



**CATHOLIC UNIVERSITY  
OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES-ENGLISH**

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**Post-Covid 19 lockdown effects in EFL 3<sup>rd</sup> graders early  
writing skills at an elementary school in Guayaquil.**

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**PROJECT ADVISOR**

**Mariela Fátima Vásquez Barros, M. Ed.**

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**CATHOLIC UNIVERSITY  
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**CERTIFICATION**

We certify that this research project was presented by **Pablo Andrés, Mendieta Guamanquishpe**; and **Lindsay Janeth Naranjo Reyes** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

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**We, Pablo Andrés, Mendieta Guamanquishpe;**

**Lindsay Janeth Naranjo Reyes**

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## **DEDICATION**

To my beloved parents, Miulyn and Jhonny, whose love and support I could never repay not even in a hundred years.

To my parents, Marco and Laura, for all the love and support given through these years.



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## **ABSTRACT**

This research work is a descriptive study regarding handwriting issues among third graders while they were receiving EFL writing lessons in a bilingual elementary school once they returned to face-to-face instruction after the pandemic lockdown in 2022. Bibliographic research was carried out on the topics of early literacy and fine motor skills. Twenty-five female students were subject of qualitative observation, and a handwriting skills test adapted from three different sources was also applied. After the analysis was conducted, several difficulties were discovered, including the following: keeping in the boundaries of the writing and coloring lines when writing a text or drawing a shape; usage of uniform sizing of letters; uniform spacing between letters; problems with copying entire words without frequent glancing at the board, among others. Finally, a handwriting recovery proposal was designed to train students in fine motor skills, visual perception, eye-hand coordination, and joined-handwriting scheme.

***Key words: post-covid, EFL instruction, handwriting, fine motor skills, early writing, connected handwriting, print awareness.***

## INTRODUCTION

Covid-19 altered the course of education. Teachers and students worldwide had to work together and adapt to maintain virtual instruction. During online classes, students had to use a handful of interactive platforms and had to spend long periods of time in front of a screen to continue the learning process.

At an Elementary school in the north of Guayaquil, this scenario was not different. Without printed materials such as books or worksheets, teachers had to find new, creative, and interactive ways to teach. In addition, the English hours during the virtual instruction were reduced from 13 to 5 hours per week. Fortunately, after two years of lockdown, students were able to return to face-to-face classes; however, teachers noticed several abnormalities in students' academic behavior, such as weak handwriting skills. This circumstance is unusual for third-graders since they should have mastered connected handwriting by the end of second grade.

Handwriting is a complex yet an important life skill. Children who can write fluently and clearly, are better equipped to use writing to record their thoughts. Their ideas can flow when their handwriting is automatic (Bartram & Newton, 2020). Therefore, automatic handwriting is important since it allows children to focus on the writing of content rather than on shaping of letters and words.

Handwriting automaticity is a necessary precondition for producing quality and well-structured written material. If students lack handwriting fluency, they may be unable to get their ideas on the page quickly enough to keep up with their thoughts (Christensen, 2009). Moreover, when a child cannot master these handwriting skills, he or she would avoid completing writing tasks since they would feel frustrated and overwhelmed by such activities.

This situation should be studied and observed in EFL instruction since handwriting is a long-lasting tool.

This report might help teachers to understand how Covid-19 affected the handwriting skills of third grade students at an Elementary school in Guayaquil.

## **PROBLEM STATEMENT**

At the beginning of 2020, the World Health Organization (WHO) declared a global pandemic called COVID-19 caused by the coronavirus which originated in China. The COVID-19 outbreak changed the way people worked, played, and learned. Many people had to work from home; sports leagues had to cancel their events; and schools closed. However, the educational community made some efforts to maintain learning continuity during this challenging period. Learners had to rely on their own resources to continue their education.

The situation of the students in our country was not an exception since they also had to find ways to continue learning. At a bilingual school in the north of Guayaquil, students spent 4 hours on online classes, including subjects in Spanish within a schedule from 08:00 AM to 12:00 PM. 5 hours per week were devoted to learning English: 2 hours for Language Arts, 2 hours for Reading, and 1 hour for Science. To send assignments, teachers had to incorporate new platforms such as Google Classroom, Idukay, Estela Santillana into their daily routine. Through these platforms, students had to complete online exercises as practice which replaced handwritten homework.

Originally the hours assigned were 13 for English as a foreign language (EFL) instruction: 5 hours for Language Arts, 4 hours for reading, and 4 hours for writing. However, mainstream education had to be adapted to comply with the emerging reality.

When students came back to face-to-face classes, several problems were perceived. One of these was writing. The transition from online activities to handwritten homework showed that students do not know how to use space in a notebook correctly, handwriting too big, read phonemes, decode words, identify letters, and count. Moreover, their spelling mistakes are evident, and their handwriting is illegible.

The pandemic has brought additional challenges to education, which was already affected by other factors before COVID-19. These problems affect not



only learners, but also teachers who are worried about their students' academic development. By third grade, students are supposed to know how to use spaces correctly, write with legible handwriting, read phonemes, identify letters. The findings of this paper will give a comprehensive understanding of how handwriting skills were influenced by online education. This work will describe the new challenges that learners and teachers are facing since they resumed the traditional education system.

## **JUSTIFICATION**

The COVID-19 pandemic caused abrupt and deep changes around the world. This was a shock to the education systems, with two years of online classes. Teachers were successful in adapting to the new digital methodology. The schedules and hours were reduced and students had to do digital homework and spend hours in front of a screen under the supervision of their parents.

This work is going to be beneficial for bilingual school students. They are the main participants of this research in which issues regarding writing skills will be identified, described, and characterized. Moreover, the teaching staff in the bilingual school chosen for analysis will take advantage of the strategies suggested at the end of this study.

This report is also going to be useful for future teachers whose students may need special writing interventions in the coming years since they will be prepared for recognizing the writing problems that students may experience.

This paper will contribute to expanding knowledge about the side effects of the pandemic in the educational field. The scientific community may also be interested in this work since the pandemic situation happened not only in our country, but also all over the world. Furthermore, researchers could use the findings of this report and compare them to what they have perceived in their educational environment.

## **Research Question**

What are the handwriting skills issues that third-graders are experiencing after the pandemic lockdown?

## **General Objective**

To determine the effects of the post-covid pandemic outbreak on the handwriting skills of third-grade students by describing possible issues for providing a set of fine motor activities during English lessons at a bilingual elementary school.

## **Specific Objectives**

To identify the handwriting challenges third-grade students from a bilingual school in Guayaquil are experiencing after the pandemic outbreak.

To determine the frequency in which handwriting errors occur in third-graders from a bilingual school in Guayaquil experience after the pandemic outbreak.

To establish the situations in which handwriting errors are most likely to happen in third-graders from a bilingual school in Guayaquil experience after the pandemic outbreak.

To suggest fine motor activities for promoting handwriting skills in third-graders from a bilingual school in Guayaquil.

# **THEORETICAL FRAMEWORK**

## **Fine Motor Skills**

Fine motor skills refer to the movements and coordination of small muscles of the hand, as well as the involvement of the wrists and fingers. These skills are essential for promoting self-dependence in everyday activities such as dressing, eating, and school performance (Rodil, 2020). The development of fine motor skills begins with fundamental grasps such as the palmar grasp, followed by the pincer grasp and eye-hand coordination. Handwriting mastery requires not only the integration of gross motor skills but also, fine motor skills, and visual motor skills (Greutman, 2017).

## **Elements of fine motor skills**

### **1. Strength**

According to Rodil (2020), motor strength is the ability to produce the right amount of strength in the hand to achieve functional tasks (gradation of force). The hands are required to be strong in order to perform relevant tasks. For example, the ability to squeeze tooth paste out on a toothbrush, grasping a zipper, grasping the lid of a jar, being able to connect Legos, maintaining the grasp on a writing tool with good endurance.

### **2. Precision**

It is referred to the ability of the learner to coordinate effective hand movements with the accuracy expected. Precision is involved in our daily tasks. For example, the ability to button a shirt, put earrings on, write words effectively on a line, stab a small piece of food with a fork, etc. (Rodil, 2020).

## **Manual Dexterity**

The Cambridge Dictionary (2022) defines Manual Dexterity as someone's ability to use their hands to perform a difficult action skillfully and quickly so that it looks easy.

Manual dexterity is a relevant subskill that involves time and finger ability which allow the effective execution of the movement of hands in a quick, precise, and coordinated way (Rodil, 2020).

### **Early Literacy**

Early literacy referring to reading and writing is the innate acquirement of skills by having fun with books, a good relationship with parents and children, and the vital role of rich experiences in literacy. Literacy development starts at birth, and it is related to the experiences kids have with stories and books. Children acquire language by having social literacy practices, such as the interaction with parents and kids when using a book. These experiences contribute to the association between books and parents' kindness, consideration, and ratification. (American Library Association, 2009)

Emergent literacy refers to the concept of literacy acquisition that is best understood as continuous development, which originates in early childhood, instead of considering it a phenomenon that starts when kids go to school. (Whitehurst & Lonigan, 1998).

To become successful readers, young learners need to develop early literacy skills. Early literacy activities promote effective language skills: a wide lexicon, expressing thoughts and feelings, understanding, and comprehending. These skills will help children understand the language or ideas as expressed in books, newspapers, or other printed publications (Lexington Public Library, 2022).

### **Early Writing**

Early writing, also known as emergent writing, entails the following features: mechanics, composition, and orthographic knowledge.

<b>Mechanics</b>	<b>Composition</b>	<b>Orthographic knowledge</b>
The manual production of physical marks	The interpretation that kids give to these marks	The awareness of how the written language functions.

Table 1, Early Writing features, based on the work of (Cabell, Totorelli, & Gerde, 2022).

## **Stages of Early Writing Development**

(Robertson, 2007) described the following stages of early writing development as the following:

### **Stage I: Random Scribbling**

During this stage young children are learning that they can draw lines, shapes, and colors on paper to create something. Children mimic and practice the actions of adults around them. At this point, they are unaware that writing has a structure or definition.

### **Stage II: Controlled Scribbling**

Children's fine motor skills have improved, allowing them to be more intentional in their writing. They understand that writing is linear and controlled, and they demonstrate preliminary attempts to mimic this. They have a primitive understanding of the basic purposes of writing and will attempt these behaviors on occasion.

### **Stage III: Repetitive lines or patterns**

Schickendanz & Casbergue as cited in Robertson (2007) argued that writing is now understood by children to be a linear process with repeating patterns. While they may not understand the exact shapes of letters, they have noticed similarities between letters, lines, dots, and curves and are beginning to use them.

#### **Stage IV: Letter Practice**

Some letters have been introduced to children, and they are attempting to use them. Children are more likely to experiment with letters in their names because these are the letters they are most familiar with. They also create mock letters from these familiar shapes, assuming that if they use the same shapes, their mock letter must be real.

#### **Stage V: Environmental Print**

Children now understand that writing is a collection of symbols. This new understanding piques their interest in writing, and they are on the lookout for new opportunities. For example, their classrooms should be full of samples such as books, magazines or newspapers.

#### **Stage VI: Name Practice**

This stage is similar to the previous one in many ways, it is often the child's first attempt to write without the aid of a model. Children's names are typically their favorite thing to write because they are naturally self-centered. It is also the word they are most likely to encounter. Teachers should recognize children's pride in writing their names and motivate them to do so regularly.

