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TEACHING ENGLISH AS A FOREIGN LANGUAGE**

THEME:

**“ACTIVE STRATEGIES TO ENCOURAGE STUDENTS OF PLASTIC
ARTS TO IMPROVE THE PRODUCTIVE WRITING SKILL IN
ENGLISH”**

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**“ACTIVE STRATEGIES TO ENCOURAGE STUDENTS OF PLASTIC
ARTS TO IMPROVE THE PRODUCTIVE WRITING SKILL IN
ENGLISH”**

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En su Despacho.-

De mis consideraciones:

En mi calidad de Director, informo a usted para fines pertinentes, que el Trabajo de Graduación "**Active Strategies to Encourage students of plastic arts to improve the productive writing skill in English**" cuyo autor es **Diana Patricia Ojeda Azuero**, ha sido revisado y se han emitido los comentarios correspondientes.

Sin otro particular que informar, me despido de usted.

Atentamente,



M.Sc. Jorge Flores
Director

DEDICATION

First of all, I want to dedicate the present research work to my husband Carlos Vicente, my children Carlos Roberto y Carlos David who have always been keen to lean a shoulder on my hardest moments of struggling.

Diana

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To my Dear and Almighty God, for his constant blessing.

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CONTENTS

Front Page	
Principals	
Tutor's Report	
Dedication	
Acknowledgment	
Table of tables	
Table of Appendixes	
Chapter 1.....	11
Introduction - Background.....	11
Statement of Purpose	12
Statement of the Problem.....	12
Research Questions.....	13
Implication of the Study.....	13
Limitation of the Study.....	14
Definition of Terms.....	15
Chapter 2.....	18
Review of the Literature.....	18
How Do People learn?.....	19
Teaching English as a Foreign Language.....	20
Integrated Skills in ESL (Receptive-Productive).....	21
Definition of Writing Skills	22
Writing skill development.....	22
Metacognition.....	23

Rubrics.....	26
Interaction: Teacher-students.....	26
Strategies:	27
Resources, feedback.....	28
Chapter 3: Design and Methodology.....	29
Research design	29
Participants.....	30
Data collection.....	31
Chapter 4: Proposal	33
Data analyses and Findings	33
Survey to students.....	33
Survey to teachers	42
Results.....	52
Chapter 5: Proposal.....	54
Data analyses and findings of the workshop's activities.....	54
Results of the Pre- test 1.....	55
Results of the Post- test 2.....	58
Histogram of Pre- test 1.....	59
Histogram of Post-test 2.....	59
Chapter 6:	62
Discussion.....	62
Research question 1.....	62
Research question 2.....	63
Conclusion.....	65
Reference.....	67
Webgraphy.....	69

Table of Tables

Survey to students:

Table 1

How often do you practice the English writing skill?.....33

Table 2

How often do you write about yourself or Friends?.....34

Table 3

How often do you write a description about yourself?.....35

Table 4

How often does your teacher make writing activities during his lessons?.....36

Table 5

How often does your teacher correct/grade your written tasks and give you feedback about a specific topic?.....37

Table 6

How often does your teacher use rubrics to correct/grade the written tasks?.....38

Table 7

Does your teacher monitor you as you are doing a writing task?.....39

Table 8

Does your teacher set a specific number of words whenever you perform a written activity about your family from 25 to 40 words?.....40

Table 9

Does your teacher integrate receptive and productive English skills?.....41

Survey to Teachers:

Table 10

Do you teach students to integrate the writing English language skills?.....42

Table 11

Do you give students a set of words (25-40) words to practice and develop the English writing skill?..... 43

Table 12

Do you know any Methodology and techniques to develop the English writing skills?....44

Table 13

Do you use cues so students can follow a model to write?.....45

Table 14

Do you monitor students when they are writing?.....46

Table 15

Can the students write short texts?.....47

Table 16

Do your students write short paragraphs?.....48

Table 17

Do your students write long paragraphs?.....49

Table 18

Do you use rubrics to grade/correct the English writing skill?.....50

Table 19

How often do your students make compositions?.....51

Table of Appendixes

Appendix A: Students' survey.....	72
Appendix B: Teachers' survey.....	74
Appendix C: Write from the Start: My classmate.....	75
Appendix D: About Me.....	77
Appendix E: Visual Materials for writing activities: 1	78
Appendix F: A place to visit for a vacation: 2.....	80
Appendix G: What's on the movies: 3.....	82
Appendix H: Describing People: 4.....	83
Appendix I: Writing post cards: 5.....	84
Appendix J: Creating paragraphs.....	85
Appendix K: Abstract.....	95

CHAPTER I

INTRODUCTION – BACKGROUND AND CONTEXT

The use of English Language through time has been expanded throughout the world, it is the universal language of communication in many fields, and it is the bridge of cultural exchange. It is the language by which scientists and updated information is produced and reproduced. Therefore it is an important element in the professional future.

It is said that through writing can be expressed our feelings, ideas, emotions and thoughts by using short compositions with simple structure and vocabulary, but it is also true that young people do not like writing in their own language nor other one.

According to new researches with the scientific, technological, and pedagogical advances people communicate more than before by means of the internet. It is important to focus the attention that some words of the language have been changed by certain kind of acronyms which are very common nowadays, however. Such as for example: See you later (CYL8R), Talk to you later (TTYL), parents are watching (PAW), bye for now (B4N), etc. As English teacher I noticed that learners are communicating meaningful, but not in the correct way, so they are not able to make written compositions.

The word “writing” refers not only to text in written script but also to the acts of thinking, composing, and encoding language into such text; these acts also necessarily entail

interactions within a socio-cultural context. (Grabe and Kaplan 1996, Raimes 1991, Silva 1990)

As English Teacher I have noticed that teachers do not know enough about methodologies and strategies to be shared with their students, so they can not improve the writing skill effectively. It is a process which requires much practice but it is only delegated as a simple homework.

Statement of Purpose

This research work aims to help the students to improve their English writing skill, so the attention is focused on the paragraph's structure, grammar structures, knowledge of correcting spelling, organization of texts are necessary but no sufficient for a successfully writing. Writers just like musicians and athletes, must be trained, so that what they know is retrieved and creatively applied during compositions (Kellog 1994), because the lack of strategies and techniques have not allowed to get a good performance and explore another structures of interaction.

Statement of the Problem

Lack of knowledge of active strategies does not allow teachers encourage students to write in English or improve the productive ability, nor connect this knowledge with their own talents.

There is no doubt that writing is the hardest skill to be mastered by learners. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. The skills in writing are extremely complex. This skill implies other aspects like planning and organizing as well as spelling, punctuation, Word choice, and so on. The difficulty obviously becomes even more pronounced if their language proficiency is weak.

The ability of English writing and the proper use of a number of fun activities as supporting material will be useful for both teachers and students in order to strengthen their interests and develop the productive skill which connects this knowledge with students, so they can illustrate their compositions through drawings, pictures, posters, etc.

Therefore, the purpose of this study is to apply active techniques, strategies, and audiovisual materials to motivate students in order to improve their writing skill.

Research questions

- 1) How the application of active techniques and strategies can improve the writing skill on students?
- 2) How audiovisual materials motivate students to develop their writing teaching – learning process?

Implication of the Study

The Province of El Oro is the destination for people from other areas of the country. This geographical región contitutes a cultural and heterogeneous environment, it is influenced by a lot of ethnic groups. These people are a significant group in this public educational institution of secondary education, and its commitment is to train the students in Arts, considering it is the only one school in the province with this denomination.

This research is oriented toward reinforce the weaknesses and to strength the teachers in the application of methodological and didactic resouces in writng tasks.

The goal is not only set in detecting the deficiencies but when it is done to find some reachable and workable solutions.

Therefore, with the development of this work the first beneficiaries will be the students, because they will be well stimulated to produce with great interest right compositions and illustrate them through drawings, posters and pictures.

Also teachers will get advantage of this research, because it will help them to innovate some techniques and strategies to get better results about writing skill.

Limitation of the Study

This research work will be applied to students and teachers of public educational institution of First year of Bachillerato, Foreign Language Area, with the topic: Active strategies to encourage students of Plastic Arts to improve the productive English writing skill.

Definition of Terms

Acronyms: (Noun). It is a word formed from the first letters of the words that make up the name of something, for example AIDS, is an acronym for acquired immune deficiency syndrome. (Oxford dictionary: Advanced Learner's Dictionary)

Background: (Noun). 1. Details of a person's family, education, experience, etc. 2. The circumstances or Past events which help explain why something is how it is. (Oxford dictionary: Advanced Learner's Dictionary)

Commitment: (Noun). 1. A promise to do something or to behave in a particular way, a promise to support somebody/something; the fact of committing yourself. 2. The willingness to work hard and give your energy and time to a job or an activity. 3. A thing that you have promised or agreed to do, or that you have to do. 4. The fact of having to pay an amount of money regularly. (Oxford dictionary: Advanced Learner's Dictionary)

Compositon: (Noun). 1. The different parts which something is make of, the way in which the different pars are organized. 2. A piece of music or art, or a poem. 3. The act of composing something, pieces performed in the order of their composition. 4. The art of writing music. 5. A short text that is written as a school exercise; a short essay. 6. The arragement of people or objects in a painting or photograph. (Oxford dictionary: Advanced Learner's Dictionary)

Encoding: V. 1. To change ordinary language into letters, symbols, etc., in order to send secret messages. (Oxford dictionary: Advanced Learner's Dictionary)

Ethnic: Adj. 1. Connected with or belonging to a nation, race or tribe that shares a cultural tradition. 2. Typical of a culture or country that is very different from modern western culture and therefore interesting for people in western countries. (Oxford dictionary: Advanced Learner's Dictionary).

Implication: (Noun). 1.- A possible effect or result of an action or a decision. 2. Something that is suggested or indirectly stated, something that is implied. 3. The fact of being involved, or of involving somebody in something. (Oxford dictionary: Advanced Learner's Dictionary).

Interaction: V. 1. Communicate with somebody, especially while you work, play or spend time with them. 2. If one thing interacts with another, or if two things interact, the two things have an effect on each other. (Oxford or dictionary: Advanced Learner's Dictionary).

Knowledge: (Noun). 1.- The information, understanding and skills that you gain through education or experience: practical, medical, scientific knowledge. 2. The state of knowing about a particular fact or situation. (Oxford or dictionary: Advanced Learner's Dictionary).

Retrieved: V. 1.To bring or get something back, especially from a place where it should not be. 2. (Computing) to find and get back data or information that has been stored in the memory of a computer. 3. To make a bad situation better; to get back something that was lost. (Oxford or dictionary: Advanced Learner's Dictionary).

Strategies: (Noun). 1. A plan that is intended to achieve a particular purpose. 2. The process of planning something or carrying out a plan in a skilful way: marketing strategy. 3. The skill of planning the movements of armies in a battle or war; an example of doing this: military strategy a defense strategies. **Tactic.** (Oxford or dictionary: Advanced Learner's Dictionary).

Techniques: (Noun). 1. A particular way of doing something, especially one in which you have to learn special skills. 2. The skill with which somebody is able to do something practical. (Oxford or dictionary: Advanced Learner's Dictionary).

Train: V. 1. To teach a person or an animal the skills for a particular job or activity; to be taught in this way. 2. To prepare yourself somebody for a particular activity, especially a sport, by doing a lot of exercise, to prepare a person or an animal in this way. 3. To develop a natural ability or quality so that it improves. 4. To make a plant grow in a particular direction. (Oxford or dictionary: Advanced Learner's Dictionary).

Visual Aids: (Noun). Something you look at (such as a chart or film) that is used to make something easier to understand. (Oxford or dictionary: Advanced Learner's Dictionary).

CHAPTER 2

REVIEW OF THE LITERATURE

In this chapter I review the literature about the following aspects:

Mary Ryan (2014) states that Writing is a complex activity that requires shapping, thoughts into words and texts that are appropriated for the purpose, audience and médium of a variety of communicative forms. Writers may constantly make decisions about how to represent their subject matter through language. In this way, writing can be conceptualized as a creative performance, whereby identities as the mediate social structures and personal considerations.

Lillis & Mckinney (2013) think that writing is a social performance: young people write to communicate, to get things done, to negotiate relationships with others, to portray themselves in particular ways and to influence thinking about social issues.

Cremin & Myhill (2012) however unlike many other activities which become easier with practice, writing remains highly demanding even for experienced writers.

Decision-making in writing is not just a matter of individual deciding what and how to write. These decisions are mediated through personal motivations, interests, skills and priorities, along with expectations and “normal” ways of doing things in the classroom particularly for writing tasks.

How the application of interactive techniques and strategies can improve the writing skill on students in Arts? The most important is that writing needs to be controlled, and it has to be interesting with meaningful purpose according to their level of knowledge in order to have an effective communication. Students are not yet ready to do completely free writing. Some techniques for writing activities are necessary which offer them some challenge and avoid serious errors.

How audiovisual materials motivate students to develop their writing teaching-learning process? Visual material clearly has a great potential as an aid to develop writing skills and can provide both contexts and stimulation for a variety of activities.

HOW DO PEOPLE LEARN?

Processes of learning and the transfer of learning are central to understanding how people develop important competencies. Learning is important because no one is born with the ability to function competently as an adult in society. “It is especially important to understand the kinds of learning experiences that lead to transfer, defined as the ability to extend what has been learned in one context to new contexts” (Byrnes, 1996:74). Educators hope that students will transfer learning from one problem to another within a course, from one year in school to another, between school and home, and from school to workplace. Assumptions about transfer accompany the belief that it is better to broadly “educate” people than simply “train” them to perform particular tasks (Broudy, 1977).

Measures of transfer play an important role in assessing the quality of people’s learning experiences. Different kinds of learning experiences can look equivalent when tests of learning focus solely on remembering (e.g., on the ability to repeat previously taught facts

or procedures), but they can look quite different when tests of transfer are used. Some kinds of learning experiences result in effective memory but poor transfer; others produce effective memory plus positive transfer.

