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EFFECT OF A LEARNER TRAINING PROGRAMME TO IMPROVE FOREIGN LANGUAGE LEARNERS' WRITING AT THE FACULTY OF EDUCATION AND HUMANITIES – UNAP-2013

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KARINA GARCÍA FERNÁNDEZ

**EFFECT OF A LEARNER TRAINING PROGRAMME TO
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THE FACULTY OF EDUCATION AND HUMANITIES –UNAP-
2013**



**UNIVERSIDAD DE PIURA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRÍA EN EDUCACIÓN
MENCIÓN EN ENSEÑANZA DE INGLÉS
COMO LENGUA EXTRANJERA**

2013

APPROVAL

The thesis titled **‘EFFECT OF A LEARNER TRAINING PROGRAMME TO IMPROVE FOREIGN LANGUAGE LEARNERS’ WRITING AT THE FACULTY OF EDUCATION AND HUMANITIES–UNAP-2013’**, presented by Karina García Fernández in accordance with the requirements of being awarded the Degree of Master in Education with mention in **Teaching English as a Foreign Language**, was approved by the Thesis Director and defended on before a Jury with the following members:

President

Secretary

Informant

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I would like to dedicate this research to my husband and children, the many hours that I devoted to it were hours that obviously came from their time.

I would also like to thank my brave Foreign Language students at the School of Education and Humanities-National University of the Peruvian Amazon, who are my constant motivation to continue growing professionally and who are and always will be my greatest source of inspiration.

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Finally, I would also like to dedicate this research to Mr. Juan García Perez, my beloved father, a great former English teacher who inspired me to devote my whole heart to this profession.

ABSTRACT

This study was focused on analyzing the effect of a learner training program in order to improve foreign language learners' writing through a process-oriented approach at the Faculty of Education and Humanities – National University of the Peruvian Amazon-Iquitos, Peru.

The population of this study was 46 students registered in the English Composition course, Foreign language specialty-UNAP- 2011 aged between 18-20 years old, mostly girls and an intermediate level of English.

The students were divided into 2 groups, the experimental group and the control group. The program was applied to the experimental group whereas the control group worked with the traditional content of the subject. An entry test was administered to both groups before developing the program in order to determine their written competence level. After the programme application, a final test was administered to both groups in order to compare the test results before and after the application of the programme and observe if there was any difference between the two groups.

To contrast the results obtained in the entry test before the application of the program allowed us to verify that the control and experimental group results were: in the control group, 91,3% (21 students) achieved the level Average, and 8,7,% (2 students) level Good; in the experimental group, 73,9% (17 students) achieved the level Average and 26,1% (6 students) level Good. This means that the levels of performance of the test globally were homogeneous in both groups as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining as a result $\chi^2 = 2,421$ $gl= 1$ $p = 0,120$ ($p > 0,05$). It indicates that there was no statistical significance in the writing achievement, showing that the control group results were equal to the experimental in writing achievement before the program application.

Later, after the program development in the teaching and learning process along the semester, and contrasting the final test results, this showed that in the control group 91,3% (21 students) achieved the level Average and 8,7,% (2 students) level Good; in the experimental group, 78,3% (18 students) achieved the level Average and 26,7% (5 students) level Excellent. This means that the levels of performance were significantly different as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 38,800, degree of freedom 2 and the value of $p = 0,000$ ($p < 0,05$). It indicates that there was statistical significance in the writing achievement in favor of the experimental group, after the program application.

During the application of the program, permanent achievement assessments were carried out in every class for the experimental group through observation sheets, peer observation sheets and diary writing which helped to guarantee an adequate development of the written competence of each student.

In conclusion, this research demonstrated that the experimental group students significantly improved their written competence level in English compared to the control group. This indicated that the program, conceived to the development of the written competence through a process-oriented approach, reached positive effects in the students and contributed to significantly improve this competence in the English language.