#### **Stage VII: Invented Spelling**

Schickendanz & Casbergue, as cited in Robertson (2007), stated that, as children grow, they begin to develop phonemic awareness. They now understand that letters are not only symbols, but they also have specific sounds associated with them. At this stage, children's understanding of spelling begins with the first sound, then the first and last sounds, and finally the entire word.

#### **Stage VIII: Conventional Spelling**

This stage usually appears in elementary school children. While some preschoolers understand certain words, conventional spelling should not be the goal in the early years. Teachers should encourage writing approaches

and creativity and avoid sending the message that they are not doing things correctly.

### **Tripod Grasp**

Tripod grasp, also known as three fingered grasp, is the involvement of three fingers of the hand (thumb, index, and middle finger) to manipulate small objects. This grasp is important for fastening buttons, eating, and holding a crayon or pencil. (Oxford Health NHS Foundation Trust, 2022)

### **Development of a Tripod Grasp**

For many children, holding a pencil is a tough task even for the ones who have well-developed fine motor skills. Teachers need to pay attention to their children’s pencil grip while they are completing activities such as drawing or painting. The following pictures show the development of a tripod grasp (Groves, 2007).



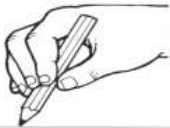

			
1-1½ years	2-3 years	3½-4 years	4½-6 years
Palmar Supinate Grasp	Digital Pronate Grasp	Static Tripod Grasp	Dynamic Tripod Grasp

Table 2. Development of a Tripod Grasp as cited from Ehardt (1994).

### **Handwriting**

The Britannica Encyclopedia (2019) defines handwriting as the “writing with the hand as distinguished from print. The term handwriting has come to be more or less restricted to mean the form of writing peculiar to each person”.



Handwriting is a person's individual mechanical writing style. A person uses a pen or pencil to draw symbols on paper, communicating ideas through those symbols (Symes, 2022).

Handwriting, as part of the writing process, is developed through time. By practicing and applying meaningful contexts, patterns of handwriting movements are settled and emphasized. It starts to become an automatic process with no learners' control (Groves, 2007).

### **Speed of handwriting**

According to Groves (2007), legibility is affected when words are written quickly and intelligibly due to poor handwriting technique or improperly established letter and link formations. Students can be encouraged to recognize the effects of speed on their style and can be given time to practice handwriting in situations where speed is required.

### **Automatic handwriting**

Automatic handwriting is a technique in which the person moves their hand while holding a pencil or pen on paper. Many people believe that this practice is a form of self-reflection that opens a window into the inner world (Kerouac, 2019). People are working directly with the elements of time, space, and material when writing automatically, and the work cannot be separated from the body. In this regard, automatic writing is comparable to other automatic functions such as walking and breathing (Huber, 2022).

### **Teaching handwriting**

When teaching handwriting, it is recommendable to teach letters in family groups. This allows children to practice one type of movement for many letters instead of going in reverse. There exist many ways of grouping letters. For example:

anticlockwise letters (*a, c, d, g, q, e, o, f, s*)

clockwise letters (*m, n, r, x, z, h, k, p*)

the i family letters (*i, t, l, j*)

the u family letters (*u, y, v, w, b*)

(Victoria State Government, 2019)

### **Print awareness**

Print awareness, also known as concepts of print, is the ability to recognize words and letters found in books, newspapers, and other printed publications (Reading Rockets, 2022). The understanding of 'how print works' is known as print awareness. This includes understanding the concepts of books, print, and written language, as well as how they work. It includes several concepts that enable the reading process to take place, such as:

- realizing that print carries a message
- understanding of book orientation and print directionality
- differences in sentences, words, and letters;
- understanding of the alphabetic system and the distinction among letters and words. (Victoria State Government, 2020)

### **Elements of Print Awareness**

The Victoria State Government website (2020) describes the following elements of print awareness:

1. Concepts of text: Understanding that print carries meaning.
2. Concept of book: Book handling - holding the book upright, front and back covers, title, writer, visual artist, and blurb.
3. Directionality: Beginning at the front and ending at the back of the book, turning the pages from right to left, the concept of top and bottom of a page, when reading from left to right, then returning to the beginning of the next line of text, the concept of first, middle.

4. Mechanics: Understanding that words are separated by spaces. Recognizing the differences between symbols such as alphabetic letters, numerals, and punctuation. The function of punctuation and capital letters, recognizing that most printed words are read in the same way every time (for example, w-o-u-l-d will always be 'would'). (Victoria State Government, 2020)

### **Concepts of Print Assessment**

An informal evaluation of print concepts, such as what the assessment evaluates, when should be evaluated, question examples, and the age or grade level at which the assessment should be achieved (Reading Rockets, 2022).

To measure print awareness, the learner must understand that:

- Print carries meaning
- Print can be used in a variety of ways
- There is an interaction among print and speech
- There is distinction made between letters and words
- Spaces are used to divide the words
- There is a distinction made between words and sentences
- There are punctuation marks indicate when a sentence finishes
- There is a front and back cover, title page, and spine (Reading Rockets, 2022).

Print awareness must be evaluated in kindergarten, at the start of school, and halfway through the school year. Additionally, it is necessary to identify students who require extra assistance and decide if the pace of lessons should be accelerated, slowed, or kept the same (Reading Rockets, 2022).

### **Visual-spatial processing**

According to (Profectum Foundation, 2022), visual-spatial processing is the capacity to process visual-spatial information, its relationship with objects, and to evoke several pictures and representations.

## **Graphology**

Graphology, also known as handwriting analysis, is the study of handwriting with the goal of revealing the writer's personality and character, as well as his/her strong and weak points, and skills. (International Handwriting Analysis Society, 2022).

### **The Graphological approach**

The graphological method is found on the hand and finger movement patterns used to form letters. It helps students who have poor fine motor skills or who require additional practice to develop automaticity in letter formation (Groves, 2007).

### **The formation of letters**

Letter formation contributes to efficient handwriting development and sets the foundation for joining letters in school. This skill must be automatic so that the kid can focus on the content of what they are writing instead of wasting too much energy in writing and forming letters. The best way to contribute to the automatization of letter formation is to practice constantly (Groves, 2007). The elements of the formation of letters according to Grooves (2007) are described as the following:

**Size:** Letter shapes must be proportionate. The proportions of the heads, bodies, and tails within letters should be equal. Letters will remain relative to one another in both width and height. The overall size of the writing will be determined by the purpose of the writing as well as the size of the surface used. In handwriting, larger letter shapes aid in the creation and operation of combined finger–hand–arm movements. Small letter shapes (less than 2mm) may just be the result of poor pen grip, making it more difficult to identify incorrect letter shape formation.

**Slope:** A slight rightward slope is the result of a well-developed cursive technique for students who use a relaxed finger–hand–arm movement. Each person's slope should be continuous. People can tolerate 5-to-15-degree variation in the slope to the left or right of vertical.

**Spacing:** Continuous spacing improves handwriting legibility and appearance. Students should be reminded of the importance of spacing within words, between words, between lines of writing, and the use of blank space on the page.

**Alignment:** When hooks, kicks, descending, and ascending letters are correctly placed in relation to one another, the visual pattern of words becomes much more coherent.

### **Cursive style**

The correct stroke sequence for each letter should be learned to develop a legible, consistent cursive style.

When teaching cursive formation, two points should be kept in mind:

- 1) Particular care will be needed for letters with exits.
- 2) Big attention will be necessary in letter spacing.

Because of the clarity of the cursive alphabet shapes, the connection element of handwriting may become obvious to some students before they have been taught how to link letters (Groves, 2007).

### **Connected handwriting**

As read in Phonics International Limited (2022), a connected handwriting style combines kinesthetic 'muscle memory' with connection among speech sounds and letter shapes, letter groupings, as well as the whole written material. This ability to write tidily is also a source of motivation in the writing process.

### Suggestions for teaching connected handwriting

<b>Pencil grip</b>	<b>Posture</b>
Teach children how to hold a pencil in the typical 'tripod' position. To make this technique kid-friendly, say, "Place your froggy legs [thumb and forefinger] on the bottom of the colored section of the pencil, with the pencil across the frog's back, then place the log under the frog".	Highlight the importance of an appropriate sitting posture. So that the words are not hidden, the 'writing hand' must rest gently on the page below the words being written. The sheet can be inclined to the right (for right-handers) or to the left (for left-handers).

Table 3. Recommendations for teaching connected handwriting. (Phonics International Limited, 2022)

## **METHODOLOGY**

### **Descriptive Analysis**

The key objective of this research work is to determine how students have been affected in the field of handwriting development because of the pandemic outbreak. The descriptive analysis matches the main objective of this research work since the elements of writing are going to be identified, described, and characterized. As mentioned by (Adams, Khan, Raeside, & White, 2007), a descriptive research is concerned with simply describing phenomena rather than understanding why the behavior happens. This type of research is extremely useful for understanding how the world works. The data for this design is gathered through observation. It aims to examine situations in order to determine what the norm is, i.e., what can be predicted to happen again under the same conditions (Walliman, 2011). As stated by (Kothari, 2004), the main characteristic of a descriptive analysis is that the researcher has no control over what happens. He can only report what has occurred or is occurring.

Mixed method research was the focus selected for the analysis of the information. It is a set of processes in which a researcher collects, analyzes, and mixes qualitative and quantitative research in one study to interpret a research issue (Creswell, 2014). According to (Clark & Ivankova, 2016), mixed methods are defined as the process in which researchers combine qualitative methods of collecting information and analysis with quantitative methods of data collection to discern a research problem. Mixed studies address research issues in which objective and subjective factors are involved then the use of qualitative and quantitative focus is required (Ponce & Pagán, 2015)

### **Participants**

The participants are 25 third-grade students from a bilingual private school in the north of Guayaquil. The participants are all girls. One student presents speech and language impairment.

The third-grade teacher reported an average of 160 minutes per week of instructional time devoted to writing instruction. The EFL program is divided in the following subjects: Language Arts, Reading, and Writing.

### **Data collection**

Several different methods can be used to collect and analyze data. Most of them revolve around a set of basic tools. Interviews, focus group discussions, observation, surveys, and questionnaires are some common examples. Direct measurement, secondary data review, and program management processes can generate data (Simister, 2017). Data collection techniques play an important role since the methodology and analytical approach used by the researcher determine how the information collected is used and the interpretations this can generate (Paradis, O'Brien, Nimmon, Bandiera, & Martimianakis, 2016).

### **Checklist**

In this work, checklists were used since they help to gather information in an organized, systematic, and synthesized way. In addition, they maintain data collection consistently and ensure that all characteristics and steps to be evaluated are taken into consideration.

According to (Given, 2008), checklists are used to ensure that a researcher is following or has followed a specific set of lines of questioning, steps, or actions. Digital Healthcare Research (2022) published that “checklist is a form that is used for quickly and easily recording data or identifying actions or requirements. It is particularly effective at registering the occurrence of incidents, events, tasks, or problems”.

The checklist was designed and adapted from the work of Reading Rockets (2004), Plymouth City Council (2022), and Northeast Educational Services Cooperative (2022); all of which assess the following items: visual-perceptual components, concepts of print, fine motor components, postural components, and sensory processing components.



The adapted checklist is linked to a Likert Scale since it provides a wide range of answers that contribute to and rate the data collection of the study in an organized, systematic, and synthesized way.