TEACHING ENGLISH AS A FOREIGN LANGUAGE

Teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or privately, e.g., in an after-hours language school or with a tutor. TEFL teachers may be native or non-native speakers of English. There has been a mushrooming growth of coaching centres in countries such as India where business process outsourcing is picking up speed. There are branches of American Sign Language, British Sign Language etc. in almost every major city of India.

TEFL that uses literature aimed at children and teenagers is rising in popularity. Youth-oriented literature offers simpler material ("simplified readers" are produced by major publishers), and often provides a more conversational style than literature for adults. Children's literature in particular sometimes provides subtle cues to pronunciation, through rhyming and other word play. One method for using these books is the multiple-pass technique. The instructor reads the book, pausing often to explain certain words and concepts. On the second pass, the instructor reads the book completely through without stopping. Textbooks contain a variety of literature like poetry, stories, essays, plays etc. through which certain linguistic items are taught.

INTEGRATED SKILLS: RECEPTIVE - PRODUCTIVE IN ESL

Integrating receptive and productive skills in one lesson has attracted language teachers for years. Yet, there is no absolute format for the integrated lesson. The underlying principles being that language is used to learn as well as to communicate and that it is the subject matter which determines the language that students need to learn. It should also be attempted to follow the 4Cs curriculum in that it includes content, communication, cognition and culture, and contains elements of all four language skills. Furthermore, in the integrated lesson, learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are encouraged to acquire language to communicate. In this case, fluency is more important than accuracy and errors are a natural part of language learning.

Receptive Skills are listening and reading. Because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with productive skills.

Productive Skills or active skills of speaking and writing. Often in the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. For example, building reading skills can contribute to the development of writing.

DEFINITION OF WRITING SKILLS

Writing skill is an important part of communication. Good writing skills allow communicating the message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Somebody might be called upon to write a report, plan or strategy at work; write a grant application or a press release within a volunteering role; or may fancy communicating ideas online via a blog. And, of course a well written CV or résumé is essential for a job purpose, on contrary if it had spelling or grammatical mistakes it would be the evidence of a bad applicant. Writing is more objective than other skills, it is due to the inaccuracies can be identified on documents immediately while other abilities are subjective.

WRITING SKILL DEVELOPMENT

To get further along in the writing of thesis, it is necessary to start to think about its quality and whether there is anything that can be done to improve this. Some advices can be considered to develop writing through focusing on the needs of readers and thinking about how thesis - both as a whole and in its individual sections - will communicate an original contribution to knowledge.

Today, many visual aids are used to encourage the pupils in writing, by mean of them writing can be more interesting and enjoyable. When learners have to write a composition about any topic in the traditional way on which teachers give instructions, pupils innmediately will associate their customary knowledge about what they really have to do, but if educators explained other types of strategies by using patterns, examples and instructions, through visual aids and , students would be able to have a better attitude and inspiration to do things well.

Think About Readers' Needs

The aim of whatever written text, should be a text as clear as possible – to present ideas clearly and concisely and to avoid ambiguity or redundancy. Achieving this becomes easier the practice of writing to develop confidence in writing style.

If writing it is something that is still giving problems with, try adopting these very basic rules:

1. Avoid excessively long sentences.
2. Do not use a difficult word where a simple one will do.
3. Use punctuation correctly to aid the sense of your writing.
4. Use paragraphs to break the text into logically self-contained units.

METACOGNITION

It is defined as "cognition about cognition", or "knowing about knowing". It comes from the root word "**meta**", meaning beyond. It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving. There are generally two components of metacognition: knowledge about cognition, and regulation of cognition.

Meta memory, defined as knowing about memory and mnemonic strategies, it is an especially important form of metacognition. Differences in metacognitive processing across cultures have not been widely studied, but could provide better outcomes in cross-cultural learning between teachers and students.

This higher-level cognition was given the label metacognition by American developmental psychologist John Flavell (1979).

The term metacognition literally means cognition about cognition, or more informally, thinking about thinking. Flavell defined metacognition as knowledge about cognition and control of cognition. J. H. Flavell (1976, p. 232). The neo-Piagetian theories of cognitive development, used the term hypercognition to refer to self-monitoring, self-representation, and self-regulation processes, which are regarded as integral components of the human mind. Moreover, these processes participate in general intelligence, together with processing efficiency and reasoning, which have traditionally been considered to compose fluid intelligence.

Metacognition also thinks about one's own thinking process such as study skills, memory capabilities, and the ability to monitor learning. This concept needs to be explicitly taught along with content instruction. Metacognitive knowledge is about our own cognitive processes and our understanding of how to regulate those processes to maximize learning.

Some types of metacognitive knowledge would include: Person knowledge (declarative knowledge) which is understanding one's own capabilities.

Task knowledge (procedural knowledge) which is how one perceives the difficulty of a task which is the content, length, and the type of assignment.

Strategic knowledge (conditional knowledge) which is one's own capability for using strategies to learn information. Young children are not particularly good at this; it is not until upper elementary where students start to develop the understanding of strategies that will be effective for their future personal progress.

Different fields define metacognition very differently. Metacognition variously refers to the study of memory-monitoring and self-regulation, meta-reasoning, consciousness/awareness and auto-consciousness/self-awareness. In practice these capacities are used to regulate one's own cognition, to maximize one's potential to think, learn and to the evaluation of proper ethical/moral rules.

In the domain of experimental psychology, an influential distinction in metacognition (proposed by T. O. Nelson & L. Narens) is between Monitoring—making judgments about the strength of one's memories—and Control—using those judgments to guide behavior (in particular, to guide study choices). Dunlosky, Serra, and Baker (2007) covered this distinction in a review of metamemory research that focused on how findings from this domain can be applied to other areas of applied research.

In the domain of cognitive neuroscience, metacognitive monitoring and control has been viewed as a function of the prefrontal cortex, which receives (monitors) sensory signals from other cortical regions and through feedback loops implements control (Schwartz & Bacon and Shimamura, 2008).

Metacognition is studied in the domain of artificial intelligence and modelling. Therefore, it is the domain of interest of emergent systemics.

It has been used, albeit off the original definition, to describe one's own knowledge that we will die. Writers in the 1990s involved with the grunge music scene often used the term to describe self-awareness of mortality

RUBRICS

Rubrics have become popular with teachers as a means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final products. Although educators tend to define the word “rubric” in slightly different ways, (Heidi Andrade’s) commonly accepted definition is a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor.

Rubrics are often used to grade student work but they can serve another, more important, role as well: Rubrics can teach as well as evaluate. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways that teachers use them—to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.

Interaction: Teacher-Student: It is the good way how they feel more confident and create a good atmosphere to produce excellent results.

Strategies: These provide opportunities for all students to read, write, listen, and speak in a variety of contexts. They also provide ways for somebody organize lessons and student work, and encourage students to be accountable. While most of these strategies are designed for using in a balanced literacy program, teachers can easily adapt or increase them to meet specific program needs.

- For unit studies, gather a variety of books on the same subject, making sure that the books reflect the range of reading levels in class.
- Teach comprehension first. Skills like phonics can be developed after meaning is established or receptive and expressive vocabulary is strong.
- Plan comprehension-building activities before, during, and after the reading, such as picture walls (looking at and discussing the pictures in a book before reading to build background) and writing a personal response.
- Brainstorm with the whole class to gener.
- Teach the strategy of using pictorial, semantic, and syntax cues, and conventions of print to read for meaning.
- Encourage children to predict, confirm, and self correct.
- Generate a list of questions about what you are reading.
- Discuss new words in context., reading experiences are filled with unfamiliar vocabulary that is specific to any culture.
- Teach word-study skills. For example, classifying and sorting words by spelling patterns helps students develop vocabulary and provides opportunities to transfer spelling concepts from reading to writing.

- Integrate reading with writing and use a variety of genres and formats as a springboard for writing activities.
 - Work with recipes. Recipes are a great example of meaningful procedural text. They are a motivating hands-on activity and can serve as models for procedural writing.
 - Have students keep journals for personal narratives and content-area learning. Journals keep students organized and accountable for their work. After a weekend or holiday, rereading what has been recorded in journals lets ELLs review the subject and get back on track. Parents love seeing these too.
- Incorporate environmental print into your classroom with examples from magazines, newspapers, ads, street signs, and other sources.

Resources: books, visual aids such as music, interactive videos, post cards, and pictures raise learners to expand their writing skill starting to make short compositions.

Feedback

Another key part of classroom interaction is teacher feedback. In order to improve, students must get feedback and correction. During accuracy exercises, educator may choose to correct students right away, while during fluency exercises teacher may want to simply listen and jot down any glaring mistakes. Educator can give feedback orally or in writing. Sometimes teachers may want to correct an individual student in front of other students, while at other times it is better to offer general suggestions and corrections for the entire group. When giving feedback, always bear in mind the cultural context, as some students may not be comfortable receiving individual correction in front of their peers.

CHAPTER 3

METHODOLOGY

This research work of a group of students of first year of Bachillerato of Graphic Arts and Sculpture of a Public High School” represents the sample. This work started from December 2014 to May 2015. The intent of this investigation was to find out through participants about how well can students make short compositions in the English Language, and describe the way how they are learning this productive skill.

Research Design

The nature of this work is the qualitative method, because it describes the observation of class, and interviews to students and teachers on which they may be asked with How often...? And Yes/ No questions about the way they are having their teaching learning process in English writing skill. This work investigated about the necessity of students to get a meaningful and effective knowledge about this productive skill and how to integrate it with the other abilities of the language.

Based on the field observation to determine the performance of participants, through qualitative study and ethnography approach, the first action plan in this process was to apply surveys. I also considered the background of people involved in this work in order to know their attitude, necessities and expectations to overcome this situation.

As observer my role is so natural to interpret and analyze every detail around, such as materials, procedures, methodology, resources, etc.

Participants

At this High School there are three parallels of First Bachillerato with specialities in Drawing and Painting, Sculpture and Graphic Arts, with an average of sixty students, for that reason a sample of nineteen students were taken which correspond a twenty five Percent. According to documents from the Secretary Office some information could be gotten, at the beginning of the School Year there were twenty five students, unfortunately six of them left school for different reasons. So I had nineteen teenagers as participants, nine women and ten men, they were Ecuadorian, their average ages are about fourteen and seventeen years old, they study in the morning section, they receive five hours of English class a week, and their English level is basic, at this Educational Center.

This Institucion has two English Professional teachers in the área, and others are majored in other specialties, they teach english, however. It is important to clarify that this High School does not have an English Teacher Director, neither Viceprincipal, nor General Inspector. Most of English teachers teach English in the traditional way, they use English and Spanish for explaining the lessons, and give relevance to Grammar: Rules and structures, therefore they do not interact with students enough, nor integrate the receptive and productive skills of English Language.

Data Collection

Teacher and students were motivated to participate in this research with the expectation that Teaching- Learning English process is going to improve, so the parallel of first year of Bachillerato, majored in Graphic Arts and Sculpture was chosen to take data through these sources: Observation and surveys applied to students and teachers asking them about their knowledge and performance of the Teaching-Learning process of the English writing skill.

I explained the purpose of this surveys, the kind of questions, nine questions for students and ten for teachers, (See appendix A,B). I checked understanding, then students and teachers answered the questions in silence. Later the data were examined, analyzed inductively and deductively to get the final findings. After analyzing the results I shared them with students and teachers and I explained they definitely need give more importance to writing activities and teachers have to use other strategies and techniques to lead students in writing.

The answers as students as teachers were compared and could be noticed that teachers need to use other methodology for developing the English Writing Skill, for instance use the technology as a resource which will help students to encourage to write effectively (See appendixes C,D,E,F,G,H), considering absolutely necessary the guide of teachers by using models to make compositions, in this way students will feel more confident to produce compositions interesting and meaningful, also it is important a lot of practice, additionally they have to include rubrics to make corrections. When learners have enough training in writing, teachers can give them certain time and number of words to make short compositions. In order to create paragraphs (Compiled by UTPL). (See appendix I).

In order to verify the hypothesis a workshop will be carried out with students in order to propose a new methodology to improve the English writing skill. There will be a pre-test and post test for determining students knowledge. For this objective some materials such as projector, patterns, computer and information from internet about movies, places, speakers, music, pictures, will be used to improve this productive skill.

CHAPTER 4

DATA ANALYSES AND FINDINGS

This investigation was carried out in a Public High School, from Machala, El Oro Province. There were three parallels of First Year of Bachillerato in the specialities of Drawing and Ceramics, and Graphic Arts and Sulpture. One of them was taken as a sample which corresponds a 25%. The participants were nineteen students and their ages are between fourteen to seventeen years old.

SURVEY TO STUDENTS

QUESTION N° 1

TABLE 1.

1.- HOW OFTEN DO YOU PRACTICE THE ENGLISH WRITING SKILL?			
ALWAYS	SOMETIMES	NEVER	TOTAL
8	11	0	19

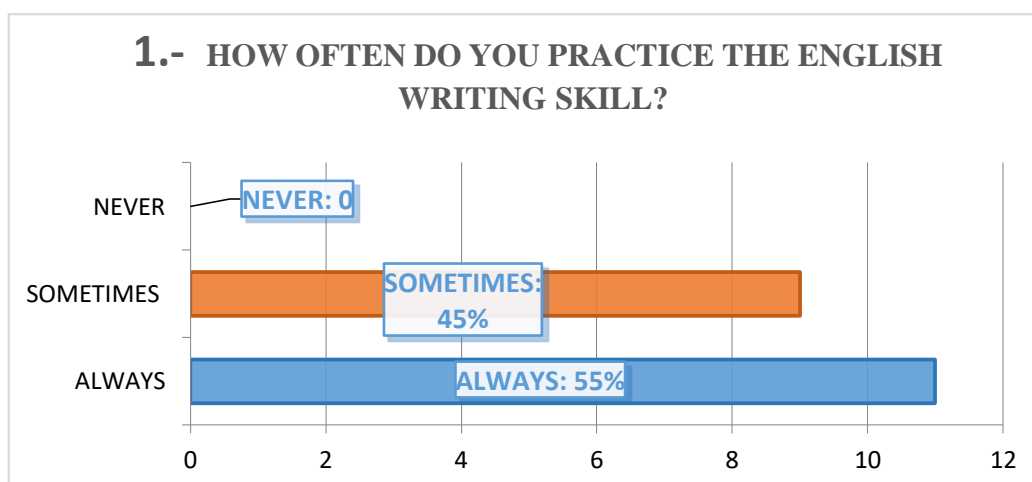


FIGURE 1

COMMENT

With reference to this question students answered with a 55% they always practiced the English Writing skill, and a 45% sometimes did it.