INDEX

	Pages
Introduction	1
CHAPTER I: Investigation Outline.....	5
1.1. Problem statement	5
1.2. Hypothesis.....	7
1.3. Delimitation of the Objectives	8
1.4. Justification of the investigation	9
1.5. Limitations of the Investigation	12
1.6. Antecedents of the investigation	12
 CHAPTER II: Theoretical Framework.....	 17
2.1. Important definitions to consider in an EFL context....	17
2.2. The Writing skill.....	22
2.3. Properties of written text	23
2.4. The Writing process.....	26
2.5. Stages of Text Production	30
2.6. Guidelines for evaluating and revising.....	31
2.7. Metacognition and writing	36
2.8. What is a paragraph?	36
2.9. Coherence in writing	37
 CHAPTER III: Methodology of the Investigation	 39
3.1. Investigation Type.....	39
3.2. Investigation Design	39
3.3. Population and sample	40
3.4. Variables	40
3.5. Techniques and instrument for gathering of data.....	41
3.6. Data Analysis	41
 CHAPTER IV: Results, discussion, conclusion and Recommendations	 43
Results.....	43

CONCLUSIONS	72
RECOMMENDATIONS	74
BIBLIOGRAPHICAL REFERENCES	78
APPENDICES	82

GRAPHS INDEX

N°	Page
1. Text coherence performance comparing the control and experimental group before the training program application on the Foreign Language Students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	44
2. Text structure performance comparing the control and experimental group before the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	46
3. Textual cohesion performance comparing the control and experimental group before the program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	48
4. Text style performance comparing the control and experimental group before the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	50
5. Lexicon performance comparing the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	52
6. Mechanics performance comparing the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	54
7. Total comparison on writing performance achieved by the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	56

8. Text coherence performance comparing the control and experimental group after the training program application on the Foreign Language Students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 58
9. Text structure performance comparing the control and experimental group after the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 60
10. Textual cohesion performance comparing the control and experimental group after the program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 62
11. Text style performance comparing the control and experimental group after the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 64
12. Lexicon performance comparing the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 66
13. Mechanics performance comparing the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 68
14. Total comparison on writing performance achieved by the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 70

CHARTS INDEX

N°		Page
1.	Text coherence performance comparing the control and experimental group before the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	45
2.	Text structure performance comparing the control and experimental group before the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	47
3.	Textual cohesion performance comparing the control and experimental group before the program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	49
4.	Text style performance comparing the control and experimental group before the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	51
5.	Lexicon performance comparing the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	53
6.	Mechanics performance comparing the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	55
7.	Total comparison on writing performance achieved by the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	57
8.	Text coherence performance comparing the control and experimental group after the training program application on the Foreign Language Students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.	59
9.	Text structure performance comparing the control and	61

- experimental group after the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.
10. Textual cohesion performance comparing the control and experimental group after the program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 63
 11. Text style performance comparing the control and experimental group after the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 65
 12. Lexicon performance comparing the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 67
 13. Mechanics performance comparing the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 69
 14. Total comparison on writing performance achieved by the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013. 71

INTRODUCTION

The writing skill, over the years, has been seen only as a support system for learning grammar and vocabulary, rather than as a skill in its own right. However, it is not a skill that should be ignored. With writing lessons more than the most, the motivation is very varied. Some students need, or want to do it, but for others, writing is seen as a waste of time. The problem for the teachers seems to be how to 'teach' it.

'Spoken language, for a child, is acquired naturally as a result of being exposed to, whereas the ability to write has to be consciously learned' (Harmer: 2004). What is more, writing is a lonely skill as we do it individually, which makes it harder for the student to do in class or for homework. For many years, the teaching of writing has been focused on the written product rather than the writing process. Students typically write a composition in class which the teacher corrects and hands back the next class. The students then put it in their files and rarely look at it again to notice what their mistakes are. In other words, the students' attention is directed to the 'what' rather than the 'how' of text construction.

