interventions.

Key words: Four Square Method, Writing skills, EFL.

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4.4.3. Annex 3. Pre and post test

Pre-test



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Unidad Educativa Cristóbal Colón
Pre-Test



Name: _____
Difficulty: _____

Date: _____
Time: _____

The test shall employ the information furnished for a research study entitled "Four Square Method and Writing Skills." The data garnered from this test shall be treated with utmost confidentiality. (La encuesta utilizará la información proporcionada para un estudio titulado "El método de los cuatro cuadrantes y la habilidad escrita". Los datos recolectados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for your voluntary participation in this research. (Gracias por participar voluntaria y libremente en este estudio.)

Instruction to the students

Write your personal information in the sections (escriba su nombre en la parte asignada)

You have 20 minutes to develop your writing(Tiene 20 minutos para desarrollar su escritura)

Write clearly with pen or pencil (Puede utilizar lápiz o esfero)

You can use whiteout (Puede utilizar corrector)

You must complete the test within the time limit



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Pre-Test



Part 1

You must answer this question

Write your answer in about 100 words in your answer sheet

Question 1

Read this email from your English teacher Mrs Lake and the notes you have made.

EMAIL

From: Mrs Lake
Subject: End of year party

Dear Class,

I'd like our class to have a party to celebrate the end of the school year.

We could either have a party in the classroom or we could go to the park. Which would you prefer to do?

What sort of activities or games should we do during the party?

What food do you think we should have at the party?

Reply soon!

Anna Lake

Great!

Explain

Suggest ...

Tell Mrs Lake

Write your **email** to Mrs Lake using **all the notes**.

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Pre-Test



Part 2

Choose one of the questions

Write your answer in about 100 words in your answer sheet

Question 2

You see this announcement in your school English-language magazine.

Articles wanted!

WHAT MAKES YOU LAUGH?

Write an article telling us what you find funny and who you enjoy laughing with.

Do you think it's good to laugh a lot? Why?

The best articles answering these questions will be published next month.

Write your **article**.

Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

Jo looked at the map and decided to go left.

Write your **story**.

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Rubric Pre-test

Writing Assessment subscales for B1 Preliminary for Schools

Writing for B1 Preliminary for Schools is assessed in terms of Content, Communicative Achievement, Organisation and Language. The detailed band descriptors are as follows:

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

Post-test



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Post-test



Name: _____
Difficulty: _____

Date: _____
Time: _____

The test shall employ the information furnished for a research study entitled "Four Square Method and Writing Skills." The data garnered from this test shall be treated with utmost confidentiality. (La encuesta utilizará la información proporcionada para un estudio titulado "El método de los cuatro cuadrantes y la habilidad escrita". Los datos recolectados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for your voluntary participation in this research. (Gracias por participar voluntaria y libremente en este estudio.)

Instruction to the students

Write your personal information in the sections (escriba su nombre en la parte asignada)

You have 20 minutes to develop your writing(Tiene 20 minutos para desarrollar su escritura)

Write clearly with pen or pencil (Puede utilizar lápiz o esfero)

You can use whiteout (Puede utilizar corrector)

You must complete the test within the time limit



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Post-test



Part 1

You must answer this question

Write your answer in about 100 words in your answer sheet

Question 1

Read this email from your English teacher Mrs Lake and the notes you have made.

EMAIL

From: Mrs Lake
Subject: End of year party

Dear Class,

I'd like our class to have a party to celebrate the end of the school year. *Great!*

We could either have a party in the classroom or we could go to the park. Which would you prefer to do? *Explain*

What sort of activities or games should we do during the party? *Suggest ...*

What food do you think we should have at the party? *Tell Mrs Lake*

Reply soon!

Anna Lake

Write your **email** to Mrs Lake using **all the notes**.

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Post-test



Part 2

Choose one of the questions

Write your answer in about 100 words in your answer sheet

Question 2

You see this announcement in your school English-language magazine.

Articles wanted!

WHAT MAKES YOU LAUGH?