QUESTION N° 2

TABLE 2.

2.- HOW OFTEN DO YOU WRITE ABOUT YOURSELF OR FRIENDS?			
ALWAYS	SOMETIMES	NEVER	TOTAL
5	11	3	19

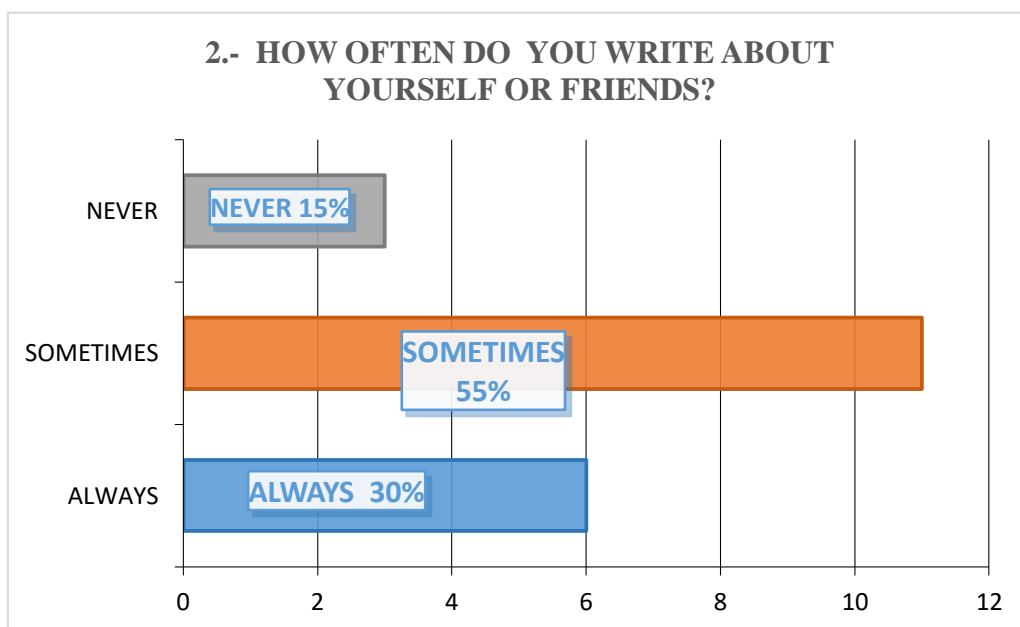


FIGURE 2

COMMENT

According to this question 55% answered they sometimes wrote about themselves, a 30% always did it, and a 15% said they never wrote it.

QUESTION N° 3

TABLE 3.

3.- HOW OFTEN DO YOU WRITE A DESCRIPTION ABOUT YOURSELF?			
ALWAYS	SOMETIMES	NEVER	TOTAL
3	10	6	19

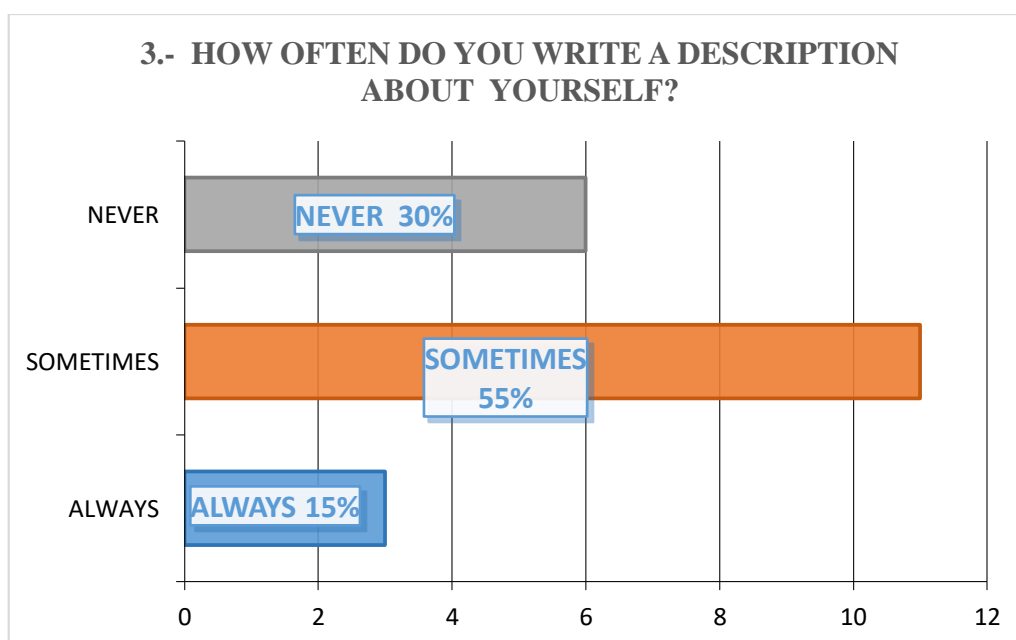


FIGURE 3

COMMENT

In this question learners answered with a 55%, they sometimes wrote a description about themselves, a 30% said never wrote it, and a 15% replied they always wrote about it.

QUESTION N° 4

TABLE 4.

4.- HOW OFTEN DOES YOUR TEACHER MAKE WRITING ACTIVITES DURING HIS LESSONS?			
ALWAYS	SOMETIMES	NEVER	TOTAL
11	8	0	19

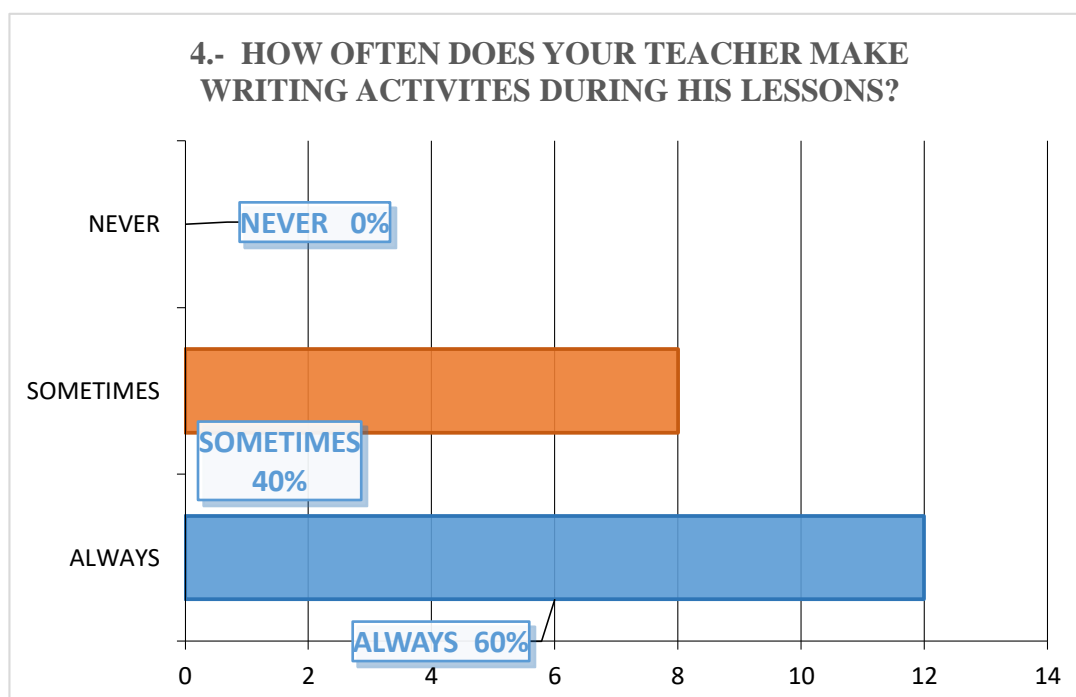


FIGURE 4

COMMENT

With reference to this question, students answered their teacher always made writing activities during the lessons with a 60%, and a 40% answered that sometimes made writing activities.

QUESTION N° 5

TABLE 5.

5.- HOW OFTEN DOES YOUR TEACHER CORRECT/GRADE YOUR WRITTEN TASKS AND GIVE YOU FEEDBACK ABOUT A SPECIFIC TOPIC?			
ALWAYS	SOMETIMES	NEVER	TOTAL
12	7	0	19

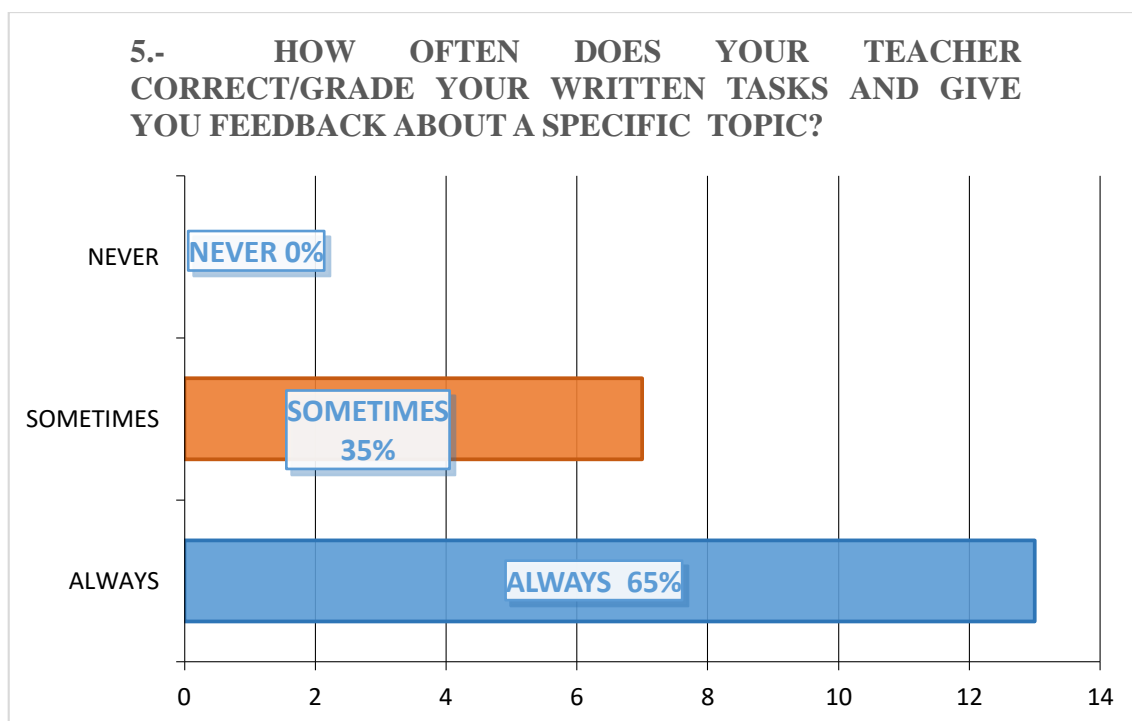


FIGURE 5

COMMENT

With respect to this question a 65% answered that their teachers corrected the writing tasks and a 35% answered his teacher sometimes graded this task and gave feedback.

QUESTION N° 6

TABLE 6.

6.- HOW OFTEN DOES YOUR TEACHER USE RUBRICS TO CORRECT/GRADE THE WRITTEN TASKS?			
ALWAYS	SOMETIMES	NEVER	TOTAL
11	4	4	19

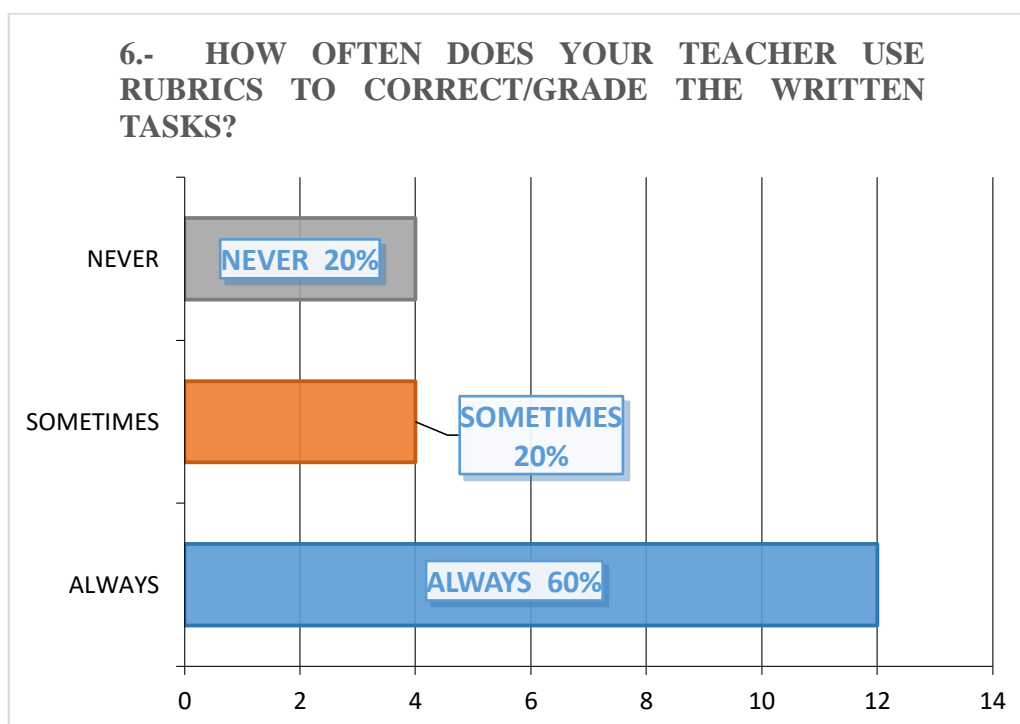


FIGURE 6

COMMENT

With reference to this question students answered with a 60% that their teacher used rubrics to correct the written task, a 20% said he sometimes graded the task, and a 20% replied that he never corrected this exercise.