Non-native English speakers who enroll in a college or university want to develop writing skills that will lead to academic success. This research was designed to help Foreign Language students with an intermediate ability in English as a Foreign Language to progress from paragraph writing to essay writing. The program combined a process approach to writing (where students work on invention, peer response, editing, and writing multiple drafts) with a pragmatic approach to teaching the basics of writing (with direct instruction on such elements as topic sentences, thesis statements, and outlines) in order to gain confidence when writing argumentative essays. In addition to this, learners worked under a critical thinking approach by reading texts with social or cultural topics that made huge impact on their thinking and helped them to become more critical and analytical.

Learners moved from writing simple paragraphs to writing academic essays following this summarized structure:

Pre - Writing	Writing	Reviewing and Revising
---------------	---------	---------------------------

The research presented process writing to students. The tasks in the classes first focused on recognizing and identifying key writing structures from model paragraphs and essays. Then, students manipulated the process writing structures lesson by lesson in short, manageable tasks where they finally applied the structures or theory to their own writing. During each class, there were opportunities for students to work independently or with a partner. The exercises were done either in class or as homework. Critical and reflective thinking were emphasized, so that students became aware of the impact of their choice of topics, words, sentences, and organizational techniques on the effectiveness of their writing. The focus throughout was on academic writing – the type of writing used in university courses and exams in English-speaking institutions of higher education.

Lesson by lesson, students practiced writing topic sentences and concluding sentences, organizing their paragraphs coherently, using appropriate vocabulary, grammar, punctuation, style and transitional

devices in the paragraph body, in preparation for longer assignments. Step by step students applied what they had learned in class about paragraphs to essay writing, from prewriting techniques to the final draft. They worked on developing and supporting a central thesis, organizing an outline from which to write, and writing effective introductions and conclusions taking into account strategies for timed essay writing, including a guideline to evaluate and revise each part of writing. During this process, learners were engaged in peer evaluation and diary writing as additional activities they developed on their own, followed by permanent teacher supervision in order to help them to become reflective learners and reflective practitioners.

In any academic writing course for prospective English teachers like in this case, the instructor's attention is clearly divided between the process of writing and producing a final text. The process approach, which gives trainees indispensable insight into what writing in English will be like for their future students, covers stages such as generating ideas, drafting, evaluating, redrafting, and error correction (White and Arndt 1991). If writing focuses solely on producing a product by strictly following models and relying on teacher-centered instruction, there is a tendency to neglect the development of essential writing skills that students will need for the long-term. Nevertheless, the final product is always a main concern because the ability to produce one is mandatory if trainees are to obtain their teaching qualification and if their prospective students are to succeed in college.

There is no doubt that the process approach to writing works well with teacher trainees to effectively teach these processes, with the final goal of creating a product. However, a major drawback is that the stages of the process approach usually require more time than seems available. I dealt with this problem by providing more time for working on the processes of draft generation, revision, evaluation, and error correction.

To help students engage in the process of writing and move towards a final product, teachers must think about the best ways to access and develop materials that motivate students to write. For this reason, every class I used interesting topics chosen by them in order to develop critical and reflective thinking, encouraging them to express their ideas and

supporting them through argumentative essays with previous class discussion. It is not easy to find academic ready-to-use materials to suit the particular needs of English teacher trainees, because different topics must apply to different students. So, to avoid these constraints I negotiated with them the kinds of topics they were interested in working on each class. I selected authentic academic essays and presented them to the students, considering that those model texts were intellectually controversial and thought-provoking as they showed during each class.

In Chapter I, the main and specific objectives of this research are clearly established as well as a brief explanation why this research was done, the problems I found during the development of the program like the low level of criticism in our learners and their lack of ability to read and write properly, whereas in Chapter II, the theoretical support on writing argumentative texts is clearly defined as well as the key words or important definitions to consider in an EFL context in terms of writing argumentative texts based on a process-writing approach.

The whole process of the application of the program and the research design including charts and graphs are clearly explained in Chapter III whereas in Chapter IV the final results, conclusions and recommendations for further studies are deeply explained, showing the meaningful impact of the program in foreign language learners' writing at UNAP 2013.