### **Likert scale**

The Likert scale is a rating system used in questionnaires to evaluate people's attitudes, opinions, or perceptions. The response categories are frequently coded numerically. In social and educational research, Likert scales are commonly used (Jamieson, 2017). A Likert scale offers five possible responses to a statement or question, allowing participants to demonstrate their positive-to-negative level of agreement about the question or statement (McLeod, 2008).

Since this research analysis uses items selected to describe the handwriting condition of the participants, a Likert scale which describes the handwriting skills performance was used.

No evidence of skill	Skills Emerging	Skill Used Inconsistently	Skill Mastered
0	1	2	3

Table 4. Example of the Likert Scale used in the checklist.

The tabulating sheet could be found in the appendices.

### **Protocols**

The participants took two handwriting tests at different time during class hours. The time selected for the administration for the first handwriting test was 13:00 and the second handwriting test took place at 07:10.

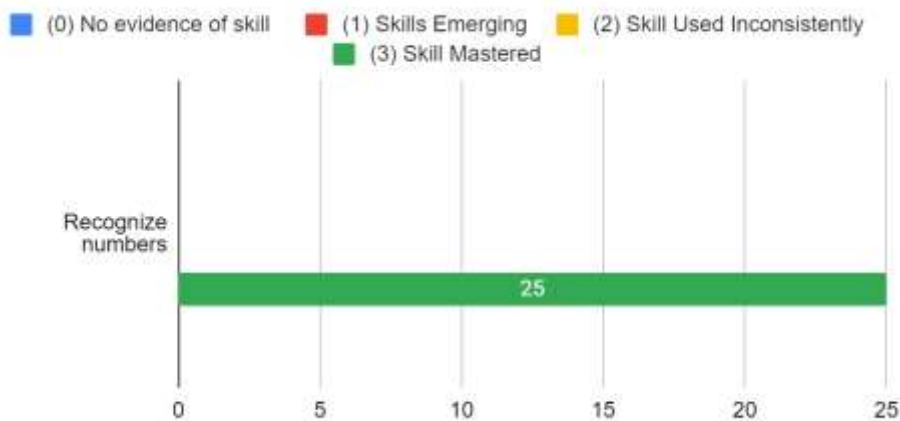
First, the teacher provided paper sheets for students. Secondly, the teacher wrote a paragraph of the nursery rhyme “Twinkle Little Star” on the board. Then, the participants copied the paragraph written on the board during lesson time. The students were asked to draw and color a big star in the middle of the page. Finally, the papers were collected for analysis.

For the second test, similar steps were followed, but the nursery rhyme was different; it was “Mary Had a Little Lamb”.

## DATA ANALYSIS

In order to identify the post-pandemic writing challenges of third-grade students from a bilingual school in Guayaquil, an adapted handwriting components checklist was used, out of which the following results were yielded.

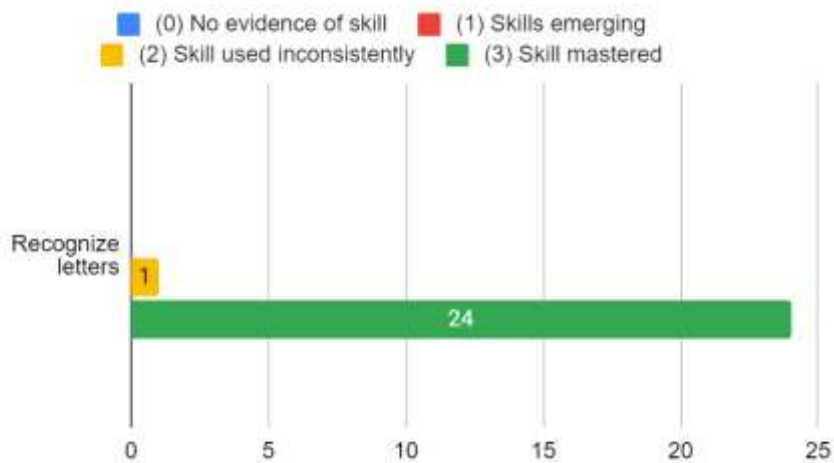
### 1. Recognize numbers



Graph 1, Recognize numbers. Graph developed by the authors.

From the above graph, it is understood that all the participants could recognize numbers from the board and copy them.

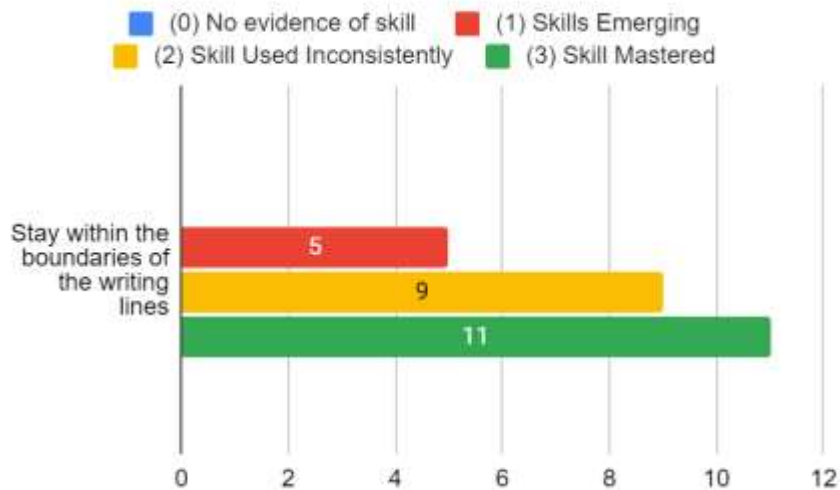
### 2. Recognize letters



Graph 2, Recognize letters. Graph developed by the authors.

As shown in the graph, almost all the pupils could recognize letters, but only one could inconsistently recognize letters when copying them from the board.

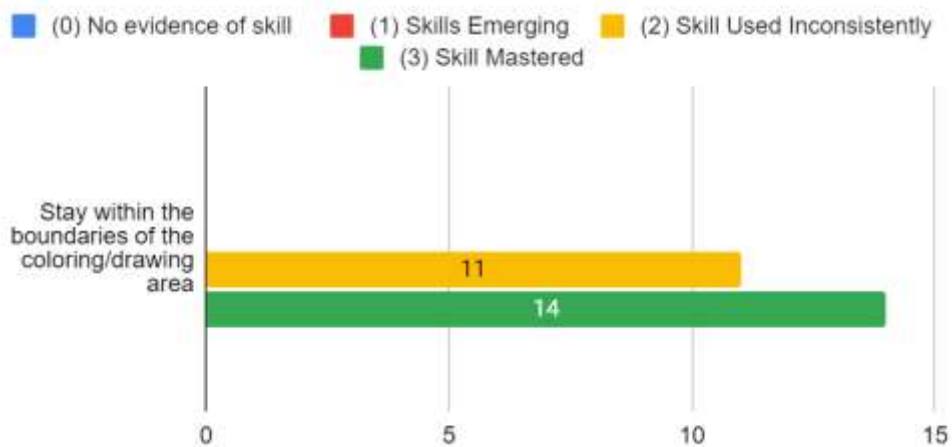
### 3. Stay within the boundaries of the writing lines



Graph 3, Stay within the boundaries of the writing lines. Graph developed by the authors.

The graph makes it evident that out of the twenty-five students, half of them could write within the boundaries of the writing lines. Nine of them could inconsistently stay within the boundaries of the writing line, and six could not master this ability at all.

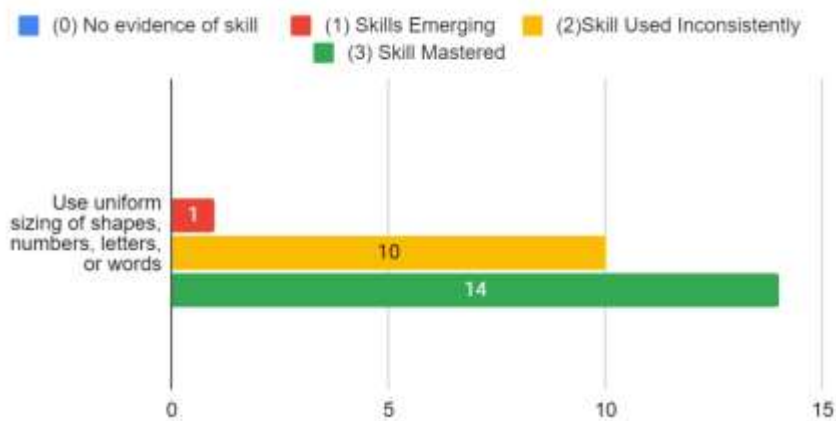
### 4. Stay within the boundaries of the coloring/drawing area



Graph 4, Stay within the boundaries of the coloring/drawing area. Graph developed by the authors.

The graph provides information about coloring within the boundaries of the drawing area. Out of twenty-five students, a bit more than half showed mastery of this ability, and eleven of them could inconsistently color within the boundaries of the drawing area.

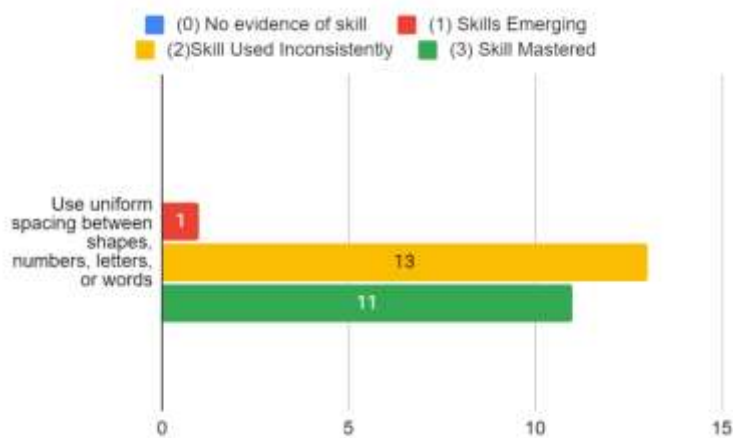
### 5. Use uniform sizing of shapes, numbers, letters, or words



Graph 5, Use uniform sizing of shapes, numbers, letters, or words. Graph developed by the authors.

The graph demonstrates that fourteen participants could use uniform sizing of shapes, numbers, letters, and words. Almost half of them could use this ability inconsistently, and one of them had not mastered this ability at all.

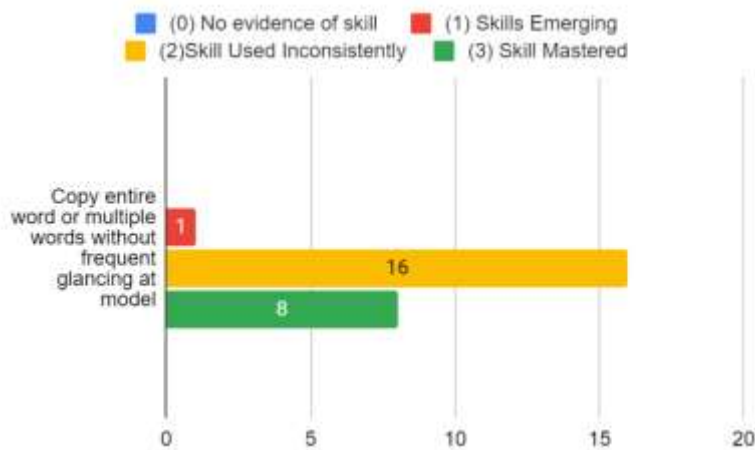
### 6. Use uniform spacing between shapes, numbers, letters, or words



Graph 6, Use uniform spacing between shapes, numbers, letters, or words. Graph developed by the authors.