QUESTION N° 7

TABLE 7.

7.- DOES YOUR TEACHER MONITOR YOU AS YOU ARE DOING A WRITING TASK?		
YES	NO	TOTAL
16	3	19

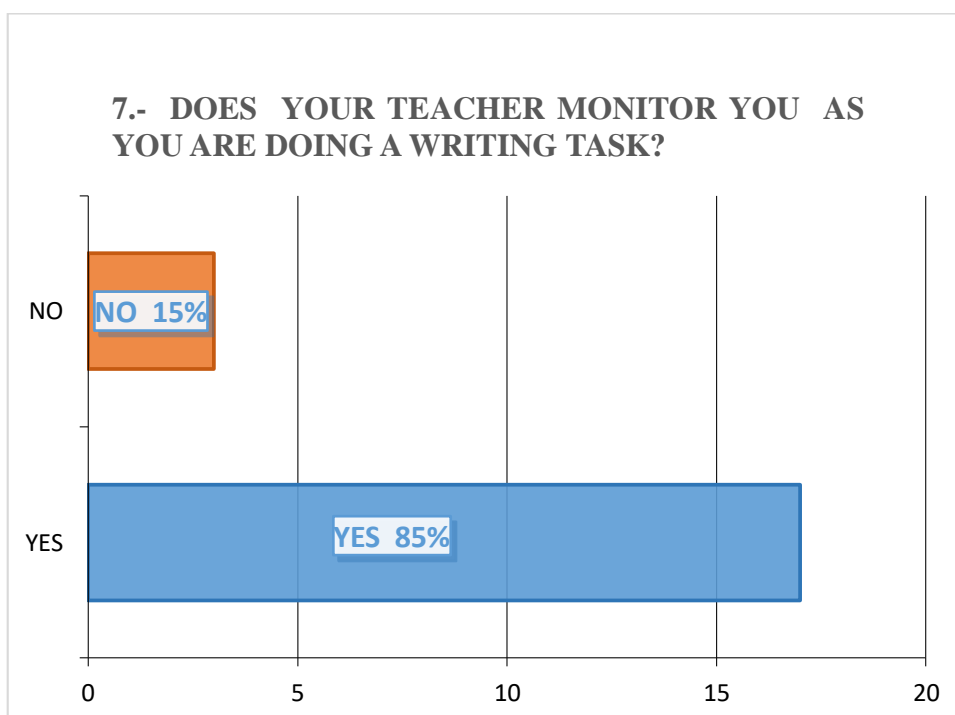


FIGURE 7

COMMENT

With reference to this question an 85% said their teacher monitored the writing task and a 15% said that their teacher did not do that.

QUESTION N° 8

TABLE 8.

8.- DOES YOUR TEACHER SET A SPECIFIC NUMBER OF WORDS WHENEVER YOU PERFORM A WRITTEN ACTIVITY, FOR EXAMPLE: WRITE ABOUT YOUR FAMILY FROM 25 TO 30 WORDS?		
YES	NO	TOTAL
10	9	19

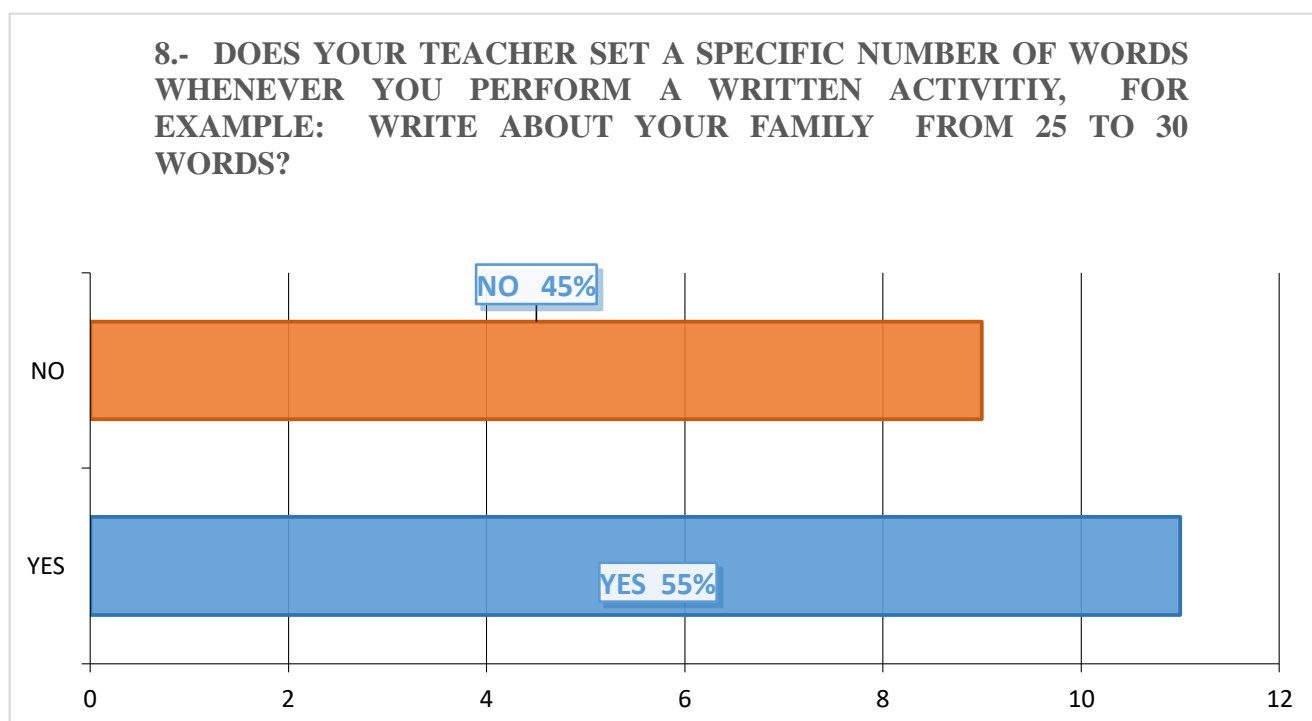


FIGURE 8

COMMENT

With respect to this question a 55% said their teacher sets a specific number of words to perform a written activity, and a 45% replied he does not use that strategy.

QUESTION N° 9

TABLE 9.

9.- DOES YOUR TEACHER INTEGRATE RECEPTIVE AND PRODUCTIVE ENGLISH SKILLLS?		
YES	NO	TOTAL
16	3	19

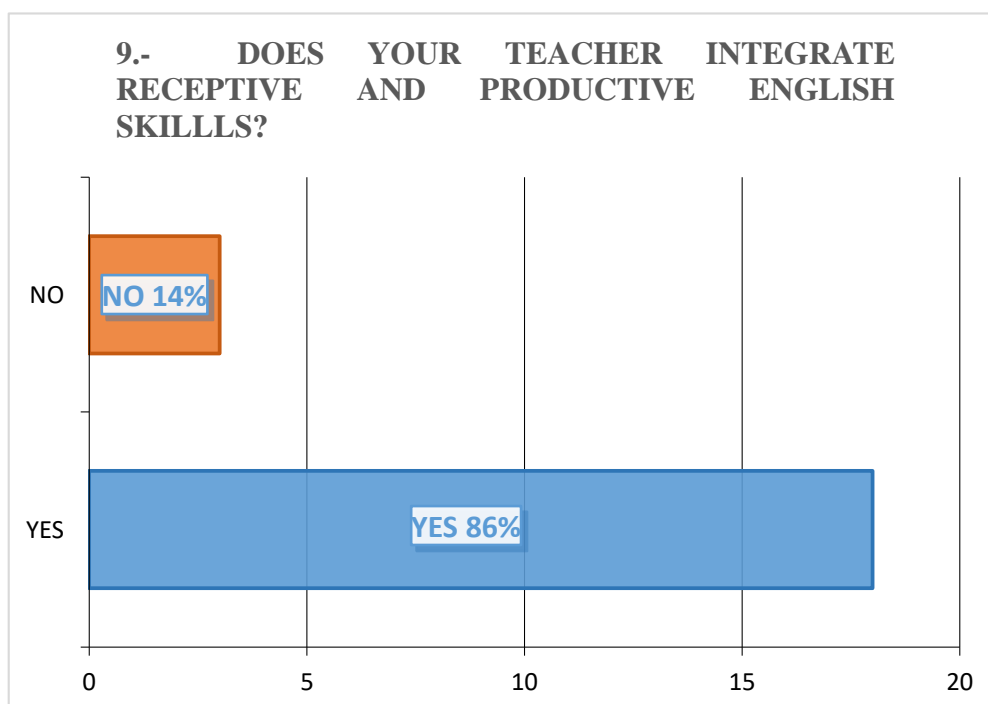


FIGURE 9

COMMENT

With respect to this questions an 86% said his teacher integrates receptive and productive skills, and a 14% replied his does not do it.

SURVEY TO TEACHERS

QUESTION N° 1

TABLE 10

1.- DO YOU TEACH STUDENTS TO INTEGRATE THE ENGLISH LANGUAGE SKILLS?		
YES	NO	TOTAL
3	0	3

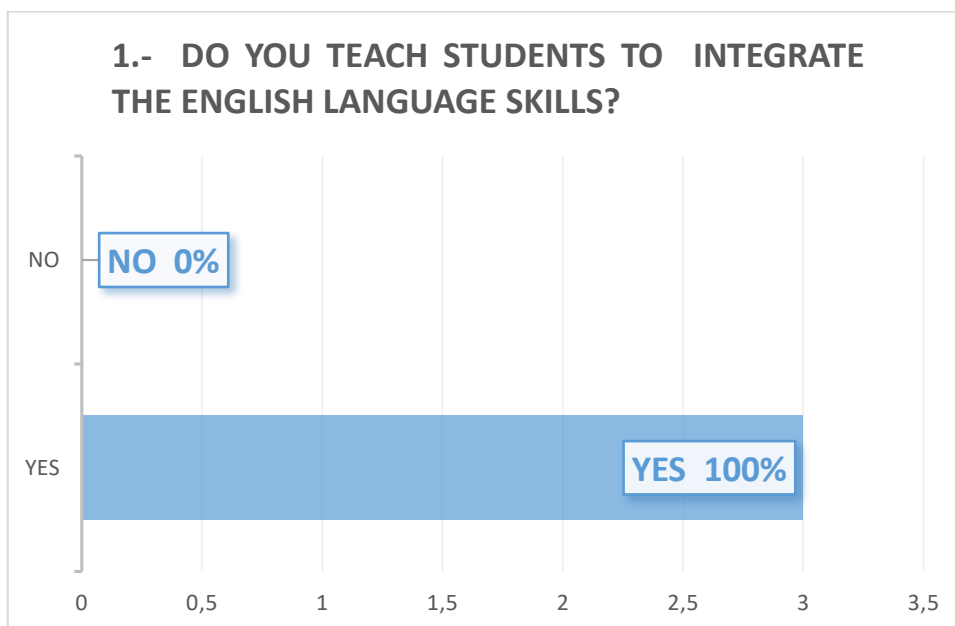


FIGURE 10

COMMENT

With reference to this question the three English Teachers of this Educational Institution replied with a 100%, they integrated the English language skills.

QUESTION N° 2

TABLE 11.

2.- DO YOU GIVE STUDENTS A SET OF WORDS (25-40 WORDS TO PRACTICE AND DEVELOP THE ENGLISH WRITING SKILL?)		
YES	NO	TOTAL
2	1	3

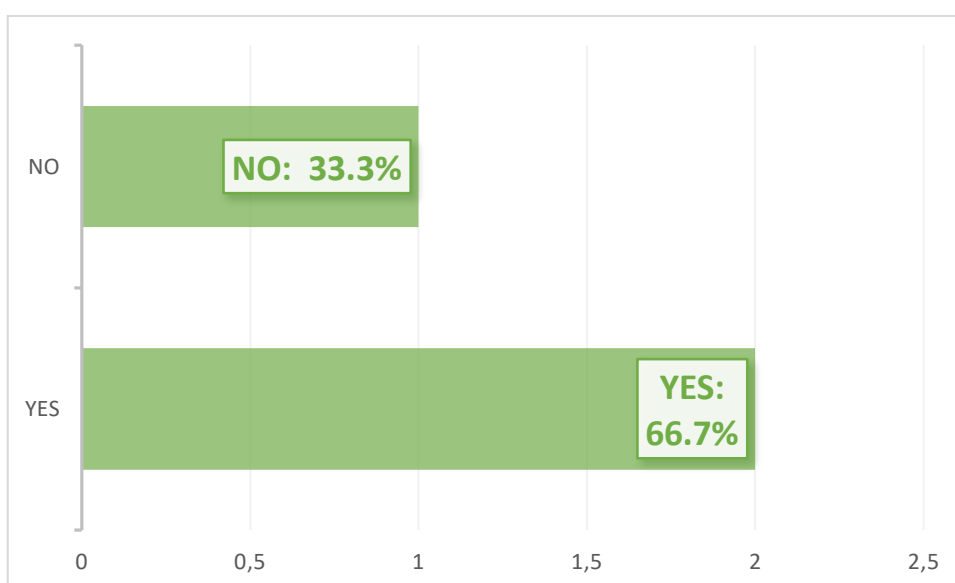


FIGURE 11

COMMENT

According to this question two teachers answered they effectively gave students a set of words to practice and develop the English writing skills with a 66.7%, and a teacher with a 33.3% said he did not do that activity.