CHAPTER I

INVESTIGATION OUTLINE

1.1. Problem Statement

English acquisition for EFL students is mainly developed through reading and composing English texts. To help students acquire abilities of reading and writing, curricula are usually designed separately under the belief that they are two totally different language skills. This division unfortunately overlooks the interactive relationship between reading and writing and fails to see the contributions that their connection can make on students' language acquisition. To overcome the shortcomings, it is therefore crucial to discuss the rationale and benefits of linking these two aspects of language learning in English instruction, and to provide a more concrete picture of how to apply these concepts in actual teaching situations.

For many years, the teaching of writing in the Department of Foreign Languages- Faculty of Education and Humanities at the National University of the Peruvian Amazon has been seen merely as the activities of reading and writing compositions. These have not taken into account

any kind of reading and writing process strategies that would help students to improve this skill. At the end of the course they felt as if they had not improved. They were disappointed and worried at the same time because, as future language teachers, they weren't even taught the strategies to improve their writing by themselves. This learner program would aid them to become autonomous when writing and reading, knowing what and how to write and read.

Many students are not accustomed to focusing on how they learn. If they have not already experienced strategy instruction, most of their educational experience has focused on *what* they learn, not *how*. The scope and sequence helps learners determine strategies that are appropriate for students' grade and language level; however, it should be used only as a general guideline.

In determining what strategies to introduce, the more important factor is the curriculum—the content and language we teach. Referring to the curriculum, it enables teachers to select strategies that will help students learn the necessary content, language concepts, and skills.

The goal of learning strategy instruction is for students to become independent learners with the ability to use strategies appropriately in a variety of contexts.

These were the main reasons why these learners found it difficult to achieve their goals when developing reading and writing skills, and also why their marks at the end of each semester were quite low for the Composition in English subject.

Main reason:

What is the effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities- UNAP-2013?

Secondary reasons:

- What is the Effect of a Learner Training Program in developing **Text Coherence** into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP-2013?

- What is the effect of Learner Training Program in achieving **TextStructure** into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP-2013?
- What is the Effect of a Learner Training Program in developing **Textual Cohesion** into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP-2013?
- What is the Effect of a Learner Training Program in developing **Style** into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP-2013?
- What is the Effect of a Learner Training Program in developing **Lexicon** into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP-2013?
- What is the Effect of a Learner Training Program in developing **Mechanics** into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP-2013?

1.2. Hypothesis

1.2.1. General Hypothesis

The application of a Learner Training Program improves meaningfully into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013.

1.2.2. Specific Hypothesis

- The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP-2013 is meaningful in **Text Coherence**.
- The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP-2013 is meaningful in **Text Structure**.
- The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP-2013 is meaningful in **Text Cohesion**.

- The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP-2013 is meaningful in **Style**.
- The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP-2013 is meaningful in **Lexicon**.
- The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP-2013 is meaningful in **Mechanics**.

1.3. Delimitation of the Objectives

1.3.1. General Objective

To assess the effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013.

1.3.2. Specific Objectives

- To determine the effect of a Learner Training Program in achieving **TextCoherence** into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013.
- To determine the effect of a Learner Training Program in achieving **Textstructure**into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013.
- To determine the effect of a Learner Training Program in achieving **Text Cohesion** into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013.
- To determine the effect of a Learner Training Program in achieving **Style** into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013.

- To determine the effect of a Learner Training Program in achieving **Lexicon** into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013.
- To determine the effect of a Learner Training Program in achieving **Mechanics** into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013.

1.4. Justification of the investigation

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. There are many factors that affect how well and how much students write. Encouraging students' participation, while at the same time refining and expanding writing and reading skills, requires a certain pragmatic approach. The teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area and then proceed to focus on what topic can be employed to ensure students participation. By pragmatically taking into account all of these factors, the teacher can expect both enthusiasm and effective learning.