Half of the students could inconsistently use uniform spacing between shapes, numbers, letters, and words. Eleven of them had already mastered this ability, and just one student could not perform this task at all.

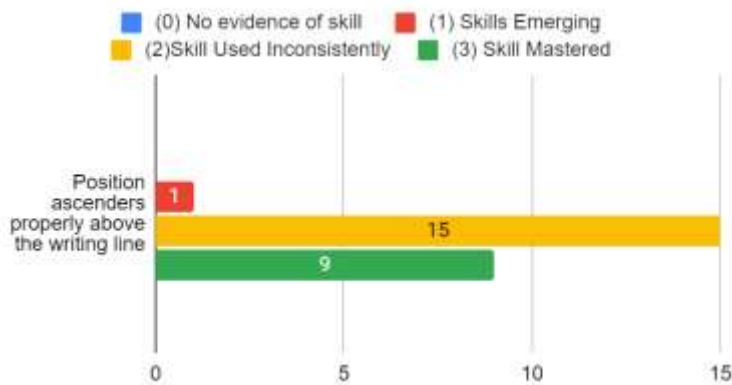
### 7. Copy entire word or multiple words without frequent glancing at model



Graph 7, Copy entire word or multiple words without frequent glancing at model. Graph developed by the authors.

Based on the graph, more than half of the students in the classroom (64%) could inconsistently copy the entire words without frequent glancing at the model. A third of the group had mastered this skill, and just one of them could not perform this task at all.

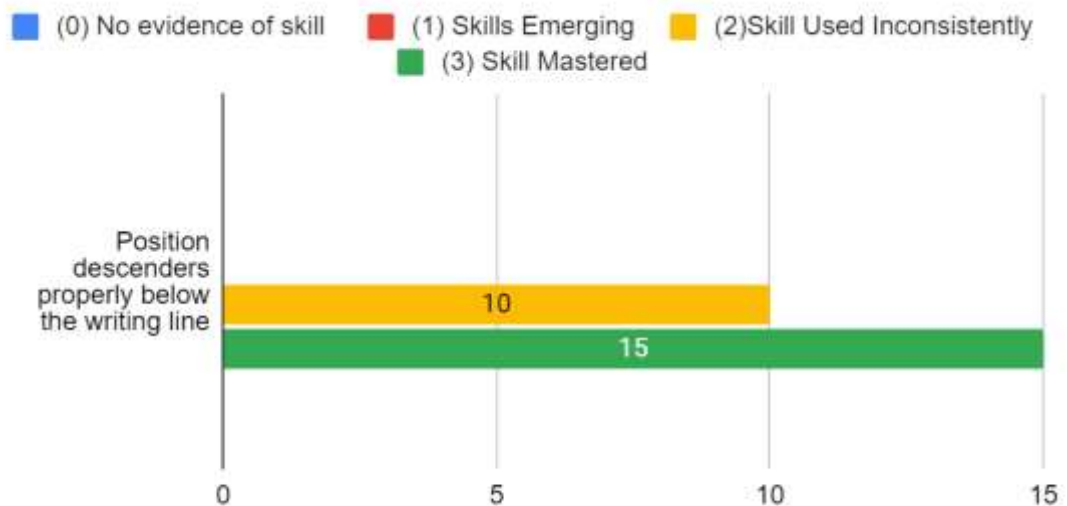
### 8. Position ascenders properly above the writing line



Graph 8, Position ascenders properly above the writing line. Graph developed by the authors.

Based on the graph, more than half of the pupils (60%) could inconsistently write the ascenders of letters properly above the writing line. Almost a third of the group had mastered this skill, and just one of them could not draw the vertical stroke of letters.

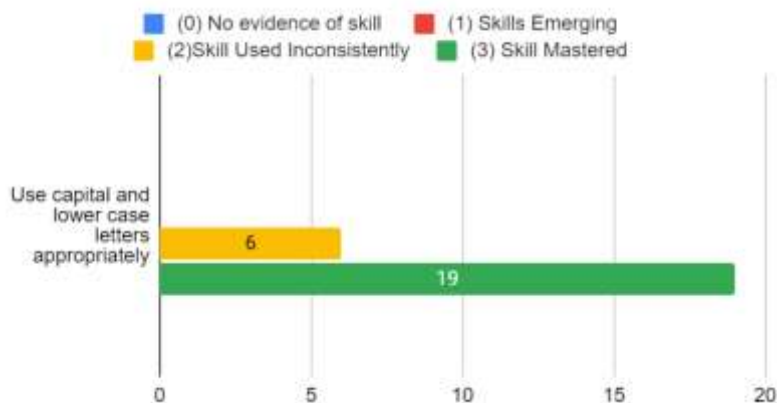
### 9. Position descenders properly below the writing line



Graph 9, Position descenders properly below the writing line. Graph developed by the authors.

The graph shows that more than half of the class (60%) could write properly the downward vertical stroke of lowercase characters below the writing line. Ten students could perform this writing ability inconsistently.

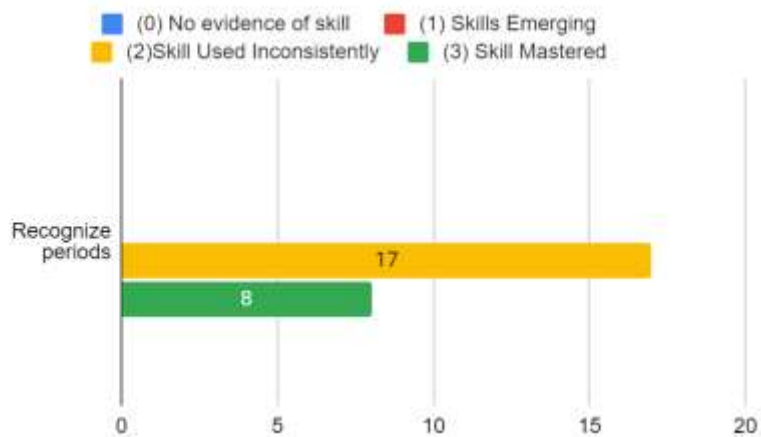
### 10. Use capital and lower-case letters appropriately



Graph 10, Use capital and lower-case letters appropriately. Graph developed by the authors.

As seen in the graph, most of the participants could recognize capital and lower-case letters appropriately, and few of them could not distinguish capital letters at all.

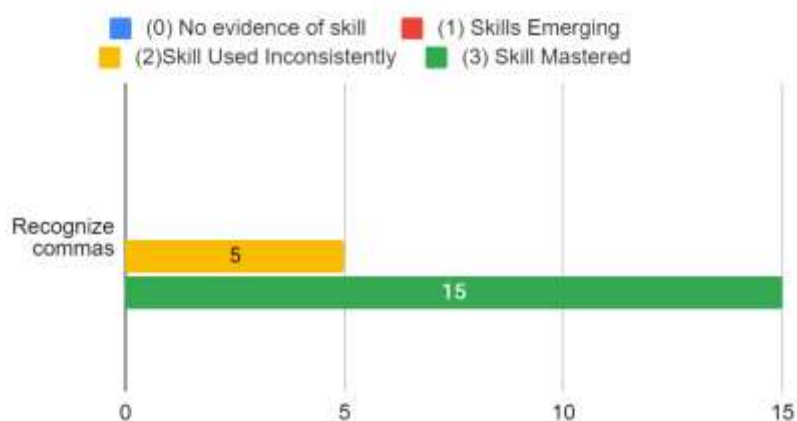
### 11. Recognize periods



Graph 11, Recognize periods. Graph developed by the authors.

The graph displays that more than half of the participants could inconsistently write periods when copying the nursery rhyme from the board, and few could recognize and copy the periods.

### 12. Recognize commas

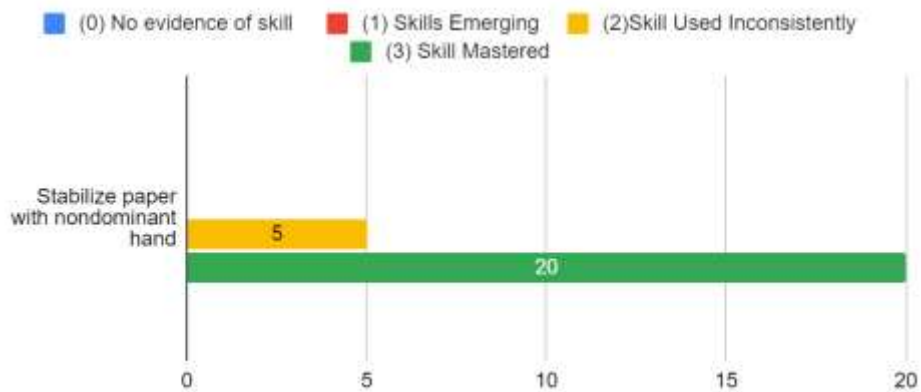


Graph 12, Recognize commas. Graph developed by the authors.



It is clear that more than half of the class could recognize and write commas when copying the nursery rhyme from the board, and a few could not perform this task.

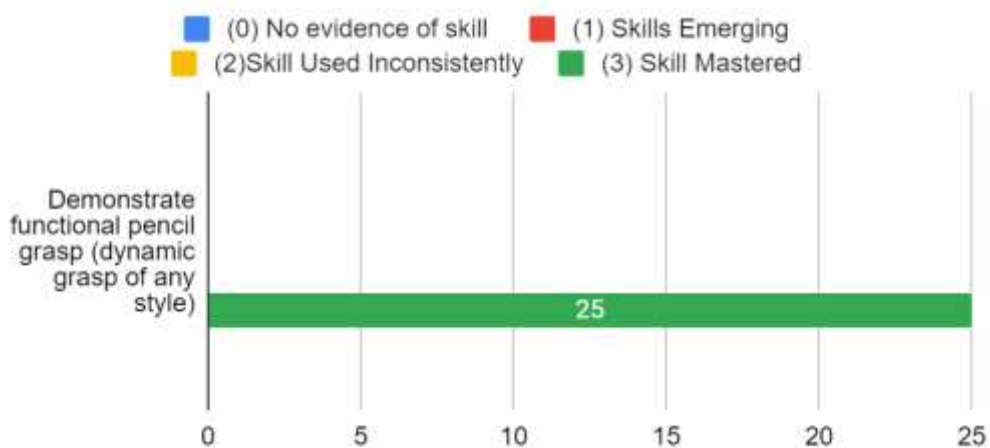
### 13. Stabilize paper with nondominant hand



Graph 13, Stabilize paper with nondominant hand. Graph developed by the authors.

The graph above provides information about grabbing a sheet of paper with a non-dominant hand. Almost all the participants had mastered this ability, and just five of them could inconsistently use their non-dominant hand to stabilize the sheet of paper.