QUESTION N° 3

TABLE 12.

3.- DO YOU KNOW ANY METHODOLOGY AND TECHNIQUES TO DEVELOP THE ENGLISH WRITING SKILL?		
YES	NO	TOTAL
1	2	3

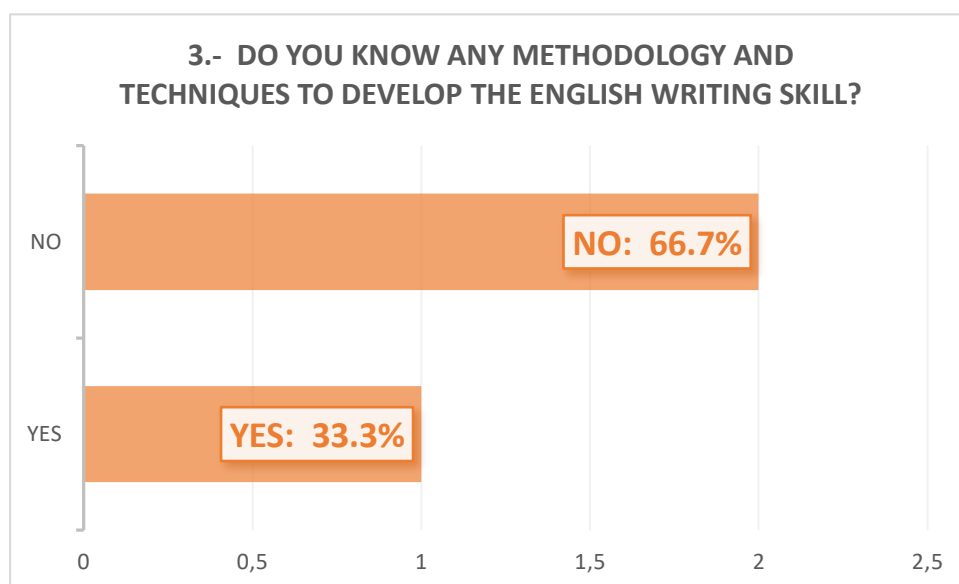


FIGURE 12

COMMENT

With relation to this question a teacher said he knew methodology and techniques to develop the English writing skill with a 33.3%, and 66.7 replied they did not know anything about that.

QUESTION N° 4

TABLE 13

4.- DO YOU USE CUES SO STUDENTS CAN FOLLOW A MODEL TO WRITE?		
YES	NO	TOTAL
3	0	3

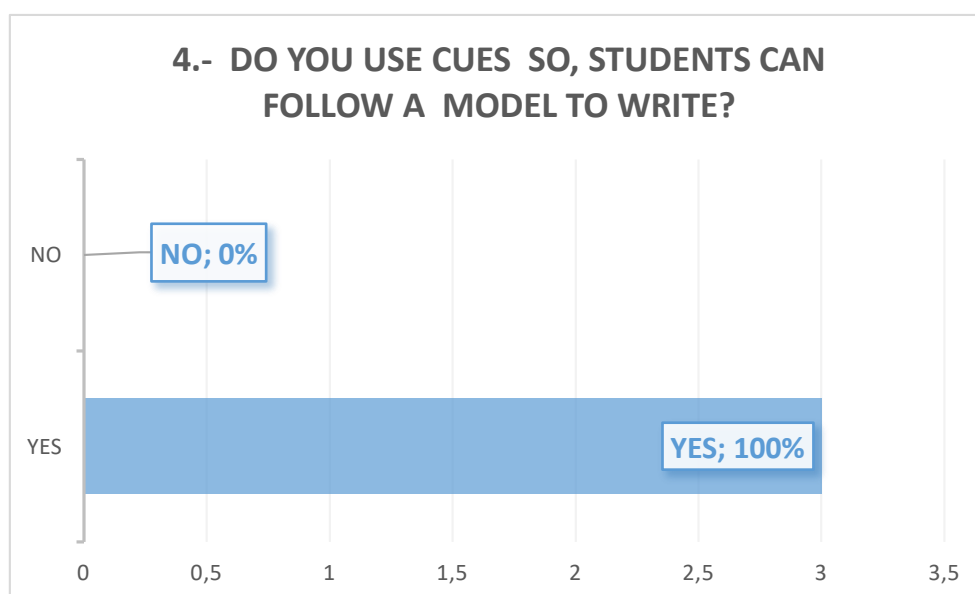


FIGURE 13

COMMENT

In this question three teachers answered with a 100%, they used cues, so students could follow a model to write .

QUESTION N° 5

TABLE 14.

5.- DO YOU MONITOR STUDENTS WHEN THEY ARE WRITING?		
YES	NO	TOTAL
3	0	3

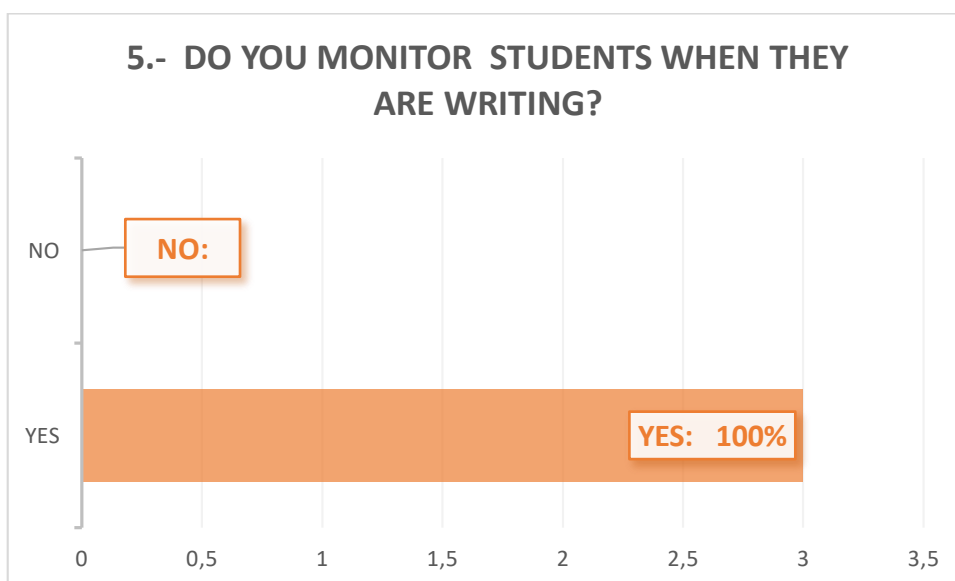


FIGURE 14

COMMENT

With respect to this question three teachers replied with a 100%, they monitored their students when they are writing.

QUESTION N° 6

TABLE 15.

6.- CAN THE STUDENTS WRITE SHORT TEXTS?		
YES	NO	TOTAL
2	1	3

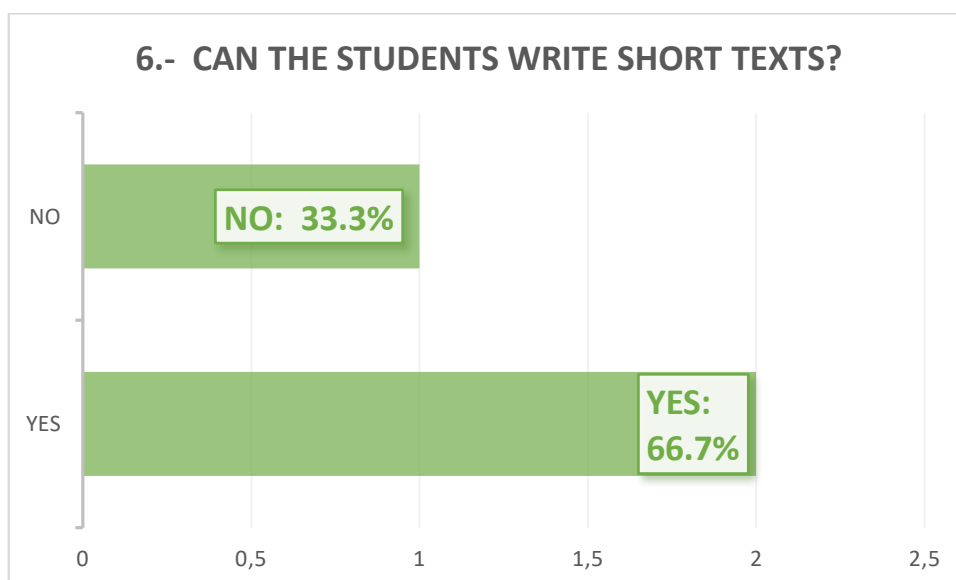


FIGURE 15

COMMENT

With reference to this questions two teachers said with a 66.7% could write short texts and another one said they could not write short texts.

QUESTION N° 7

TABLE 16.

7.- DO YOUR STUDENTS WRITE SHORT PARAGRAPHS?		
YES	NO	TOTAL
1	2	3

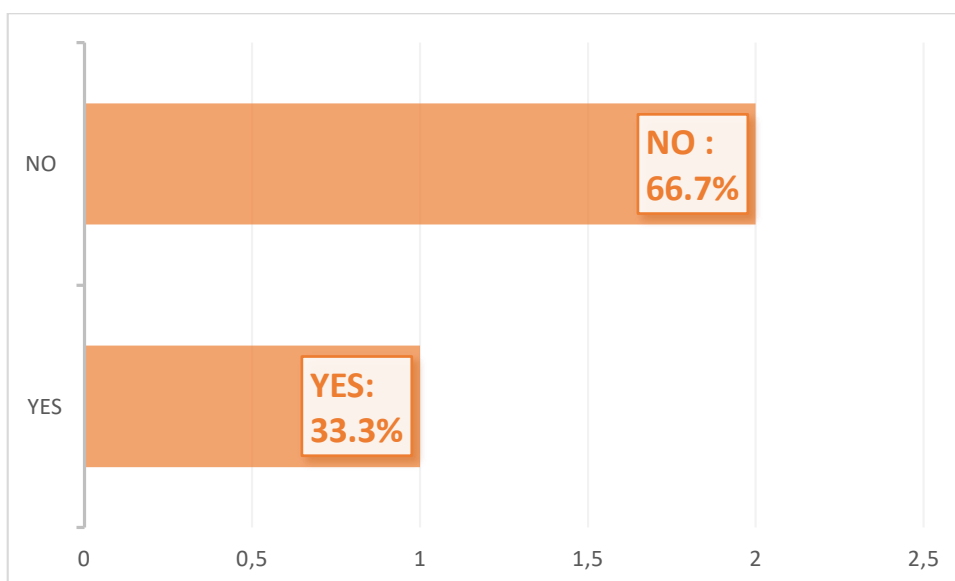


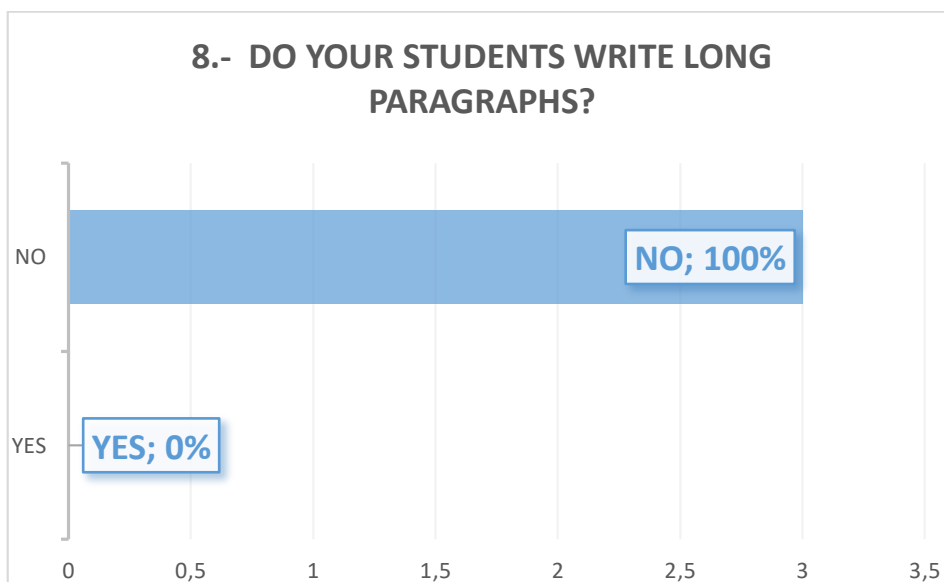
FIGURE 16

COMMENT

According to this question one teacher said his students wrote short paragraphs with a 33.3%, and two teachers replied their students did not write short paragraphs.

QUESTION N° 8**TABLE 17.**

8.- DO YOUR STUDENTS WRITE LONG PARAGRAPHS?		
YES	NO	TOTAL
0	3	3

**FIGURE 17****COMMENT**

According to this question three teachers answered with a 100%, their students did not write long paragraphs.

QUESTION N° 9

TABLE 18.