The reading/writing connection has its origin in L1 or native language contexts. In the 1980's, some scholars had considered reading and writing as similar cognitive processes in which readers and authors interact with the texts. For example, Tierney and Pearson (1983) believed that "at the heart of understanding the reading/writing connection one must begin to view reading and writing as essentially similar processes of meaning construction" (p. 568). In the same vein, Petrosky (1982) noted that "reading, responding, and composing are aspects of understanding, and theories that attempt to account for them outside of their interactions with each other run the serious risk of building reductive modules of human understanding" (p.20).

In L2 literacy contexts, Krashen's (1984) argument that "it is reading that gives the writer the 'feel' for the look and texture" (p. 20, cited in Hirvela,

2004) paves the way leading writing researchers and instructors to the vision of reading/writing connection. He claims that reading, which builds the knowledge base of written texts, helps L2 learners acquire necessary language constructs such as grammatical structures and discourse rules for writing, and facilitates the process of language acquisition. While Krashen's viewpoints recognize the contributions that reading can make to writing, it is reader-response theory that brings L2 literacy researchers to see reading and writing both as processes of composing. Reader-response theory claims that the meaning conveyed by the texts is determined by the reader instead of the author. In relation to reading/writing connection, reader-response theory "serves as a valuable tool for privileging and investigating students' composing processes as readers, processes that can both influence and overlap with their composing processes as writers" (Hirvela, 2004, p. 53)

Considering both reading and writing as processes in which students interact with texts meaningfully, researchers suggested ESL or L2 teachers need to utilize strategic methods to integrate the concept into teaching. Reading to write and writing to read are the two facilitative strategies for instruction in L2 literacy classrooms.

Benvegnu, M. (2001:18), referring to writing at university level, argues that "writing in college is different from writing at school or in any other field. First, there are general purposes to write at college which are closely linked to the construction of knowledge, whether the generation of new knowledge through research, reconstruction through the processes of teaching and learning , or reorganization based on social projection ". In this regard, the teaching role is to facilitate the interaction of students with their own language practices of research and communication of knowledge, so as to enable their full integration into the academic scientific community. Second, the particular purposes to write at college that are usually linked to specific academic activities. Third, it is necessary to pay attention to what is written in college. The pieces of writing at university level are presented at high degree of complexity and specificity and their usage require intellectual operations at a higher level of abstraction. The forms that take these texts are not independent of content but on the mode of logical organization of the area to which they belong. "Therefore, the texts have specific characteristics in each domain and require specific strategies and resources for production and

comprehension. Vasquez, A. (2001:30) in the same orientation holds that "the production of written texts occupies an important place in the university context."

For these reasons, this issue was relevant to work on, because many teachers think that writing and reading are two separate skills and that there are no links among them. Writing is the forgotten skill and most of the activities presented in textbooks are not developed by these teachers, as they adduce that there is no time for writing in the classroom. This leads learners to take the Composition subject only for career purposes. In fact, it seems that many of the students would prefer to be practicing conversation. They may enjoy writing e-mail messages to friends around the world, but challenges such as getting started, finding the right words, and developing topics abound. However, if students show an overall interest in the target language (integrative motivation), perceive that there is parental and social support, and have a desire to achieve their professional goals (instrumental motivation), they can become more proficient in their ability to read and write in English, despite the initial lack of self-motivation.

First, reading to write is based on the notion that reading supports and shapes L2 learners' writing, through acquisition of language input when students are performing reading tasks. Reading is not merely helpful for enhancing L2 learners' writing ability in a general sense. Also, through reading, students are given opportunities in writing classrooms to acquire knowledge of vocabulary, grammatical structures, or rhetorical features of texts. Pedagogically, there are numerous teaching practices suggested for reading to write, including mining, rhetorical reading, the modeling approach, and extensive reading and free/voluntary reading.