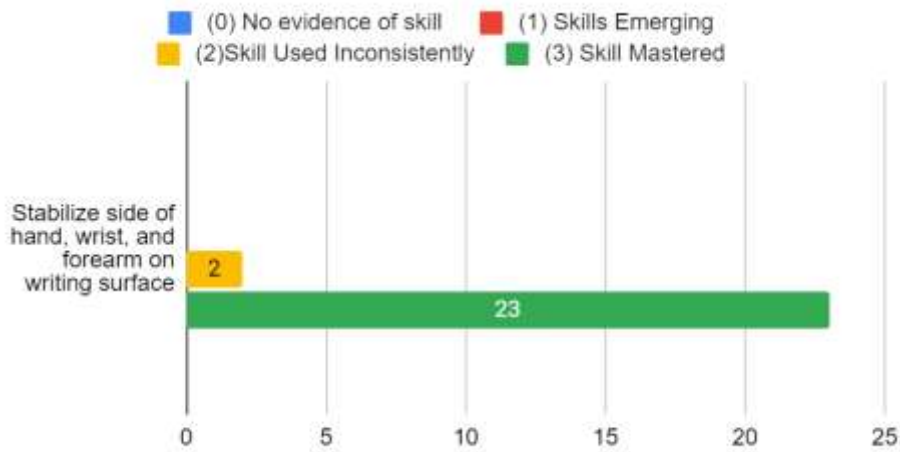
### 14. Demonstrate functional pencil grasp (dynamic grasp of any style)



Graph 14, Demonstrate functional pencil grasp (dynamic grasp of any style). Graph developed by the authors.

The graph shows that all the students could demonstrate a functional pencil grasp or tripod grasp when copying in their notebooks.

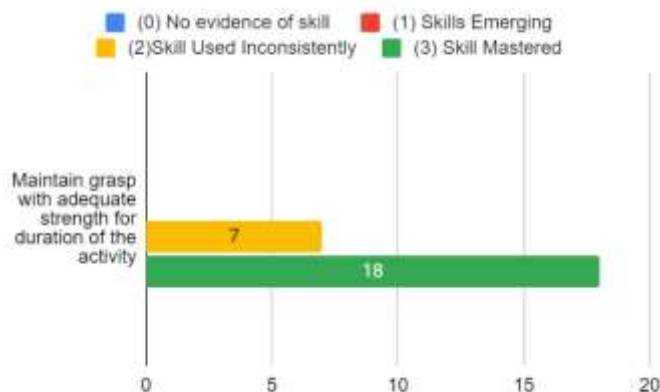
### 15. Stabilize side of hand, wrist, and forearm on writing surface



Graph 15, Stabilize side of hand, wrist, and forearm on writing surface. Graph developed by the authors.

As show in the graph, almost all the students could stabilize the side of the hand, wrist and forearm when copying in their notebooks, and only two students could inconsistently perform this task, this means that these two students did not use their forearm as support when writing.

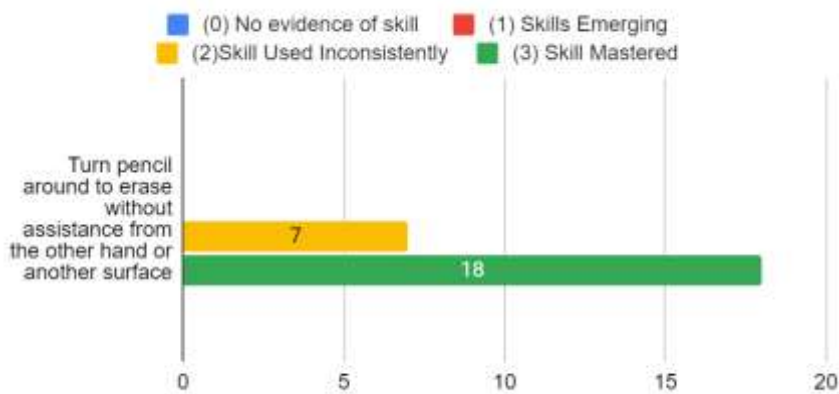
### 16. Maintain grasp with adequate strength for duration of the activity



Graph 16, Maintain grasp with adequate strength for duration of the activity. Graph developed by the authors.

The graph above displays information about maintaining an appropriate pencil grasp during the whole writing activity. More than half could maintain an adequate pencil grasp throughout the activity. Seven of them could not demonstrate this ability; this means they frequently changed the position of their fingers.

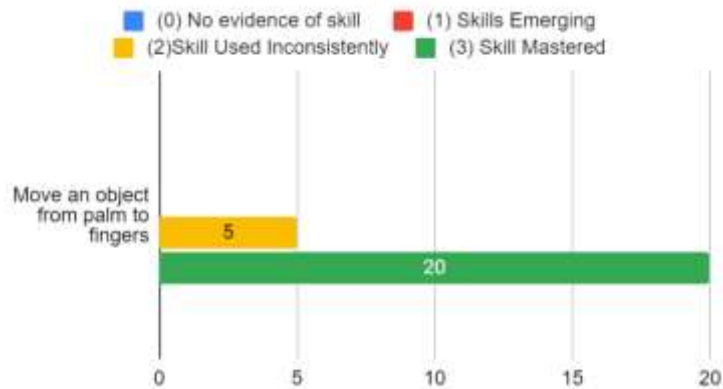
**17. Turn pencil around to erase without assistance from the other hand or another surface**



Graph 17, Turn pencil around to erase without assistance from the other hand or another surface. Graph developed by the authors.

As shown in the graph, more than half of the class could turn the pencil around to erase without the assistance of the other hand; however, seven of them had not mastered this ability.

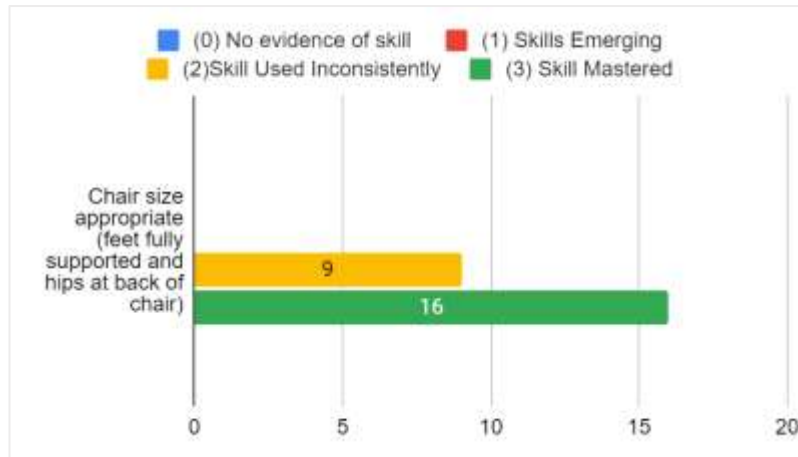
**18. Move an object from palm to fingers**



Graph 18, Move an object from palm to fingers. Graph developed by the authors.

The graph evidences that almost all the class (80%) could move an object from palm to fingers, and only five students inconsistently performed this task.

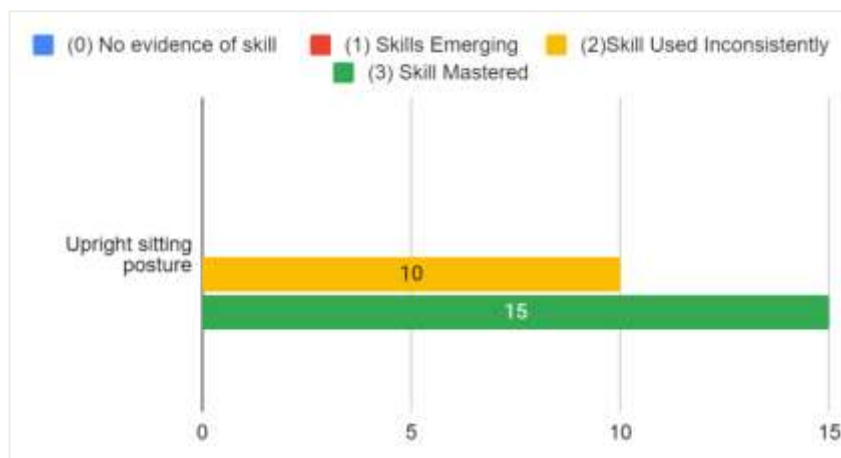
### 19. Chair size appropriate (feet fully supported and hips at back of chair)



Graph 19, Chair size appropriate (feet fully supported and hips at back of chair). Graph developed by the authors.

In the graph, it is clear that more than half of the class could sit appropriately in their chairs. This means their feet were fully supported, and their hips were at the back of the chair. However, nine of the students could perform this task inconsistently.

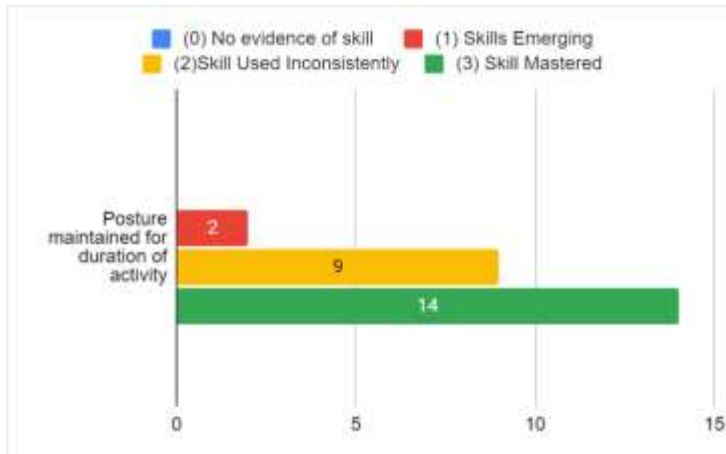
### 20. Upright sitting posture



Graph 20, Upright sitting posture. Graph developed by the authors.

The graph above shows that more than half of the students had an upright sitting posture while doing the writing activity. Ten of them could not perform this task correctly.

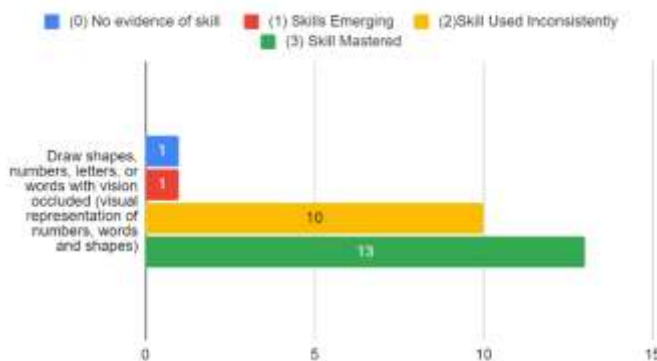
### 21. Posture maintained for duration of activity



Graph 21, Posture maintained for duration of activity. Graph developed by the authors.

More than half of the class could maintain an appropriate sitting position throughout the whole writing activity. A third of the class could perform this task inconsistently, and just two students could not maintain an appropriate sitting position at all.