9.- DO YOU USE RUBRICS TO GRADE/CORRECT THE ENGLISH WRITING SKILL?		
YES	NO	TOTAL
2	1	3

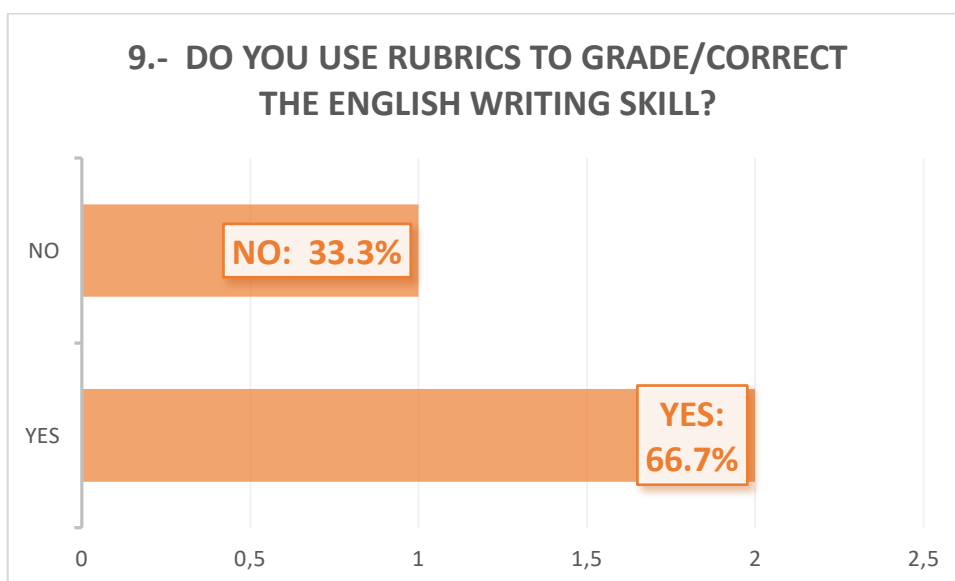


FIGURE 18

COMMENT

With reference to this question two teachers answered with a 66.7% they used rubrics to grade/correct the English writing skill, and another one said with a 33.3%, he did not use any rubrics.

QUESTION N°10

TABLE 19.

10.- HOW OFTEN DO YOUR STUDENTS MAKE COMPOSITIONS?			
ALWAYS	SOMETIMES	NEVER	TOTAL
0	3	0	3

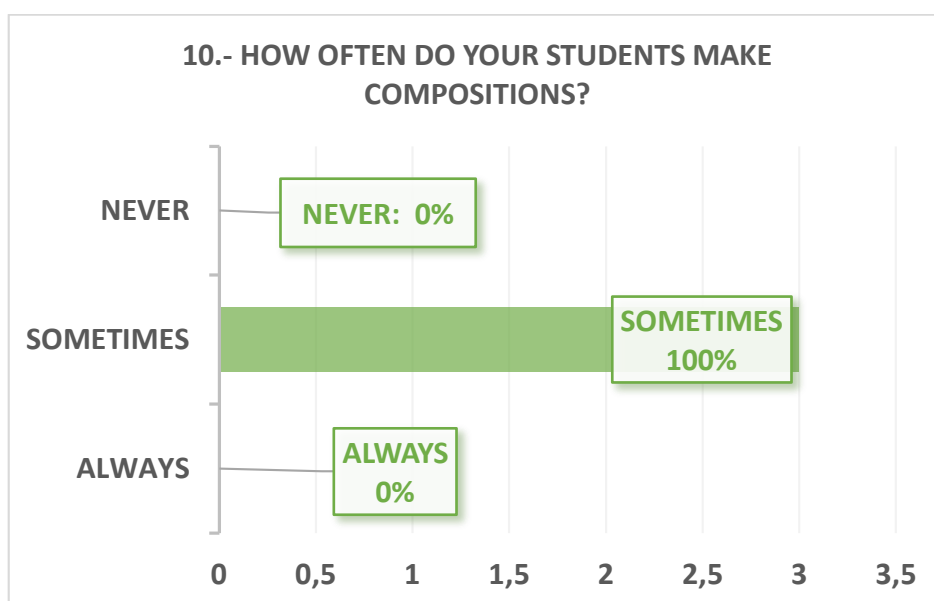


FIGURE 19

COMMENT

According to this question three teachers answered with a 100%, their students sometimes make compositions.

RESULTS

Comparing the results of interviews between students and teachers, according to question one, about How often students practice writing skill, the answers of learners and teachers were very different, they did not agree. It means that students do not practice writing skill at all.

In Question two and three about How often do students write about themselves or Friends?, almost half of students said they did not, and most of teachers said they really did that, so they did not agree again. It shows that students can write but they can not make compositions.

In question four about how often do you make writing activities during his lessons?, students answered differently, they write by not meaningfully. Students need more training to develop their productive skill.

In question five and six about the correction of writing activities and feedback, there was a difference in answers, as teachers and students. Teachers need to use rubrics to ease their students performance and leave the traditional methodology.

According to question seven about if teachers monitor the class, most of students agree a lot. Teachers really do that, but it is not enough. Teachers need to do something else to get better achievements.

With respect to question eight if teachers give a set of specific number of words to write, almost half of students said educators did not use that activity, while some teachers replied they did. It expresses that teachers do not put in practice this kind of strategy.

With reference to question nine about if teachers integrate receptive and productive skills, most of students and teachers said they did, and few students replied teachers did not. According to the results they integrate skills, but educators even need to change the methodology to integrate them, in order students get a better knowledge about writing process.

Based on these surveys we can notice that students practice writing skill, but teachers are not using the correct procedures, and do not pay attention to reinforce this writing skill. Learners for instance write isolated sentences and they can not make short paragraphs nor short compositions, they do not know the process of writing,

I considered that things need to be changed and improved as for teachers as students. It is only a kind of dedication and change of attitude in the learning-teaching process, in order to elicit learners and teachers to be good readers and writers, for this reason I made the requirements to the principals to apply this research to determine the problem by means of surveys and observations for offering later a solve through a workshop for learners and educators, using for this purpose other writing techniques through technology materials.

CHAPTER 5

DATA ANALYSIS AND FINDINGS OF THE ACTIVITIES OF THE WORKSHOP

Nineteen first year of Bachillerato students were surveyed: Eleven women and eight men were randomly selected from a group of sixty, due to their unsatisfactory test scores in writing. These pupils are the sample for this research and they have the challenge to overcome their written expression through innovated techniques.

Their writing weakness has relation with lack of knowledge and ideas to support details, organizing ideas in logical sequence, make paragraphs and topic sentence.

A pre-test was applied in order to determine their strenghts and weakness in writing. Student 1 wrote isolated sentences, but the connnection of them were not appropriated. Student 2 supported the ideas and content, but showed little orgnization in sentences. Student 3 wrote errors in sequence and grammar (Mechanics). Student 4 wrote sentences, but his ideas did not have elaboration and details. Student 5 confused the topic sentence, support details and sequence. Student 6 used isolated sentences and the organization showed problems to support ideas. Student 7 had difficulty to organize content. Student 8 used good organization and content, but had errors in spelling. Student 9 writing showed lack of topic sentence and details to support paragraphs. Student 10 wrote incorrect details to support sentences. Student 11 wrote with organization, but had spelling problems. Student 12 had problems to sequence ideas logically. Stduent 13 had spelling errors. Student 14 had many problems in organizing and sequencing ideas. Student 15 showed problems to support details. Student 16 used isolated sentences and had difficulty to organize ideas. Student 17

wrote enough organized ideas, but had spelling errors. Student 18 showed lack of details to main topic. Student 19 had problems to support main idea.

With respect to this Graham and Harris (1997) indicate that students cannot develop the skills for effective writing if they do not write frequently and for extended periods of time. A general guide is that students should spend forty-five to sixty minutes per day planning, revising or writing texts.

Graham and Harris (1997) declare that students may benefit from explicit teaching of writing skills and strategies. Teachers need giving more importance to writing skill and give instructions about techniques like brainstorming, pre writing, organization of texts, paragraphs, draft, revisión, edition, punctuation, spelling.

For beginners it is useful that teachers lead learners in this writing process through patterns and instructions in order to create the interest on them.

The results of the Pre test and Post test are showed in the following information:

-The results of the Pre test:

Pre test <- c(1.2, 5.4, 5.4, 4.3, 5.4, 4.6, 5.4, 6.2, 4.6, 4.8, 6.1, 4.6, 5.4, 2.3, 5.4, 3.9, 5.4, 4.6, 5.5)

Statistical results of the Pre test:

Summary (Pre test)

Min.	1st Qu.	Median	Mean	3rd Qu.	Max.
1.200	4.600	5.400	4.763	5.400	6.200

-According to the activity 1, these are the results:

Activity 1 <- c (4, 6.6, 6.1, 4.6, 6.1, 6.7, 6.9, 7, 6.3, 6, 6.7, 7.4, 6.5, 3.3, 7.4, 7.2, 6.4, 6.6, 7.1)

Then the statistical results with reference to activity 1.

Summary (Activity 1)

Min.	1st Qu.	Median	Mean	3rd Qu.	Max.
3.300	6.100	6.600	6.258	6.950	7.400

-With relation to activity 2, this is the average of learners.

Activity 2 <- c(4.6, 7.9, 6.4, 4.8, 7.7, 7.6, 7, 7, 6.9, 6.2, 7.9, 8.1, 8.2, 4.1, 8, 7.8, 8.6, 7.7, 7.7)

Then the statistical findings for this activity 2 are like these:

Summary (Activity 2)

Min.	1st Qu.	Median	Mean	3rd Qu.	Max.
4.100	6.650	7.700	7.063	7.900	8.600

-With respect to activity 3, these are findings:

Activity 3 <- c(5, 8.4, 7.9, 6.7, 7.8, 9, 7.1, 7.7, 7.3, 8.2, 8.2, 8.1, 8.7, 6.1, 8.3, 8, 8.9, 8, 7.9)

-According to the statistical rate, we have these rates:

Summary (Activity 3)

Min.	1st Qu.	Median	Mean	3rd Qu.	Max.
5.000	7.500	8.000	7.753	8.250	9.000

-With reference to activity 4, the grading that belongs to learners is the following:

Activity 4 <- c(6.5, 8.8, 8.4, 8.8, 7.9, 9.7, 7.5, 7.9, 7.8, 8.7, 8.3, 9, 8.8, 6.9, 9, 8.4, 9, 8.3, 8.2)

According to the statistical process, these are the results of activity 4:

Summary (Activity 4)

Min.	1st Qu.	Median	Mean	3rd Qu.	Max.
6.500	7.900	8.400	8.311	8.800	9.700

-Analyzing the information of Activity 5, these are the findings:

Activity 5 <- c(7.5, 9.3, 8.6, 9.5, 8.4, 10, 8.2, 8, 8, 9, 9, 9.1, 9.4, 7, 9.4, 9.5, 9.3, 8.4, 8.4)

Considering the Statistically process of data, the following information was gotten.

Summary (Activity 5)

Min.	1st Qu.	Median	Mean	3rd Qu.	Max.
7.000	8.300	9.000	8.737	9.350	10.000

-Here the Post test rates are showed:

Post test <- c(6.3, 7.9, 7.4, 8.9, 7.9, 8.3, 7.4, 8.3, 7.3, 8.9, 7.4, 7.3, 8.5, 4.5, 7.7, 8.4, 7.6, 8, 8.9)

The following information was gotten from the statistical process:

Summary (Test 2)

Min.	1st Qu.	Median	Mean	3rd Qu.	Max.
4.500	7.400	7.900	7.732	8.350	8.900

Finally the results of the Paired t-test.

t.test (Post test, Pre test, paired = TRUE)

Paired t-test

Data: Post test and Pre test

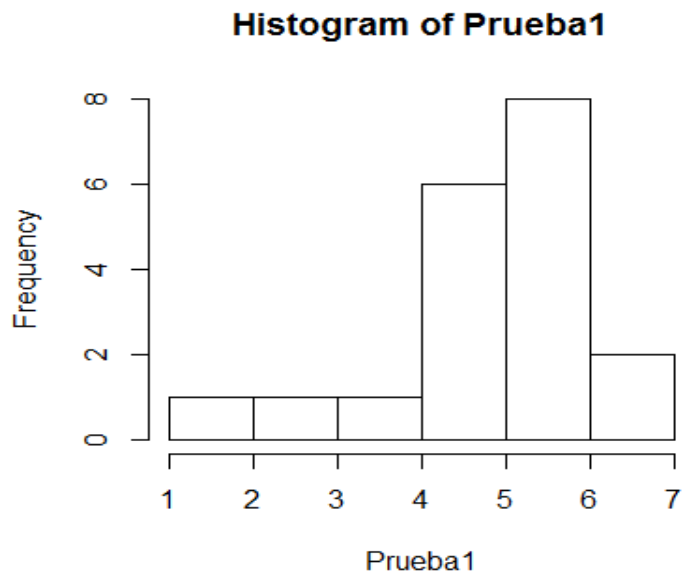
$t = 12.4695$, $df = 18$, $p\text{-value} = 2.714e-10$

Alternative hypothesis: true difference in means is not equal to 0

95 percent confidence interval: 2.468288 3.468554

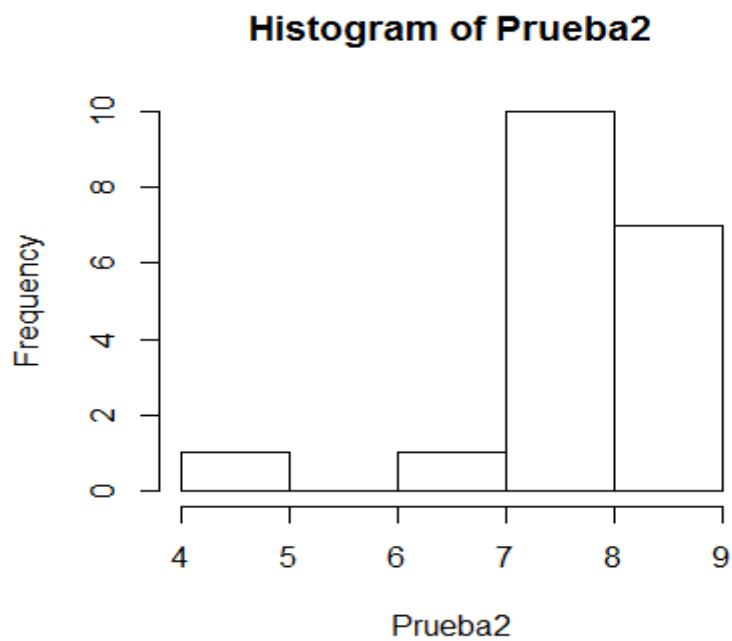
Here is the Histogram of the Pre test.

TABLE 20



The Histogram of Post test is also showed here.

TABLE 21.