On the other hand, writing to read serves as a technique which changes the goals of teachers' instruction from helping students answer comprehension checks correctly to encouraging students' meaningful interaction with written texts. This technique supports students to experience reading as a composing process. Writing in reading classrooms can take place in a variety of forms such as underlining portion of texts, making comments, raising questions, or even scribbling some marks or pictures that are only comprehensible to readers themselves.

As future language teachers, they will permanently be involved in observation and research in order to improve their professional abilities to provide their learners with qualified and comprehensible input (strategies).

1.5. Limitations of the investigation

Changing what has been set up since the beginning of this specialty at the Faculty of Education may upset some teachers, as well as the lack of bibliographic materials, students' previous knowledge of the writing process in their mother tongue, internet access and tutorial support.

Permanent strikes at national universities and students who miss their lessons and very slow internet access in my city were also great barriers to deal with during the implementation of this research. In addition to this, no previous works on this area were found, except the one developed in Spanish by Acuña, Oscar (2004). No one in this region has researched on teaching writing skills to Foreign Language learners.

1.6. Antecedents of the Investigation

- Acuña (2004) in the research *“Estrategias cognitivas y metacognitivas en el logro de la lectura y escritura en estudiantes de Economía y Administración de la Facultad de Ciencias Administrativas, Contables, Económicas y de Negocios Internacionales y Turismo – UNAP”*, concludes that all learners who participated during the application of his program improved meaningfully in reading comprehension and writing essays comparing to those students who were in the control group. He also concludes that the application of cognitive and meta-cognitive strategy instruction is a real need in all specialties at the Faculty of Education –UNAP and that should be incorporated in its curriculum.
- Orrantia *et al* (2001) in the research *“La enseñanza de estrategias para identificar y reducir la información importante de un texto. Consecuencias para la construcción del modelo de la situación”*, at

Universidad de Salamanca, they designed an instruction program: one focused on helping to identify the most important information in a text and the other on writing summaries properly. In both cases, the final results were effective and both groups improved and achieved the learning goals.

- Parra & Lago de Vergara (2003); both Professors at the School of Medicine of Universidad de Cartagena, Colombia, developed the following research: ***“Didáctica para el desarrollo del pensamiento crítico en estudiantes universitarios”*** and worked with a population of 50 sixth-year university students at the School of Medicine. They discovered that only the 10 % of them had received instruction about using tools of knowledge construction; none of them had received any training on critical thinking techniques; 25 % showed competence on writing; and only 30 % were able to read comprehensively.
- Veas, Candy (2010) Professor at Universidad de Playa Ancha in Chile, developed the following research in the ELT Program: ***“Fostering Awareness of Text Organization through Peer Feedback in EFL Writing”***. This research has influenced the understanding of the factors that may impact the development of communicative competence in a second language.

Communicative competence frameworks have been proposed to better understand the language learning process and how to implement successful classroom practices. This communicative competence took into account the discourse competence, which enables writers to use discourse features to achieve a well-formed written text given a communicative goal and context. These involve cohesion (e.g., reference, substitution, ellipsis, conjunction and lexical chains), coherence (and its markers) as well as formal schemata or knowledge of the structure of written genres. Linguistic, Pragmatic, Intercultural and Strategic competences were also considered in this research and following the process writing approach and using peer feedback as part of a permanent evaluation process. This study sought to explore the effect that training learners to provide effective feedback in peer response activities may have on their awareness and comprehension of text organization in English as

an L2. The general objective of this study has been to evaluate learners' awareness of the target language form, the structure of the paragraph, before and after the intervention. The pedagogical intervention method was used with 13 students enrolled in the writing class 2010. As for data collection a self-assessment survey, Pre and Post intervention writing test and descriptive paragraph tasks were used. For data analysis the averages were calculated from the results obtained with the self-assessment survey.