Write an article telling us what you find funny and who you enjoy laughing with.

Do you think it's good to laugh a lot? Why?

The best articles answering these questions will be published next month.

Write your **article**.

Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

Jo looked at the map and decided to go left.

Write your **story**.

Rubric post-test

Writing Assessment subscales for B1 Preliminary for Schools

Writing for B1 Preliminary for Schools is assessed in terms of Content, Communicative Achievement, Organisation and Language. The detailed band descriptors are as follows:

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

4.4.4. Annex 4. Lesson Plans

Lesson Plan 1

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Class: 2nd baccalaureate TEACHER'S NAME:	Topic: Pre- test
	Number of students: 21
	Time: 45 minutes
Lesson Objectives: Main Aim: <ul style="list-style-type: none"> To obtain students' current writing proficiency information for the data analysis 	

Subsidiary Aim:		
•		
Anticipated Problems:	Possible Solutions:	
Procedure		
Stages and time	Teacher activities	Materials
Introduction (5 minutes)	- Greet the students and explain that they will be taking the B1 preliminary exam to gather data for later analysis	<ul style="list-style-type: none"> • Preliminary B1 test • Whiteboard • Markers.
Pre-Test (40 minutes)	Distribute the test to the students and instruct them to complete the test under the time limit	
Conclusion(5 minutes)	Thanks, the students for the participation	

Pet for Schools Test: [Writing Test corregido.docx](#)

Lesson Plan 2

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Class: 2nd baccalaureate	Topic: Understanding Relationship	
TEACHER'S NAME:	Number of students: 21	
	Time: 45 minutes	
Lesson Objectives:		
Main Aim:		
Students will be able to identify and find relationships between different types of words and sentences based on their subcategories.		
Subsidiary Aim:		
Anticipated Problems: The content in activity 1 do not provide enough practicing for sentences		
Possible Solutions: Review the answer as a group teacher and students		
Procedure		
Stages and time	Teacher activities	Materials
Warm-up (10 minutes):	The teacher will ask students to write down as many different words that have a relation with subjects at school, musical instruments, songs, etc. as much as they can think of in 1 minute. Have them share their answers with the class and write them on the board.	Whiteboard and markers Printed handouts
	Pre-writing (10 minutes):	
	The teacher will introduce the concept of subcategorization by explaining that with an example. Provide examples of different types of words and sentences, such as nouns, verbs, adjectives, adverbs, simple sentences, compound sentences, etc.	
	Hand out printed copies of the sub-categorization chart to each student.	
	The teacher will divide students into groups of 3-4. Assign each group a specific category from the subcategorization chart. Have each group create a list of 10 words or sentences that fall under their assigned category.	
	After 10 minutes, teacher will ask the students to create 5 sentences using the ideas of the subcategorization worksheet	

Stages and time	Activities	Materials
Warm-up (10 minutes):	Write a topic on the whiteboard, students will use this topic for the following activity of the warmup, give instructions to students to play the game “hot potato”. The teacher will ask the class to give him a category (Songs, apps, food, etc.) and write it in the whiteboard, and ask the students to lose in the game hot potato to write a word which must have relation with the category written in the whiteboard	Whiteboard and markers A ball.
Pre-writing(10 minutes):	The teacher will introduce the concept of the Four-square method and explain its parts. The center square will be related to the topic, the first, second and third square will be the supporting ideas and the last square will be related to the conclusions. After that, the teacher will use the example of “Musical instrument” for the center square, and then for the supporting ideas squares write examples of musical instruments. Finally, for the last square write the conclusion that will follow the structure eg: “flute, guitar and tuba are musical instruments”, if further explanation is needed; teacher will write two or three different examples, if necessary, he will use a different subject for the main idea or topic of the Four-Square method	Notebooks
While writing (15 minutes)	The teacher will Ask the students to draw the 3 organizers (4 square method graphic) in their notebooks. Give them three topics (activities for a party, Food for different occasions, and best places to have a party) for each row, the teacher will ask the students to complete the different organizers or squares with the information required. Ask the students to be as creative as possible. Finally, students will create a piece of writing(paragraph) that will encompass the ideas made in the three previous organizers	
Post-writing(10 minutes):	Ask students to share one thing they learned about, to share why they have chosen their topics, what was the easiest part of the topic chosen or whether did enjoy writing using their own reasons.	