	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Significance	6,258	7,063	7,753	8,311	8,737

According to table 1, we can watch the average of grading that students got in each one of the activities and the results were progressive.

Statistics Test.

Test	Mínimun	Significance	Máximun	Standard Variation	Number of students
Pre test	1,2	4,763	6,2	1,2262	20
Postest	4,5	7,732	8,9	1,0307	20

In the table 2 is showed the statistics values of the Pre test and Postest.

In the paired test was gotten a value of $t = 12,4695$ con $df = 18$ and with a significant value of $p < 0,000001$.

Therefore the research hypotesis was accepted and the null hypohtesis was rejected.

The table and the diagram of bars of the averages of activities from one to five are showed in this way:

TABLE 22.

Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
6,258	7,063	7,753	8,311	8,737

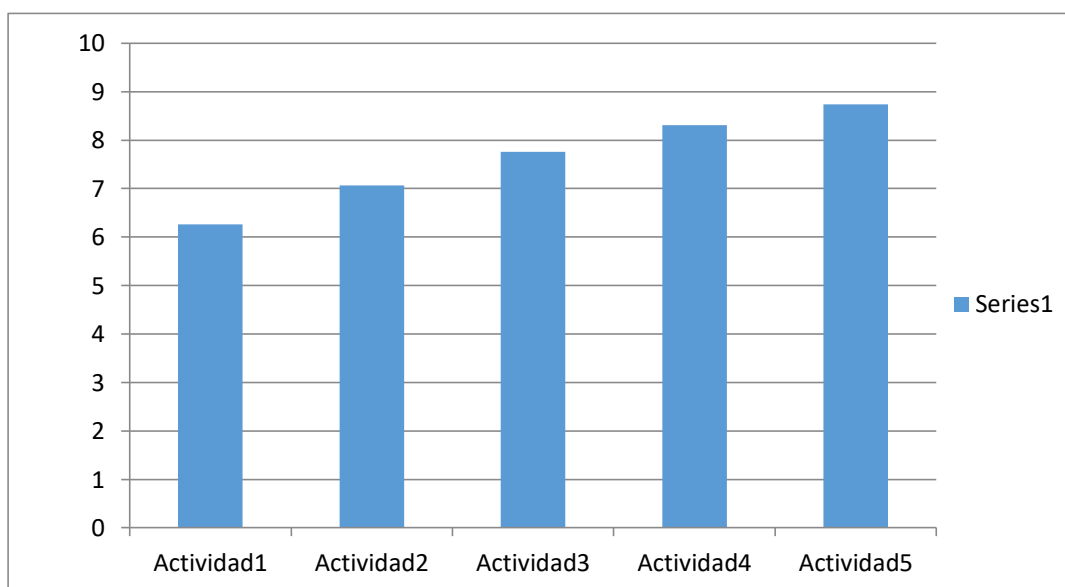


FIGURE 22.

CHAPTER 6

DISCUSSION

My first research question asked was: How the application of active techniques can improve the writing skill on students?, and the second one research question was: How audiovisual materials motive students to develop their writing teaching-learning process?

Research question 1:

According to the analyzes and findings of the information, many aspects about the Teaching – learning process could be noticed, for example students have grammar structure knowledge, they can write sentences, but they do not have any idea in making compositions, short or long texts.

By other hand teachers do not give the enough importance to this productive skill, they only use writing activities as homework in a traditional way. They are more interested in Grammar, Reading, Vocabulary, Pronunciation and getting an academic advance with their planning.

Students want to expand their knowldege about writing skill, they have the influence of internet, tv and other media where the communication now is faster than before, for that reason they feel the necessity to expresss their feelings through paragraphs, narrations, descriptions, mails, post cards, etc., but teachers do not give the opportunity to explore more

about this fascinating activity, and the reason is they do not know how to improve it. The lack of methodology and training have taken place on teachers performance.

In the same way, they do not use any Rubrics to ease the grading of written texts. It is tired and stressful to check sentences one by one and making corrections Word by Word, so, it is useful educators get another technique to make corrections of written texts.

Research question 2

How audiovisual materials motive students to develop their writing teaching-learning process?

Based on observation and analysis of data I can say that pupils like doing different and funny activities, avoiding boring and traditional activities.

After getting the results, I put in practice the workshop, and we worked together, teachers as observers, students and me. First of all I explained about the pre writing, the topic of a paragraph and the process to organize main ideas, by using brainstorming, sequence of paragraphs, drafts, connectors, kinds of compositions, rubrics, length of texts, and punctuation. For this purpose I used progressive strategies in eight clases. Some visual materials, active techniques and models were given to encourage students to write. At the beginning I applied a Pre test in order to identify and measure students level in order to compare with the post test how well they have improved their knowldge in writing skill through active techniques and audiovisual materials.

With respect to the practice on the first activity students were weak in their writing, but on the second activity when some patterns were given, students got better results to write biographies and descriptions. On the third activity was used the computer and projector to identify the kinds of movies, and characters, students were very motivated to make compositions about these famous movies. On the fourth activity by mean of the computer and projector were showed some pictures and adjectives in order that learners write about a person they choose. On the activity fifth they wrote post cards and completed some lyrics of a song. All the activities were graded and the improvement about writing was progressive and the way they worked was great.

Finally I applied the Post test, and I could notice that students got better results in their compositions and grading were absolutely better than before. The activies applied can be seen in the (Appendixes C,D,F,G,H). Here there is an example about how to organize paragraphs, (See appendix I).

The evaluation of the Pre test and Post test data found significant differences in the students grading . The findings supported the hypothesis the lack of kwnowledge of active strategies do not allow teachers encourage students to write in English or improve this Productive ability.

CONCLUSION

The methodology suggested in this work was progressive, so students increased their knowledge in writing skill process by mean of brainstorming, prewriting, paragraph, topic sentence, content and grading, finally students illustrated their compositions.

The strategies and methodology used in this research, can help students to get proficiency on writing skill, but the teacher has the tools to get activities more attractive for learners.

Students put more attention to the process of writing, especially prewriting and revision when they are well motivated.

According to experts writing productive skill requires time, for this reason teachers and students need it to develop this practice, On other hand students require time to think and write.

The use of active techniques and technology influenced as a valuable tool for learning and reinforcing students knowledge. According to Harmer (2001), Teachers sometimes use pictures for creative writing.

Finally, it is necessary to be aware that active techniques and audiovisual materials help students to feel encouraged with innovated strategies, but the human talent creates the comfortable atmosphere to do everything better and possible, for this reason teachers need

to change their attitude, because they have the responsibility to research, train and get the best information to be shared to their students.

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Appendix A

STUDENTS' SURVEY

OBJECTIVE: THE PURPOSE OF THIS SURVEY IS TO DETERMINE THE LEVEL OF KNOWLEDGE OF STUDENTS ABOUT THE ENGLISH WRITING SKILL, IN ORDER TO IMPROVE IT THROUGH ACTIVE STRATEGIES.

1.- HOW OFTEN DO YOU PRACTICE THE ENGLISH WRITING SKILL?

ALWAYS _____ SOMETIMES _____ NEVER _____

2.- HOW OFTEN DO YOU WRITE ABOUT YOURSELF OR FRIENDS?

ALWAYS _____ SOMETIMES _____ NEVER _____

3.- HOW OFTEN DO YOU WRITE A DESCRIPTION ABOUT YOURSELF?

ALWAYS:: _____ SOMETIMES _____ NEVER _____

4.- HOW OFTEN DOES YOUR TEACHER MAKE WRITING ACTIVITES DURING HIS LESSONS?

ALWAYS: _____ SOMETIMES _____ NEVER _____

5.- HOW OFTEN DOES YOUR TEACHER CORRECT/GRADE YOUR WRITTEN TASKS AND GIVE YOU FEEDBACK ABOUT A SPECIFIC TOPIC?

ALWAYS _____ SOMETIMES _____ NEVER _____

6.- HOW OFTEN DOES YOUR TEACHER USE RUBRICS TO CORRECT/GRADE THE WRITTEN TASKS?

ALWAYS _____ SOMETIMES _____ NEVER _____

7.- DOES YOUR TEACHER MONITOR YOU AS YOU ARE DOING A WRITING TASK?

YES _____

NO _____

8.- DOES YOUR TEACHER SET A SPECIFIC NUMBER OF WORDS WHENEVER YOU PERFORM A WRITTEN ACTIVITY, FOR EXAMPLE: WRITE ABOUT YOUR FAMILY, FROM 40 TO 60 WORDS?

YES _____

NO _____

9.- DOES YOUR TEACHER INTEGRATE A RECEPTIVE AND PRODUCTIVE ENGLISH SKILLS?

YES _____

NO _____

THANKS!

Appendix B

TEACHERS' SURVEY

OBJECTIVE: THE PURPOSE OF THIS SURVEY IS TO DETERMINE THE METHODOLOGY THAT TEACHERS USE TO DEVELOP THE ENGLISH WRITING SKILL, IN ORDER TO IMPROVE IT THROUGH ACTIVE STRATEGIES.

1.- DO YOU TEACH YOUR STUDENTS TO INTEGRATE THE ENGLISH LANGUAGE SKILLS?

YES _____

NO _____

2.- DO YOU GIVE STUDENTS A SET OF WORDS (40-60 WORDS TO PRACTICE AND DEVELOP THE ENGLISH WRITING SKILL?)

YES _____

NO _____

3.- DO YOU KNOW ANY METHODOLOGY AND TECHNIQUES TO DEVELOP THE ENGLISH WRITING SKILL?

YES _____

NO _____

4.- DO YOU USE CUES SO, STUDENTS CAN FOLLOW A MODEL TO WRITE?

YES _____

NO _____

5.- DO YOU MONITOR STUDENTS WHEN THEY ARE WRITING?

YES _____

NO _____

6.- CAN THE STUDENTS WRITE SHORT TEXTS?

YES _____

NO _____

7.- DO YOUR STUDENTS WRITE SHORT PARAGRAPHS?

YES _____

NO _____

8.- DO YOUR STUDENTS WRITE LONG PARAGRAPHS?

YES _____

NO _____

9.- DO YOU USE RUBRICS TO GRADE/CORRECT THE ENGLISH WRITING SKILL?

YES _____

NO _____

10.- HOW OFTEN DO YOUR STUDENTS MAKE COMPOSITIONS?

ALWAYS _____

SOMETIMES _____

NEVER _____

THANKS!

Appendix C

Write from the start

My classmate

ACTIVITY: Get to know your classmates. Ask your classmate the questions below: Write the answers on a piece of paper. Then your classmate will ask you the questions and will write the answers.

1. What is your name?
2. Where are you from?
3. How old are you?
4. Where do you live?
5. Who do you live with?
6. Do you have any brothers or sisters?
7. Are you married?
8. Do you have any children?
9. Why are you studying English?
10. What do you like to do in your free time?

Now write a paragraph about your classmate. First read the paragraph below. You may use it as a model if you want to.

My classmate

My classmate's name is Elizabeth. She is from Greece. She is 22 years old. She lives in Westwood with her mother, father and three sisters. Elizabeth is not married. She doesn't have any children, but she wants to have a son and a daughter. She is

studying English because she wants to be a computer programmer. In her free time. Elizabeth likes to play tennis, read good books and go out with her Friends. She wants me to play tennis with her on Saturday. I'm happy that Elizabeth is my classmate.

Appendix D

About Me

ACTIVITY: Choose someone in the class that you don't know very well. Ask this person the following questions and then he/she will ask you the questions.

2. What is your name?
3. How old are you?
4. Where do you come from?
5. Where do you live?
6. Where Do you live with?
7. Are your parents and brothers and sisters here or in your native country?
8. What do you want to become?
9. What are your hobbies?
10. Is there anything else you want to tell about yourself?

Now write a paragraph about yourself. First read the paragraph below. You may use it as a model if you want to.

About Me

My name is Tom. I am 23 years old. I come from Cambodia. I live at 193 Union Avenue. I live with my brother and his wife. My parents are in Cambodia. I have another brother and two sisters in Cambodia, also. My major subject is Electrical Technology. I want to become an engineer. My hobbies are dancing and going to the movies. After I finish my education. I want to get a good job. I also want to get married and have children.

Appendix E

VISUAL MATERIALS FOR WRITING ACTIVITIES

There are another kind of activities that can be done in class with students, example: Using postcards, pictures, songs, etc., and students write.

The name of the song is Voulez-Vous from Abba

1. Ask the students to listen and fill in the blanks.

<p>People 'every _____</p> <p>A sense of expectation hanging in the air</p> <p>Giving out _____</p> <p>Across the room your eyes are</p> <p>Glowing 'in the dark</p> <p>And here we go _____</p> <p>We know the start,</p> <p>we know the _____</p> <p>Masters of the scene -</p> <p>We've done it all _____</p> <p>And now we're back to get some more</p> <p>You know what I mean</p> <p>Voulez-vous</p> <p>Take it now or leave it</p> <p>Now is all we get</p> <p>Nothing promised,</p> <p>no regrets</p>	<p>Voulez-vous</p> <p>Ain't no big?decision</p> <p>You know hat to do</p> <p>I can still say voulez-vous</p> <p>And here we go again</p> <p>We know the start, we know the end</p> <p>Masters of the scene '</p> <p>We've done it all before</p> <p>And now we're back to get some</p> <p>more</p> <p>You know what I mean</p> <p>Voulez-vous</p> <p>Take it now or leave it</p> <p>Now is all we get</p> <p>Nothing promised, no regrets</p> <p>Voulez-vous</p> <p>Ain't no big decision</p>
---	---

<p>Voulez-vous</p> <p>Ain't no big decision</p> <p>You know what to do</p> <p>I can still say voulez-vous</p> <p>Voulez-vous</p> <p>I know what you think</p> <p>The girl means business?</p> <p>So I'll offer her a drink</p> <p>Feeling mighty proud</p> <p>I see you leave your table</p> <p>Pushing through the crowd</p> <p>I'm really glad you came</p> <p>You know the rules, you know the game</p> <p>Master of the scene ,</p> <p>We've done it all be fore</p> <p>And now we're back to get some more</p> <p>You know what I mean</p> <p>Voulez-vous</p> <p>Take it now or leave it</p> <p>Now is all we get</p> <p>Nothing promised, no regrets</p>	<p>You know what to do</p> <p>I can still say voulez-vous</p> <p>Voulez-vous Voulez-vous (ah-ha, ah-ha, ah-ha)</p> <p>Voulez-vous (ah-ha, ah-ha, ah-ha</p> <p>Voulez-vous</p> <p>Take it now or leave it</p> <p>Now is all we get</p> <p>Nothing promised, no regrets</p> <p>Voulez-vous</p> <p>Ain't no big decision</p> <p>You know what to do</p> <p>I can still say voulez-vous</p> <p>Voulez-vous</p> <p>Take it now or leave it</p> <p>Now is all we get</p> <p>Nothing promised, no regrets</p> <p>Voulez-vous</p> <p>Ain't no big decision</p> <p>You know what to do</p> <p>I can still say voulez-vous</p> <p>Voulez-vous..</p>
--	---

Appendix F

2.- A place to visit for a vacation

Ask your students to look for the internet about these places. Then they have to write a short description about the places with the following information:

Where is the place located?