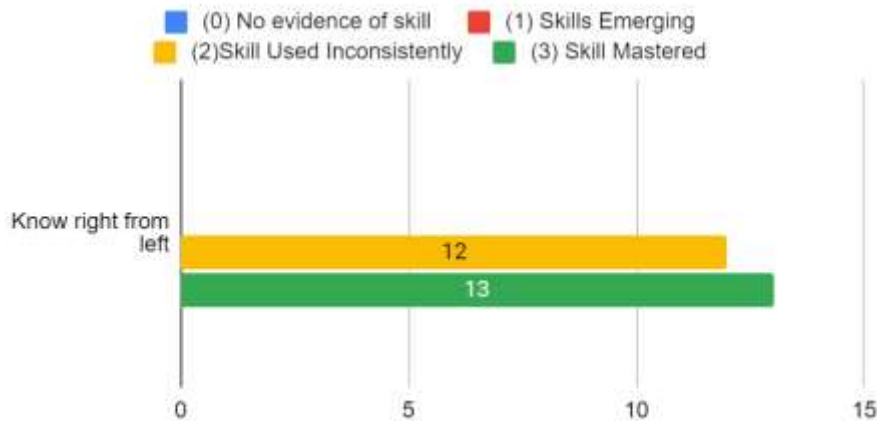
### 22. Draw shapes, numbers, letters, or words with vision occluded (visual representation of numbers, words and shapes)



Graph 22, Draw shapes, numbers, letters, or words with vision occluded (visual representation of numbers, words and shapes). Graph developed by the authors.

The graph above provides information about children drawing shapes, numbers, letters, and words with vision occluded. Less than half of participants could perform the task with vision occluded. More than a third of students could complete the task inconsistently. One of them could not complete the task at all, and no evidence of the skill was found in one participant.

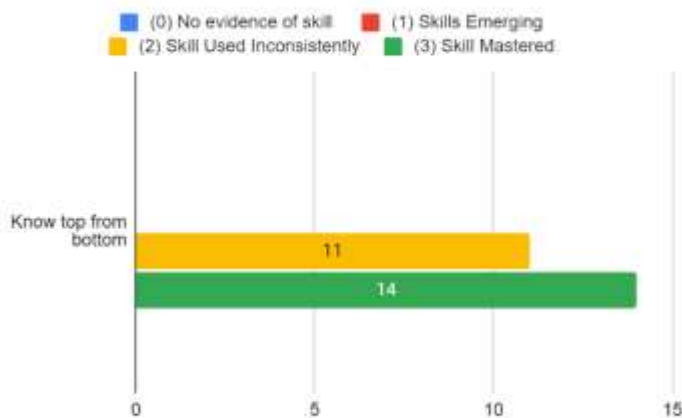
### 23. Know right from left



Graph 23, Know right from left. Graph developed by the authors.

Based on the graph, more than half of the class could tell right from left when the teacher asked them to raise their right hand and then their left hand. Twelve participants (half of the class) confused their left hand with their right and vice versa.

### 24. Know top from bottom



Graph 24, Know top from bottom. Graph developed by the authors.

From the graph above, more than half of the class could differentiate top from bottom in printed tests. Eleven participants could recognize these two positions.

### **Qualitative observation**

Since the participants were young students that had been receiving online instruction for two years, there was a qualitative observation conducted at the beginning of the face-to-face school year. It was noticed that a few students did not dominate the tripod grasp when completing a writing activity such as dictation, copying from the board, or completing worksheets; and most of them presented illegible connected handwriting. This was more noticeable due to the fact that the participants' performance did not match cognitive development according to their age.

The students needed to stand up several times to approach the board to have a better sight of the paragraph to be copied. It is important to mention that some of them did not stand up to have a better sight of the paragraph copied on the board, but they would show insecurity when copying from the board since they wanted to transcribe the exact trace modeled by the teacher.

Several participants did not know how to correctly place the left margin of the page. They frequently inverted the position of the sheet.



Figure 1: This is a sample of a common error among participants, placing the margin sheet incorrectly.

Students could not recognize print letters when copying from the board and continuously asked the teacher to identify the letter. In our school system, students are not taught to write in print letter, but in connected handwriting. A few students had messy and dirty desks and could not find the school supplies during a writing activity.

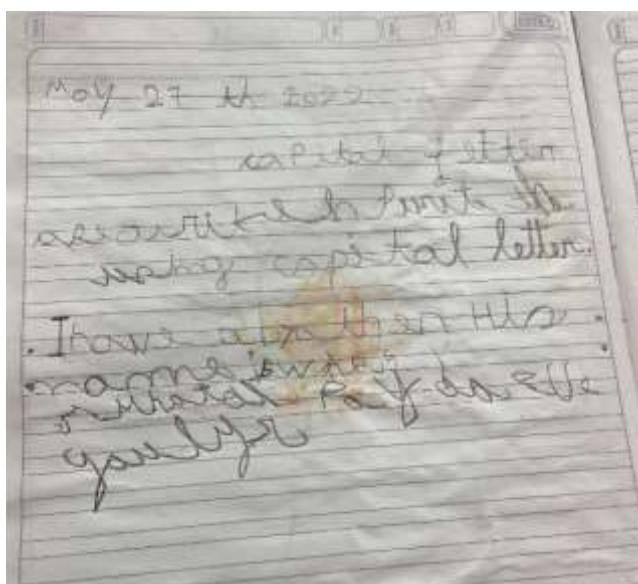


Figure 2. This is a sample of several handwriting problems.



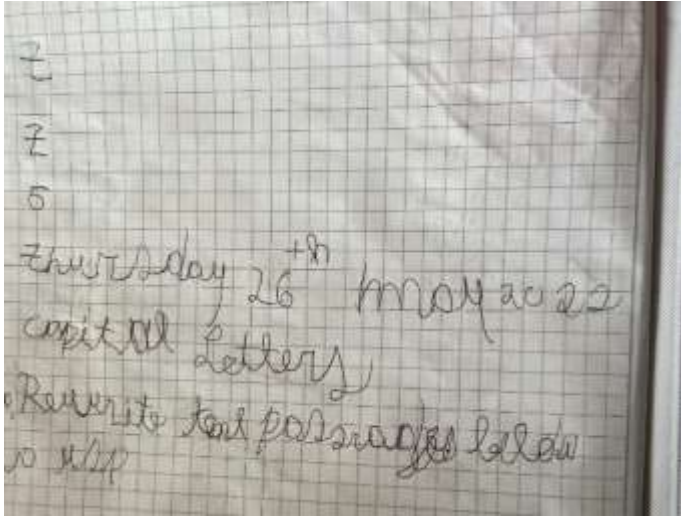


Figure 3. This is a sample of lack of visual-spatial awareness.

### **Qualitative observation during the test**

During the administration of the first test, which was given early in the morning, students performed better than in the second one that was provided in the last class hour. While performing the activity with their vision occluded, students would open their eyes, some of them tried to erase their mistakes and write over the shape already drawn, showing that they wanted to get a good score, even when the teacher told them that the activity was not graded.

## CONCLUSIONS

The following conclusions are the results of the test adapted from (Reading Rockets, 2022), (Plymouth City Council, 2022), (Northeast Educational Services Cooperative, 2022). The purpose of this test was to characterize the handwriting development of students in third grade including several difficulties that were found within data collection phase of this research work.

- It was found that students could not: keep within the boundaries of the writing and coloring lines when writing a text or drawing a shape; use uniform sizing of letters; use uniform spacing between letters; copy entire words without frequent glancing at the board; write in an adequate position ascending and descending letters; recognize periods when copying from the board; sit in an appropriate posture while writing; draw shapes with vision occluded; and, distinguish right from left and top from bottom.
- Students could recognize numbers and letters when copying them from the board.
- Students could trace the letters within the boundaries of the writing lines. However, when coloring within the boundaries of the drawing area there is still inconsistency in almost half of the students in the classroom.
- Students struggled when using uniform horizontal spacing between words. Their words were too close together which resulted in illegible handwriting; additionally, they showed inconsistent sizing of words and number shaping.
- Participants had not mastered the ability of copying entire words without frequent glancing at the model.
- Students found it more complicated to write ascending letters like *d* or *b* rather than descending letters such as *g* or *j*.

- Participants had mastered the ability to distinguish between capital and lower-case letters as well as commas. Although some of them could not recognize periods.
- Students could grab a sheet of paper with their nondominant hand when writing or copying from the board and stabilized the side of the hand, wrist, and forearm.
- Participants demonstrated a functional pencil grasp (tripod grasp) and maintained adequate strength for duration of the activity.
- Students could turn the pencil around to erase the written words without assistance from the other hand and could move the pencil from palm to fingers.
- Most students could sit upright and appropriately in their chair with their feet fully supported and their hips at the back of the chair while performing the activity. However, they did not maintain such posture during the task.
- Participants struggled with drawing shapes with their vision occluded.
- Students could not distinguish left from right as well as top from bottom.

## RECOMMENDATIONS

The conclusions have been decisive; therefore, some recommendations have been developed for teachers and authorities to take advantage of these strategies.

- Educational institutions should conduct previous research on their students before entering the school year to identify possible handwriting issues, even language problems.
- It is suggested that students practice handwriting tracing activities in order to improve connected handwriting.
- EFL Teachers could focus on developing effective fine motor skills, especially in early school years fine-motor skills using dynamic and enjoyable strategies.
- Additionally, for tracing activities, teachers should also emphasize their students' posture when sitting and copying from the board, pencil grasp when completing a writing activity, and desk organization while checking the correct position of the arm, wrist, and hand as well as their non-dominant hand placed on the other side of the paper.
- The design of a school project is highly recommended for overcoming handwriting problems like keeping in the boundaries of the writing and coloring lines when writing a text or drawing a shape; usage of uniform sizing of letters; uniform spacing between letters; problems with copying entire words without frequent glancing at the board; writing in an adequate position ascending and descending letters; recognition of periods when copying from the board; appropriate posture while writing; drawing shapes with vision occluded; and distinguishing right from left and top from bottom. This project should contribute to leveraging the ability to trace letters within the boundaries of the writing lines, to use uniform horizontal spacing between words, and to write ascending letters correctly.

## PROPOSAL

One of the recommendations was the design of a proposal that can help to overcome connected handwriting scheme problems found during the research. Consequently, the following project has been developed.

<b>General Data</b>				
<b>Project Title:</b>	Post-COVID 19 lockdown effects in EFL third grade students early writing skills at an elementary school in Guayaquil			
<b>Project Team:</b>	Lindsay Naranjo, Pablo Mendieta			
<b>Main Objective:</b>	To improve handwriting skills in 3rd graders for two months by applying fine motor skills techniques systematically.			
<b>Specific Objectives:</b>	1. To exercise flexibility by using fine motor skills techniques.			
	2. To enhance eye-hand coordination by applying fine motor skills			
	3. To strengthen the muscles by performing different activities			
<b>Execution time:</b>	Starting	September-2022	Ending	November 3rd-2023
<b>Evaluation time:</b>	Starting	November. 4th-2023	Ending	November 17th-2023
<b>Project Description</b>				
This project aims to improve third graders' handwriting skills through the use of fine motor skills and eye-hand class work activities during the scholastic year 2022-2023. This project is going to be carried out in three phases. In phase one, flexibility in pupils' hands is going to be reinforced by using fine motor skills activities. In phase 2, pupils' hand muscles are going to be strengthened by a set of activities involving hand force and coordination. Pupils' eyes hand coordination is going to be enhanced in phase 3 by performing some challenging activities that involve pupils' eye-hand coordination, as well as flexibility and concentration. The project is going to be monitored and assessed by two teachers within five weeks. In the last week of the project, an evaluation is going to be carried out using an adapted rubric. There is going to be a final test.				

Table 5. Logic Project Model Matrix. Developed by the authors.