--	--	--

Lesson Plan 4

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Class: 2nd baccalaureate	Topic: Use of complete Ideas using the four-square writing method	
	Number of students: 21	
TEACHER'S NAME: Elvis Tsukanka	Time: 45 minutes	
	Lesson Objectives:	
Main Aim: Students will be able to elaborate complete ideas within the Four-Square method form.		
Subsidiary Aim: SWBAT build three supporting ideas and a concluding sentence based on a given topic.		
Anticipated Problems: For the wrap-up or concluding sentences will lack of linking words.		
Possible Solutions: Teacher will write in the whiteboard some linking words or connectors.		
Procedure		
Stages and time	Activities	Materials
Warm-up (10 minutes):	Teacher will present the “fact and opinion difference” by telling them some personal preferences e.g.:	Whiteboard and markers
	Teacher: I just heard a great song; do you want to hear it? Students: yes. Teacher: Great! I did not know you like opera. The teacher will repeat this activity until they realize that the teacher is talking about his personal preferences. Then ask two or three students to model what the teacher has done.	Handout Notebooks
	The teacher will Introduce the topic by giving examples using the Four-Square method but this time the center box will contain a complete sentence called the prompt. Consequently, this modification will alter the requirement of the other boxes to prove the center box as true or valid (interact with the students in every part of this practice). For this	

	<p>activity teacher might use the “prove it activity. Use the worksheet for further practice</p>	
<p>Pre-writing (15 minutes):</p>	<p>The teacher will ask the students to draw the 3 organizers (4 square method graphic) in their notebooks. The teacher will give them three topics for each row. The topic will be funny activities to do at the end of the school year party, places to have a party, and Food to eat at a party. Finally, the teacher will ask the students to complete the different organizers or squares with the required information. Ask the students to give facts not opinions about the topic. Finally, students will write an email talking about one of those topics.</p>	
<p>While writing (15minutes)</p>	<p>The teacher will ask about the experience of the students about their suggestions made in their writings, and ask the students if they have had a party, what did they do?, what did they eat?, etc.</p>	
<p>Post- writing (5 minutes):</p>		

Worksheet Prove it Activity.

Name _____

Prove It!

Directions: Circle the two reasons that make the best argument for the sentence. Remember to avoid opinions!

1. My school is the best in the world.
 - a. It's cool
 - b. They pay us to attend
 - c. I like it
 - d. Candy in the lunchroom

2. The beach makes a good vacation.
 - a. Awesome
 - b. Super
 - c. Cool water
 - d. Soft sand

3. Pizza is the best food.
 - a. It rules
 - b. It's inexpensive
 - c. It tastes the best
 - d. It has all food groups

4. Basketball is a great sport.
 - a. Exciting to watch
 - b. Fun to play
 - c. Mega, mega cool
 - d. It's groovy

5. The best book I ever read was _____



Give three good reasons. _____

Note: Taken from the book [Four square: Writing method grades 7-9: A unique approach to teaching basic writing skills](#) (Gould et al.,2010).