What's the best time of the year to visit the place?

What can they see on these places?

What they shouldn't miss?

What's the weather like there?

What special foods can you eat?

What's the shopping like?

What else can visitors do there?



Plymouth



Baños

Venice (Italy)

Rushmore



Isla de la Pascua



Edimburg

Appendix G

3.- What's on the movies?

Project students the posters of three movies. First of all they have to recognize the kind of movie they are:

Science fiction, thriller, comics, comedy, musical

Then ask the students to match the movies titles with their captions. Then they have to write notes on how the movies go with this information.

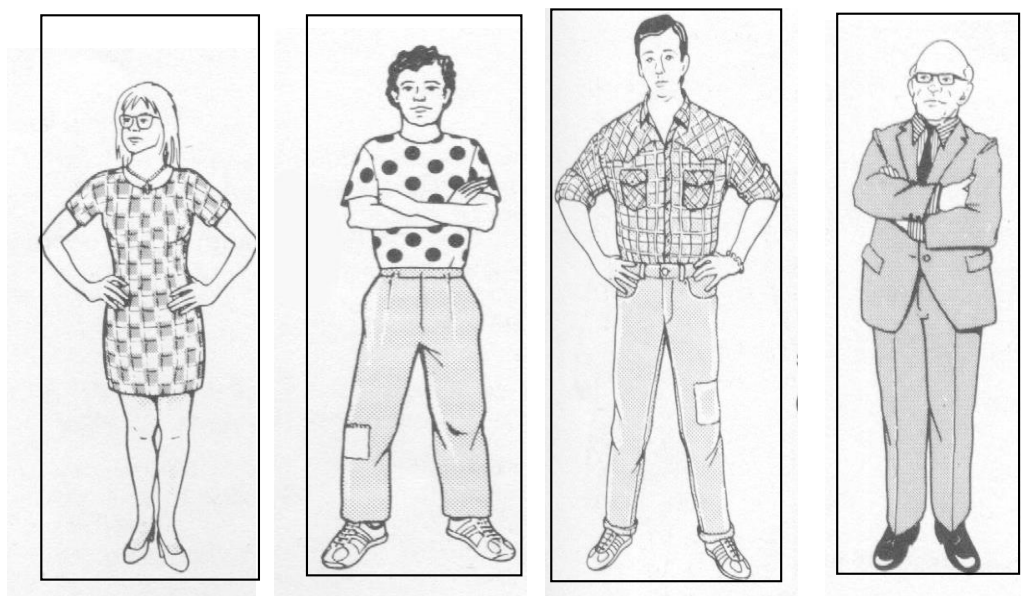
Kind of movie _____
What time is the movie on? _____
What days are movies on? _____
Who is starring? _____
Who is the antagonist _____
The main characters _____
How much is the ticket? _____
Is there a discount for children? _____
How long are they going to be on ? _____



Appendix H

4.- Describing people

Ask students to choose one of the picture to describe. Tell them to use the words provided.



Useful vocabulary

Opposites

Tall	short	straight	curly/wavy
Fat	thin	friendly	unfriendly
Plump	slim	dangerous	harmless
Dark	blonde/girl	pretty/girl	plain
Strong	weak	good looking/man	unattractive
Thin	thick	shy	outgoing

Appendix I

5.- Writing post cards

Postcards are informal; there are not real ly rules to write them. However, they follow a pattern: Greeting, Salutation, words are contracted. Generally postcards describe the place where you are, the present activities, describe your plans.

Read this post card.



Dear Eddy

This is a picture of Venice, of The big Cathedral Santa María Salute. The weather here is very nice. I love this amazing place, with all its channels and bridges.

The people are very friendly. There are many crowded shops and you can buy anything here, but it's very expensive. I'm really happy that ...

Look at this post card and complete the missing words.

Dear.....

.....

Appendix J

Creating Paragraphs

Being able to express ideas in writing is essential in every aspect of life. Applying for Jobs and writing reports are some ways in which writing skill is put to use.

A paragraph consists of a group of sentences that discusses a single subject. It usually begins with a main idea sentence that introduces the subject and is followed by two to six sentences that add information about the subject.

Format

A paragraph has a special format. The first sentence in a paragraph is always indented. This means that the sentence begins away from the margin of the paper. The indentation signals the beginning of a new paragraph. The sentence has to be clear to the reader about the subject or topic.

A right-hand margin is also maintained, but not as strictly as in English writing. Hyphens are not used to define the right margin. Rather, they are used when dividing a word at the end of the line.

Writing details

A paragraph has to have details added to the main topic to make it a paragraph. Adding information to the main topic is important. There are different ways to add information to a topic. One easy way is to add information by listing. We make lists every day for all sorts of things, such as shopping lists and list of things to do today.

When listing details, include only information related to the main idea sentence.

Eliminating Details

Some details do not relate directly to the main idea sentence. Such details must be eliminated from lists, they are irrelevant. A paragraph filled with irrelevant details is not developed adequately.

Some details repeat information and, therefore, are unnecessary. Such details must be eliminated. A repetitious paragraph does not add new information to the main idea sentence.

Arranging Details

Arranging the details of a paragraph is important. There are different ways to do this.

One easy way is by sequence of events. Some examples of sequencing are:

Yesterday	-----	Today	-----	Tomorrow
In the past	-----	In the present	-----	In the future
First	-----	Second	-----	Third

Details arranged by sequence usually include some signal words to help the reader understand the order. These words usually follow a set sequence, and they almost occur in front shifter positions. Here are some of the possible sequences.

In the past----- in the present----- in the future

In the morning-----	in the afternoon-----	in the evening
Yesterday-----	today-----	tomorrow
Mornings-----	afternoons-----	evenings
At eight o'clock-----	at ten o'clock-----	at midnight
Ten years ago-----	five years ago-----	now
First-----	Second, Third -----	last
To begin with-----	after that-----	to conclude

Arranging Details by Order of Importance

The details of a paragraph can be arranged by order of importance. Usually, after the main idea is presented in the first sentence, the details follow in an order that goes from the least important information to the most important.

Details arranged by order of importance usually include signal words to help the reader understand the order. The most frequently used progression goes from the least important detail to the most important, as the chart shows.

PROGRESSION

Least important-----	More important/equally important
One reason-----	Another reason ----- Most important
One important reason-----	An even more important reason

Arranging details by how important they are useful in paragraphs where several details are listed. Instead of simply recording each idea as it occurs in the mind. It is possible to arrange the details by their order of importance. Classifying ideas makes them easier to understand.

Arranging details in Spatial Order

The details of a descriptive paragraph are usually arranged in spatial order. Ordering details in this way helps to form a clear picture of the subject.

To arrange details spatially, the writer first states a main idea about the subject. This main idea should contain a controlling adjective or adverb.

Example: My room is dirty (or messy, or neat, or very clean).

The writer selects a physical point to begin the description and uses details to support the main idea. Some of these points are at the top, on the bottom, to the right, at the left, in the center. Then each detail is described in a position related to every other detail.

Signaling Spatial Order

Details arranged in spatial order usually include signal words and phrases to help the reader understand the order and visualize the written description. The words that signal spatial order are also called prepositions, and the phrases that signal spatial order are called

prepositional phrases. Prepositions and prepositional phrases tell where an object is, or they state a direction. The following chart indicates various signal words and phrases useful for expressing spatial order.

Signal Words For Spatial Order

WORDS	PHRASES
Above	on out
Across	in front of
At	in back of
Behind	between
Below	to the right of
Beside	to the left of
Between	on the left of
Beyond	on the right of
By (nearby)	on top of
In	on the side of
Inside	on the bottom of
Into	in the center of
	in the middle of / next to

Arranging details in spatial order is especially useful in description writing. This kind of writing is used in both professional and personal situations, such as describing a new apartment to a friend or a blueprint to a colleague.

Using Only One Order in Paragraph Organization

The main idea sentence in a paragraph controls the kind of order that should be used to arrange the supporting details. Both order of sequence and order of importance sometimes

work equally well in developing a main idea sentence. But, even when this occurs, only one order should be chosen for each paragraph.

From Listing Details to Developing Paragraphs By Listing

A simple method of developing a main idea sentence into a paragraph is by listing details that support the main idea sentence. The details can be combined into a single sentence. Usually additional information is added to each detail in its sentence form.

Creating Main Idea Sentence

The main idea sentence of a paragraph must be stated as a complete sentence. A good main idea sentence must contain a specific topic and must make a special statement about that topic.

The statement made about the topic in a main idea sentence should not contain contradiction. It is difficult to discuss contradictions adequately in a paragraph of six to eight sentences.

Sometimes a main idea sentence may be a complete sentence. It may have a specific topic, and it may even make a specific statement about the topic. Nevertheless it may be difficult to develop the main idea sentence into a paragraph. Example:

1. Advertising is a creative and exciting field.
2. Advertising is a creative and boring field.

Statement 1 is a better main idea sentence. It contains a specific subject, “the field of advertising”, and it makes a specific statement about the topic. “Creative and exciting.” Statement 2 contains a specific topic, but the statement that it makes is contradictory and cannot be easily developed in a single paragraph.

In summary, the following guidelines must be applied when learners write a paragraph:

3. The main idea sentence must be a complete sentence.
4. The main idea sentence must have a specific statement.
5. The main idea sentence must be limited to the specific point that writer wants to make.

Narrative Writing

Narrative writing is generally used to tell a story about a personal experience. The narrator is the person who tells the story. We say that the story is told from a first-person point of view. Sequenced details are necessary in narrative writing. All narratives need a beginning, a middle, and an end.

Narratives can relate the experiences of someone other than the narrator. In such passages the narrator writes as if he or she is observing the actions of another. When a story is told by the person that it happened, it is called a first person narrative. When the story is told by someone else, it is called a third-person narrative. Some useful pronouns in first and third-person narratives are:

First	I	My	Me	Mine
Person:	We	our	us	ours
Third	He	His	Him	His
Person:	She	her	her	hers
	They	their	them	theirs

For writing paragraphs it is also necessary to consider four sections: The First section is about prewriting, or how to get ready to write. The second section deals with writing-actually getting ideas down on paper. The third section is about revising, or improving what is being written. The fourth section focusses on presenting or sharing writing with others.

Prewriting

1. Think about a sentence before writing, according to the composition.
2. Remember the composition is going to be read by teachers, classmates, Friends, parents or yourself. Use vocabulary that can be understood.
3. Read: Look in newspapers, magazines, and books to get ideas for writing.
4. Brainstorm: With classmates, many ideas, list them all. Then choose writing topics from this list.
5. Keep a list: Start with the list of writing topics. Choose topics you enjoy and know something about or would like to learn about.
6. Keep a writer's notebook: Record feelings, thoughts, and things you have done and seen. These can become writing topics later.
7. Decide what to write asking yourself how much do you know about the topic?

8. Make a cluster diagram: First, write main topic and circle it. Around it, write words that Art makes you think of. Circle them, and draw lines to connect them to your main topic. Then choose one of these subtopics. Around it, write words that it makes you think of. Circle and connect them. Keep doing this until you find something to write about.

Writing

1. Choose your time and place.
2. Arrange your materials: Paper, pencils, pens, erasers, a dictionary.
3. Read over your notes: Choose an idea or fact that would work well.
4. Something to write: A letter, descriptive paragraph, stories, etc.
5. Time to write: It is advisable 30 minutes or more.
6. Making changes: Draft can be corrected and improve it any time

Revising

1. Revise only what you want to improve.
2. Put writing aside: Put the draft away the writing for a short time, later check it again, maybe you have other ideas to be changed.
3. Reread: If you have questions about your writing, make notes in the margin about changes you want to make.
4. Changes to be changes: Add words and ideas, Take out unnecessary parts.
5. Move parts around.
6. Proofread for errors: Correct errors in punctuation, capitalization, spelling and grammar. Do not forget to help students when it is necessary.

Presenting

1. Bulletin board
2. Read aloud for visitors or classmates.
3. Class book
4. Class play
5. Illustrate your writing such as comics, greeting card, etc.

Appendix K

Abstract

In the era of modern language teaching, a new dimension has been added in the existing methods and techniques. With the development of technology, new innovations are being

brought up in language teaching. Nowadays, language teachers are using different audio-visual aids to facilitate the teaching process. Along with text books, language teachers are likely to use related pictures, audio clips, videos, power point slides, posters and so on in language classrooms. The purpose of this study is to investigate the benefits that the language teachers as well as the learners get in using audio-visual aids to improve the writing skill. A qualitative method has been followed to collect the data of this research. It has been found that the use of audio-visual aids assists both the teacher and the learners in teaching and learning language skills. This research provides guidelines for the novice teachers on effective use of audio-visuals aids in language teaching.