Execution Matrix						
Objective (number)	Activity	What will be done	What change is expected - Outcomes	Resources	Time Lines (2 months)	Responsibility
	Following the path	The teacher will bring some pieces of foamy with a	To enhance connected handwriting	some pieces of foamy, pen, pencils, crayons	1 week	Teachers

		joint handwriting path on it. Students follow the path with a pen or pencil.				
S.O.1	Sorting buttons	The students are going to sort buttons inside a bottle, they will classify them by colors	Increase flexibility in pupils' hands	buttons, bottles	1 week	Teachers
	Stacking coins	Teacher asks students to stack coins by size	Improve pupils' hands flexibility	Coins	1 week	Teachers
	Using playdough	The teacher asks students to make figures using playdough, Students can use printable activities to follow a model	Improve hand flexibility and strengthen hand muscles	Playdough	1 week	Teachers
S.O.2	Opening different containers	Teacher encourages students to open different containers	strengthen pupils' hand muscles	different containers	1 week	Teachers
	Tie fabric strips	Teacher asks students to tie different fabric strips together	strengthen hand muscles and eye-hand coordination	fabric strips	1 week	Teachers
S.O.3	Cutting shapes	Students have to cut the shape drawn on the paper using scissors	Improve pupils' eye-hand coordination	scissors, sheet of paper	1 week	Teachers
	Tie shoelaces	Students have to tie their own shoes and peers' ones.	Improve hand muscles and eye-hand coordination	pupils' shoes	1 week	Teachers
	Inserting pipe cleaners	Students have to insert pipe cleaners into small holes of a bottle.	Improve pupils' eye-hand coordination	pipe cleaners, sieve	1 week	Teachers
Assessment					1 week	Teachers

Strategy #1: Sorting buttons	
Objective	To increase flexibility in pupils' hands
Resources	Buttons, bottles
Description:	
<ol style="list-style-type: none"> <li>1. Students are going to work in pairs.</li> <li>2. They are going to sit together using three bottles and some buttons of different colors.</li> <li>3. The teacher is going to explain the activity and model it by performing the activity himself.</li> <li>4. Students are going to classify buttons by organizing them in different colors.</li> <li>5. Students are going to sort buttons by colors inside 5 bottles. One bottle for each colors.</li> </ol>	

Strategy #2: Stacking coins	
Objective	To improve pupils' hands flexibility
Resources	Coins
Description:	
<ol style="list-style-type: none"> <li>1. Students are going to work in pairs.</li> <li>2. The teacher is going to explain the activity and mode it by performing the activity himself.</li> <li>3. They are going to sit together and start adding the coins to the growing stack by size.</li> <li>4. They are going to continue playing until the tower falls over.</li> </ol>	

Strategy #3: Using playdough	
Objective	To improve hand flexibility and strengthen hand muscles
Resources	Playdough, printable activities
Description:	
<ol style="list-style-type: none"> <li>1. Students are going to work individually.</li> <li>2. Each student is given a printable playdough mat.</li> <li>3. Students are going to start tracing each word and completing it with playdough.</li> <li>4. The teacher is going to be monitoring the process.</li> </ol>	

Strategy #4: Following the path	
Objective	To improve joined handwriting skills by moving along paths and drawing different graphemes using a pencil or pen.
Resources	Some pieces of foamy, pen, pencils, crayons
Description:	
<ol style="list-style-type: none"> <li>1. The teacher is going to model the joint handwriting letters and words on a piece of some foamy.</li> <li>2. Students are going to follow the path using a crayon.</li> <li>2. The teacher is going take the foamy to work in a 20-minute activity in class.</li> </ol>	

Strategy #5: Opening different containers	
Objective	To strengthen pupils' hand muscles
Resources	Containers of different colors and sizes
Description: 1. Students are going to work individually. 2. The teacher is going to provide 4 containers. 3. Students are going to open each container and close them 4 times. 4. Students are going to classify each container by size and color. 5. The teacher is going to be monitoring the activity while students are performing it.	

Strategy #6: Tie fabric strips	
Objective	To strengthen hand muscles and eye-hand coordination
Resources	Fabric strips
Description: 1. Students are going to work individually. 2. The teacher is going to provide one fabric strip per student. 3. The teacher is going to model the activity by tying the fabric strips. 4. The students are going to perform the activity in 5 minutes. 5. The teacher is going to monitor the activity.	

Strategy #7: Cutting shapes	
Objective	To improve pupils' eye-hand coordination
Resources	Paper sheets, scissors, glue
Description: 1. The students are going to work individually. 2. Each student is given a sheet of printable shapes to cut following the lines. 3. They are going to paste the cut shapes in a paper sheet. 4. Teacher is going to monitor the process.	

Strategy #8: Tie shoelaces	
Objective	To improve hand muscles and eye-hand coordination
Resources	Shoes, shoelaces
Description: 1. The teacher is going to ask students to bring shoes with laces. 2. The teacher is going to model the process on his own shoes. 3. The teacher is going to practice step by step. 4. Students are going to follow the teacher. 5. The teacher is going to monitor the progress.	



Strategy #9: Inserting pipe cleaners	
Objective	To improve pupils' eye-hand coordination
Resources	Pipe cleaners, sieve
Description:	
<ol style="list-style-type: none"> <li>1. The teacher is going to provide 5 pipe cleaners and a sieve to each student.</li> <li>2. The teacher is going to model the action to students in front of the class.</li> <li>3. The students are expected to perform the action in 7 minutes.</li> </ol>	

<b>PROJECT BUDGET</b>	Post-COVID 19 lockdown effects in EFL third grade students early writing skills at an elementary school in Guayaquil		
<b>RESPONSIBLE</b>	Pablo Mendieta and Lindsay Naranjo		
<b>DATE</b>	16/08/22		
<b>INSTITUTION</b>	Unidad Educativa Particular Bilingüe Santo Domingo de Guzmán		
		<b>UNIT COST</b>	<b>SUBTOTAL</b>
Diagnostic phase	Equipment		
	Laptop	\$700	\$700
	Printer refurbished	\$30	\$30
	Travelling spendings	\$10	\$20
Implementation phase	<b>Material resources</b>		
	Office supplies		
	Paper sheets	\$5	\$5
	Printer ink	\$8	\$8
	Bottles and containers	\$0.20	\$4
	Pipe cleaners	\$0.06	\$4.50
	Playdough	\$0.50	\$12.50
	Glue	\$0.50	\$2.00
	Software	0	0
	School supplies		
	Foamy	\$0.12	\$3
	Pencils	\$0.50	\$2
	Labor hours	2	10
Project evaluation	<b>Office supplies</b>		
	Paper sheets	\$5	\$5
	Printer ink	\$8	\$8
	<b>Subtotal</b>	<b>\$768</b>	<b>\$795</b>

	Contingency reserves	5%	\$40
		TOTAL BUDGET	\$835

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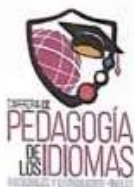
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## APPENDICES

Name:		Age:			
Grade:		Section:			
	Scale	No evidence of skill	Skills Emerging	Skill Used Inconsistently	Skill Mastered
	<b>VISUAL-PERCEPTUAL COMPONENTS</b>				
1	Recognizes numbers				
2	Recognizes letters				
3	Stays within the boundaries of the writing lines				
4	Stays within the boundaries of the coloring/drawing area				
5	Uses uniform sizing of shapes, numbers, letters, or words				
6	Uses uniform spacing between shapes, numbers, letters, or words				
7	Copies entire word or multiple words without frequent glancing at model				
8	Positions ascenders properly above the writing line				
9	Positions descenders properly below the writing line				
10	Uses capital and lower case letters appropriately				
SCORE:					
	Scale	No evidence of skill	Skills Emerging	Skill Used Inconsistently	Skill Mastered
	<b>CONCEPTS OF PRINT</b>				
11	a period (.)				
12	a comma (,)				
SCORE:					
	Scale	No evidence of skill	Skills Emerging	Skill Used Inconsistently	Skill Mastered
	<b>FINE MOTOR COMPONENTS</b>				
13	Stabilizes paper with nondominant hand				
14	Demonstrates functional pencil grasp (dynamic grasp of any style)				
15	Stabilizes side of hand, wrist, and forearm on writing surface				
16	Maintains grasp with adequate strength for duration of the activity				
17	Turns pencil around to erase without assistance from the other hand or another surface				
18	Moves an object from palm to fingers				
SCORE:					
	Scale	No evidence of skill	Skills Emerging	Skill Used Inconsistently	Skill Mastered
	<b>POSTURAL COMPONENTS</b>				
19	Chair size appropriate (feet fully supported and hips at back of chair)				
20	Upright sitting posture				
21	Posture maintained for duration of activity				
SCORE:					
	Scale	No evidence of skill	Skills Emerging	Skill Used Inconsistently	Skill Mastered
	<b>SENSORY PROCESSING COMPONENTS</b>				
22	Draws shapes, numbers, letters, or words with vision				
23	Knows right from left				
24	Knows top from bottom				





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FAH-PINE-003-2022

Miércoles, 1 de julio del 2022

Hna.  
Martha Vásquez López  
Rectora  
Unidad Educativa Particular Bilingüe Santo Domingo de Guzmán

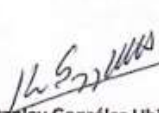
De mis consideraciones:

Reciba un cordial saludo. Aprovecho la oportunidad para agradecerle la acogida que les ha dado a nuestros estudiantes para laborar en la institución que usted acertadamente dirige.

Adicionalmente solicito a usted muy comedidamente, salvo su mejor criterio, se permita a la profesora Lindsay Janeth Naranjo Reyes con C.I. 0951376961, estudiante del 8vo ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés, de la Facultad de Artes y Humanidades de la Universidad Católica de Santiago de Guayaquil, realizar la recolección de datos para elaborar su trabajo de titulación, el cual se denomina *Post Covid19 lockdown effects in EFL third graders early writing Skills at Santo Domingo de Guzman School* (Efectos del aislamiento causado por el Covid 19 en estudiantes de tercer grado de la Escuela Santo Domingo de Guzman).

De antemano agradezco la atención brindada.

Atentamente,

  
Lcdo. Stanley González Ubilla, M.Ed.  
Director  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés  
Facultad de Artes y Humanidades  
Universidad Católica de Santiago de Guayaquil  
Stanley.gonzalez@cu.ucsg.edu.ec



Friday, 9 July, 2022

Twinkle, little star

Twinkle, twinkle little star

How I wonder what you  
are up above the world so

high like a diamond in  
the sky. Twinkle twinkle

twinkle little star

How I wonder what you  
are up above the world

so high like a diamond in  
the sky

Isabella Anderson



Sunday 8 July 2022

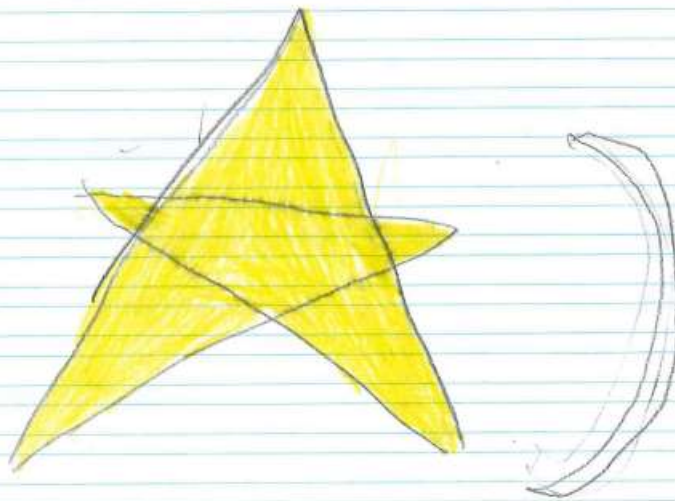
twinkle little star



twinkle, twinkle, little star

How I wonder what you are  
up above the world so high

Like a diamond in the sky



Kania Montalvo

Aileen

Friday 8 July 2022

twinkle little star

twinkle twinkle little star  
How I wonder what you are  
Up above the world so high  
like a diamond in the sky  
twinkle twinkle little star How I  
<sup>twinkle</sup>wonder what you are





Wednesday 13 July 2021

Mary Had a Lamb

Mary had a little lam lamb

Its fleece was white as snow

Everywhere the child went,

The little lamb was sure to go

He follow her to school one day,

And broke the teacher's rule

What a time did they have that day

at school.