Lesson Plan 5
Universidad Técnica de Ambato

Class: 2nd baccalaureate	Topic: Adding supporting details using the Four Square writing method	
	Number of students: 21	
TEACHER'S NAME: Elvis Tsukanka	Time: 45 minutes	
Lesson Objectives:		
Main Aim: Students will be able to elaborate complete ideas within the Four-Square method form		
Subsidiary Aim: SWBAT build three supporting ideas and a concluding sentence based on a given topic		
Anticipated Problems: For the wrap-up or concluding sentences will lack of linking words.		
Possible Solutions: Teacher will write in the whiteboard some linking words or connectors.		
Procedure		
Stages and time	Teacher activities	Materials
Warm-up (10 minutes):	The teacher will read some of the pieces of writing from students (the ones made in the previous class) aloud and start asking: What is missing in this paragraph?. The teacher will ask three or four students to elicit an answer if the students do not give the required answer, teacher will explain what is missing (the details) and give a brief explanation of what's missing to give complete ideas within the Four-Square method	Whiteboard and markers Handout
	Pre-writing (15 minutes):	The teacher will Introduce the topic by using the written products of the previous lesson, as the four square has complete ideas, teacher will give more explanation of the supporting ideas by asking: What is good about it ?, what is great about that reason? etc. The teacher will Clarify the students that there should not be repetition of ideas within the Four square The teacher will give the students a worksheet about the topic "I would like to visit ____" then will ask the students to write about some place they would like to visit and the reasons why they like to visit that place. Then, teacher will ask SS for the details with the questions made in the introduction "what is good about it ?, what is great about that reason?" and help them to fill the gaps. Finally, ask them to rewrite the ideas they have previously written in the Four-Square template into a paragraph. Students will write the paragraph on a sheet of paper or on the other side of the worksheet.

Name _____

Directions: Write a reason, example or explanation in each box to support the main idea sentence in the center box. Then give three details for each and write a wrap-up sentence.

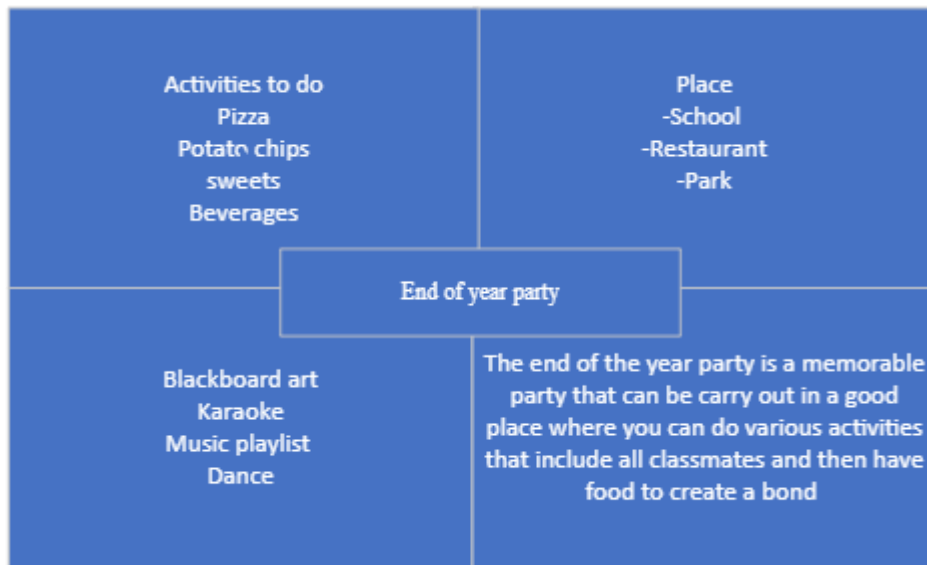
<hr/> <ul style="list-style-type: none">• <hr/>• <hr/>• <hr/>	<hr/> <ul style="list-style-type: none">• <hr/>• <hr/>• <hr/>
<div style="border: 1px solid black; padding: 5px; display: inline-block;">I would like to visit _____ .</div>	
<hr/> <ul style="list-style-type: none">• <hr/>• <hr/>• <hr/>	<hr/> <hr/> <hr/> <hr/>

Note: Taken from the book [Four square: Writing method grades 7-9: A unique approach to teaching basic writing skills](#) (Gould et al.,2010).

Lesson Plan 6

Universidad Técnica de Ambato

Class: 2nd baccalaureate TEACHER'S NAME: Elvis Tsukanka	Topic: Writing effective Emails using the four-square method	
	Number of students: 21	
	Time: 45 minutes	
Lesson Objectives: Main Aim: Students will be able to create emails by taking into account its parts They will write an email with the topic End of Year Party using the Four-Square Method. Subsidiary Aim:		
Anticipated Problems: Possible Solutions:		
Procedure		
Stages and time	Teacher activities	Materials
Warm-up (10 minutes):	The teacher will explain the purpose of emails (communication, information, sharing, etc.). <ul style="list-style-type: none"> • The teacher will introduce the Four-Square Writing Method: <ul style="list-style-type: none"> Center Square: Topic sentence (purpose of the email). Three Supporting Squares: <ul style="list-style-type: none"> ○ Reasons, examples, or explanations supporting the topic. <p>Concluding square</p> <ul style="list-style-type: none"> • An idea expressing the feelings about the topic 	Four Square Writing Template: A handout with four squares (or create it on the board). Sample Emails: Examples of written emails for different contexts. Product Information: Details about the things student could recommend
	The teacher will CARRY OUT the following: <ul style="list-style-type: none"> • Briefly explain the key components of an email (subject line, salutation, body, closing, signature). • Provide examples of each component. • Distribute the Four-Square Writing Template TO SS.. • In the center square, write the topic sentence (e.g., “Recommendation for a party for end of the school year”). • In the supporting squares, students write reasons/examples for the recommendation place activities and food 	



Sample letter

Subject: End-of-Year Party

Dear Teacher Elvis,

I hope this email finds you well. As the school year comes to an end, I propose organizing a memorable party for our class. Here are my suggestions:

We could host the party in our classroom. It's cozy and familiar.

Alternatively, we could head to the nearby park. Fresh air and greenery would make it special.**Blackboard Art:** Let's set up a creative corner where students can draw or write messages on the blackboard.**Music Playlist:** We can compile a playlist with everyone's favorite tunes. Music always sets the

mood, for the food we could have **Pizza**: Who doesn't love pizza? It's a crowd-pleaser. **Fries**: Crispy fries are a must-have. **Sweets**: Chocolate and assorted candies for the sweet-toothed folks.

I'm sure the party is going to be a blast! Looking forward to your thoughts.

See you soon!

Best regards, [students name]