Salomé:

wednesday 13th july 2022

Mary had a little Lamb

Mary had a little Lamb Its fleece  
was white as snow. Everywhere the  
child went the little Lamb was dog.

He follow

He followed

her to school one day And broke  
the teachers rule.

What a time did they have

That day at school

Salome

Friday 8 July 2022

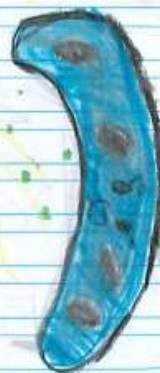
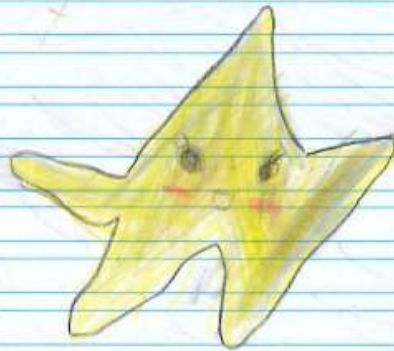
Twinkle little star

Twinkle twinkle star )

How I wonder what you are

Up above the world so high

Like a diamond in the sky



Wednesday 13th July 13th 2022

Mary Had a Little Lamb

Mary Had a Little Lamb

its fleece was white as snow

everywhere that little lamb went

everywhere the child went

) The little lamb was sure to go

He followed

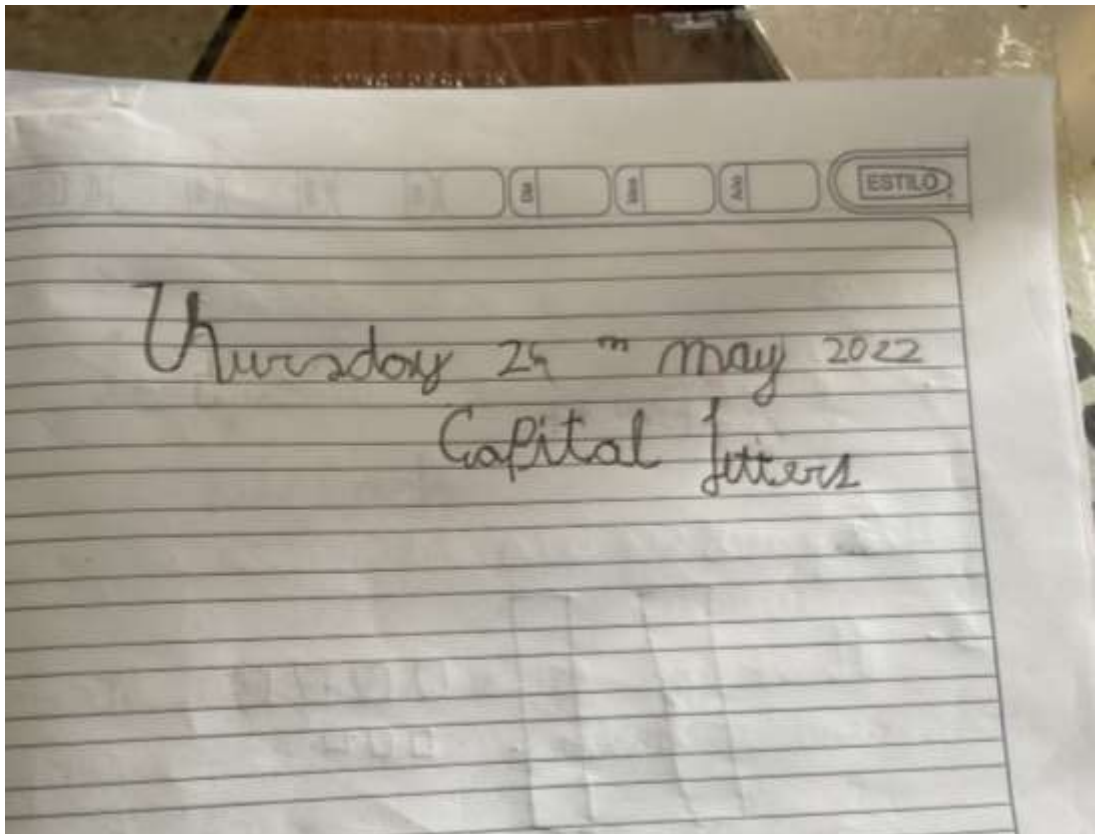
her to school one day

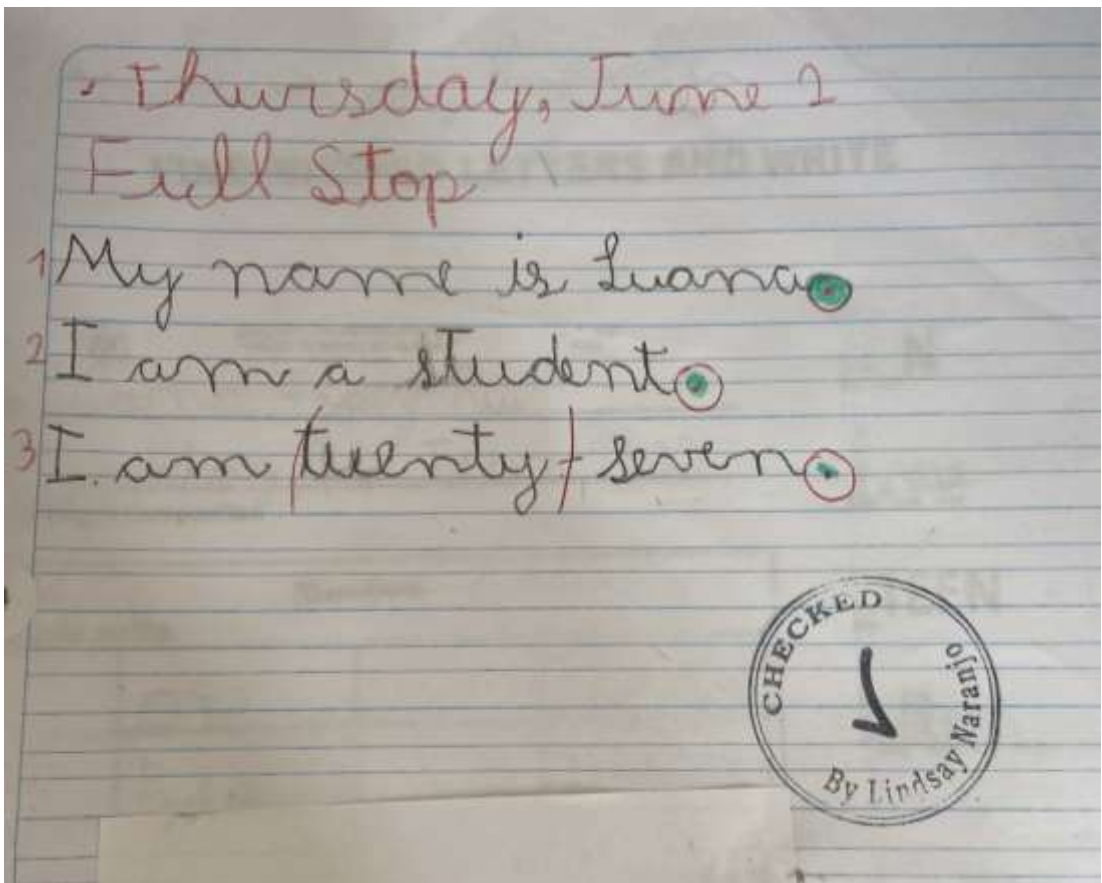
and broke the teacher's ruler

what a time as they had

) that day at school









## DECLARACIÓN Y AUTORIZACIÓN

Nosotros, **Mendieta Guamanquishpe Pablo Andrés**, con C.C: #**2000086385** y, **Naranjo Reyes Lindsay Janeth**, con C.C: # **0951376961** autores del trabajo de titulación: **Post-Covid 19 lockdown effects in EFL 3rd graders early writing skills at an elementary school in Guayaquil** previo a la obtención del título de **Licenciado/a en Pedagogía del Idioma Inglés** en la Universidad Católica de Santiago de Guayaquil.

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Guayaquil, 19 de septiembre de 2022

f. \_\_\_\_\_

f. \_\_\_\_\_

Pablo Andrés Mendieta Guamanquishpe

Lindsay Janeth Naranjo Reyes

C.C: 2000086385

C.C: 0951376961



<b>REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA</b>		
<b>FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN</b>		
<b>TÍTULO Y SUBTÍTULO:</b>	Post-Covid 19 lockdown effects in EFL 3rd graders early writing skills at an elementary school in Guayaquil.	
<b>AUTOR(ES)</b>	Mendieta Guamanquishpe Pablo Andrés Naranjo Reyes Lindsay Janeth	
<b>REVISOR(ES)/TUTOR(ES)</b>	Vásquez Barros Mariela Fátima, M. Ed.	
<b>INSTITUCIÓN:</b>	Universidad Católica de Santiago de Guayaquil	
<b>FACULTAD:</b>	Facultad de Artes y Humanidades	
<b>CARRERA:</b>	Pedagogía de los Idiomas Nacionales y extranjeros- inglés	
<b>TITULO OBTENIDO:</b>	Licenciado/a en Pedagogía del Idioma Inglés	
<b>FECHA DE PUBLICACIÓN:</b>	19 de septiembre de 2022	No. DE PÁGINAS: 61
<b>ÁREAS TEMÁTICAS:</b>	Educación, lingüística, idiomas	
<b>PALABRAS CLAVES/ KEYWORDS:</b>	post-covid, EFL instruction, handwriting, fine motor skills, early writing, connected handwriting, print awareness	
<b>RESUMEN/ABSTRACT (150-250 palabras):</b>	<p>This research work is a descriptive document regarding the handwriting issues in third graders while they were receiving EFL writing lessons in a bilingual elementary school, once they returned to face-to-face instruction after the pandemic lockdown in 2022. The bibliography research was carried out on the topics of early literacy and fine motor skills. Twenty-five female students were subject of qualitative observation, and it was also applied an adapted handwriting skills test from three different sources. After the analysis once conducted, several difficulties were discovered, including the following: keeping in the boundaries of the writing and coloring lines when writing a text or drawing a shape; usage of uniform sizing of letters; uniform spacing between letters; problems with copying entire words without frequent glancing at the board, among others. Finally, a handwriting recovery proposal has been designed in order to train students in fine motor skills, visual perception, eye-hand coordination, and joined-handwriting scheme.</p>	
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