Lesson Plan 7

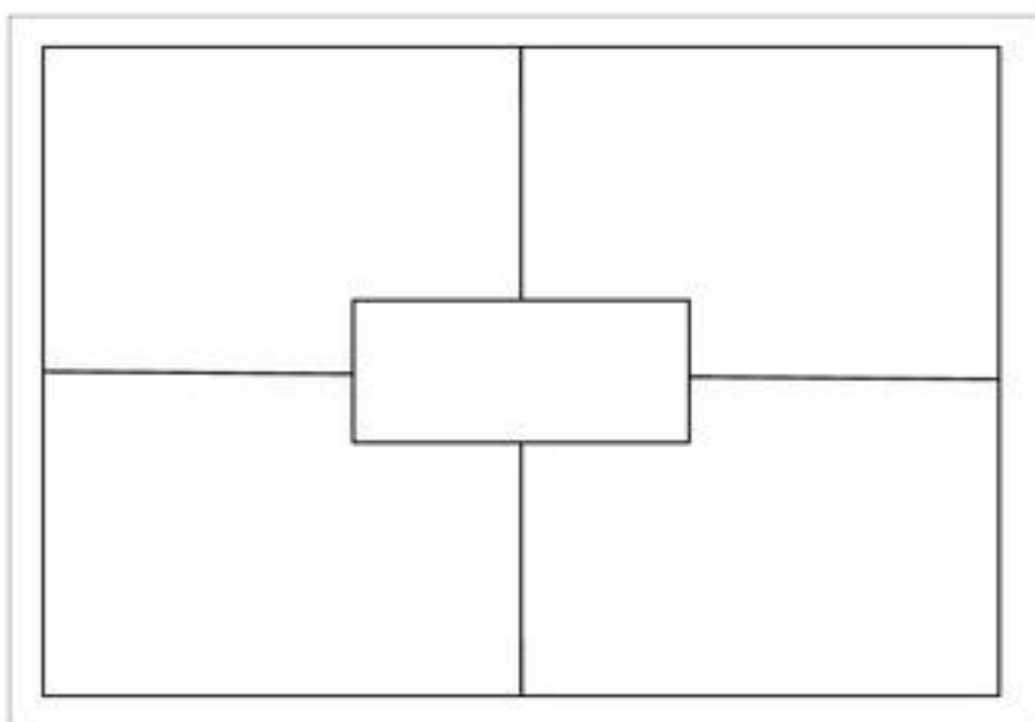
Universidad Técnica de Ambato

Class: 2nd baccalaureate TEACHER'S NAME: Elvis Tsukanka	Topic: Writing an effective article using the Four-Square method
	Number of students: 21
	Time: 45 minutes
Lesson Objectives: Main Aim: <ul style="list-style-type: none"> Students will be able to structure and write a small article using the Four-Square Writing Method. Subsidiary Aim:	

Anticipated Problems:		
Possible Solutions:		
Procedure		
Stages and time	Teacher activities	Materials
Warm-up (5 minutes):	Discussion: T starts by discussing what makes a good article. Asks Ss about their favorite articles or topics they'd like to write about.	Whiteboard or projector for visual aids Handout with a blank Four-Square template
	T introduces the structure of the Four-Square and the article's structure. <ul style="list-style-type: none"> • Briefly explain the key components of an article (Title, introduction, body, conclusion). • Provide examples of each component. • Distribute the Four-Square Writing Template. • Center Rectangle: Topic sentence (main idea of the article) • Upper-Left Square: Opening supportive sentence • Upper-Right Square: Additional supporting information • Lower-Left Square: More supporting details • Lower-Right Square: Summary sentence 	
Pre-writing (10 minutes):	<ul style="list-style-type: none"> • Choose a Topic: Select a simple topic relevant to high school students (e.g., "Why recycling is important"). • Modeling: Together, as a class, fill in the Four-Square template for the chosen topic. Discuss each component and how it contributes to the article. 	
	<ul style="list-style-type: none"> • Individual Work: Teacher distributes the blank Four-Square templates to Ss. • Topic Selection: Teacher will ask the students choose their own topic (e.g., "My favorite hobby," "A memorable trip," "things that makes me laugh", etc.). • Complete the Four Square: T asks the Ss to independently fill in the Four Squares for their chosen topic. • Expand the Four Square: The teacher will ask the students to write a short article (3-4 paragraphs or a 100-word article based on the structure they've created). 	
Guided practice (15minutes)		

Individual Writing(10 minutes):		
Post-writing (5 minutes)	<ul style="list-style-type: none"> • T Asks Ss about their opinions about the topic they have chosen and ask them why Ss think their options are better than the others. 	

Blank four-square template



Lesson Plan 8

Universidad Técnica de Ambato

Class: 2nd baccalaureate TEACHER'S NAME:	Topic: Pre- test	
	Number of students: 21	
	Time: 45 minutes	
Lesson Objectives:		
Main Aim:		
<ul style="list-style-type: none"> To obtain students' current writing proficiency information for the data analysis 		
Subsidiary Aim:		
<ul style="list-style-type: none"> 		
Anticipated Problems:	Possible Solutions:	
Procedure		
Stages and time	Activities	Materials
Introduction (5 minutes)	- Greets the Ss and explain that they will be taking the B1 preliminary exam to gather data for later analysis	<ul style="list-style-type: none"> Preliminary B1 test Whiteboard Markers.
Pre-Test (40 minutes)	Distribute the test to the Ss and instruct them to complete the test under the time limit	
Conclusion(5 minutes)		

	Thanks, the Ss for the participation	
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Pet for Schools Test: [Writing Test corregido.docx](#)

Blank four-square template