The pre and post intervention writing task was evaluated by the two teachers in charge of the class, using an analytic scoring rubric created for this purpose. Both raters conducted a scoring session and the results were reached by consensus. These results were based on participants' performance on the English subjects of the ELT program; their results were analyzed separating them in two groups: Lower Proficiency Learners and Higher Proficiency Learners. Students reported being aware of the different parts of the paragraph (topic sentence, supporting sentences and concluding sentences) and their performance on writing tasks (pre and post tests) demonstrated a positive impact from the intervention. However, results are inconclusive because of a small sample and operational limitations ("lurking" variables, test administration issues, indirect relationship to "awareness" concept).

- Bertoni, A. (2001: 11) argues that "for several years it is installed in the field of higher education a concern that was characteristic only of the early years of school history: the ability to read and write." Consequently, the crisis of reading and writing itself has been extended to higher education. Ochoa, S. (2003: 14) as evidence in his "Exploratory Study of Literacy Events" in first semester students of Psychology and Law at the Universidad Javeriana in Cali (Colombia). After reading a text, they had to write about what the text was about and raised a position on it. 87.2% of subjects presented functional texts: no access to the communicative intention of the author, the ideas occurred singly and isolated and manifested according to the author without giving any reason. The 7.0% presented instrumental texts: access to the author's communicative intention in a broad beyond his approaches, expressed agreement with the author's

ideas but gone further than this, in the end, only 5.8% presented epistemic texts: accessed to the communicative intention and go beyond their approaches, related the information properly introduced in their discourse, and expressed agreement to the author's text the author and their arguments went beyond is.

- Porro, J. (2001: 13) argues that in an assessment to students of the National University of Comahue (Argentina) (1998), on the population of fresh students to five different careers, said that over 60% of the students had difficulties to recognize and select relevant information. For summary production, 60% of fresh students revealed reading comprehension problems, made evident by the use of inappropriate strategies to select and organize information and use connectors. A significant number of freshmen students had difficulties when taking notes, summarizing and read academic and scientific texts comprehensively.

Moreover, as noted Bono, A. (1998: 13) "students arriving at universities do a poor understanding of academic texts, have serious difficulties in understanding a scientific text, serious problems to organize information in writing, identify main ideas and hidden ones, to argue, to find, organize and select information, as shown in the poor quality of written work. In writing dominates extreme use of ellipsis, texts that emphasize description, low use of subordinate conjunctions ". Furthermore, "students show little prior knowledge, such as difficulty for recognizing the characteristics of expository texts; lack of expository text structures and vocabulary related to their study area, among others."

However, the difficulties described not only embraced the first level students, but also the most advanced, showing that such problems occur throughout the entire career process, and often persists in higher education graduates.

The antecedents of the Investigations mentioned above are connected with this research in terms that they all describe the lack of understanding when reading and students' little prior knowledge of academic writing. They also describe the use of collaborative

activities in discussions of reading and writing, starting from prewriting activities and peer review as well as critical thinking, and the importance of writing in and outside the language classroom. In addition to this, while these researches cover the link between reading comprehension and writing thus demonstrating a final product, the current literature does not yet explore the importance of a process oriented approach which this current thesis attempts to do. These antecedent investigations while all focus on specific aspects, such as identifying main ideas, summarizing texts and the development of critical and cognitive competencies, which are all aspects necessary to producing a piece of writing, none of them take the entire academic writing process into account as a whole, as a result the outcomes of their investigations result in less formal presentations of writing. While they ask their students to produce some form of written text, none of the prior investigations require academic research, or consolidating the different specific competencies to produce a formal piece of writing. This thesis, builds on these investigations by teaching the writing process as a whole, incorporating these specific competencies within in this larger process, in order to produce formal academic writing that students at a university level should be expected to produce.

CHAPTER II

THEORETICAL FRAMEWORK

Based on the investigation process outlined in the previous chapter, it was necessary to do prior research on the specific problems that exist within this field: Writing skills and intended strategies and activities which could be used to promote writing in the foreign language classroom and specifically in this investigation. Besides this, all this information was given to the students involved in this project in order for them to read it and apply it as future language teachers.

2.1. Important definitions to consider in an EFL context

Argumentative Texts

These texts have the purpose to confirm or refute a thesis or idea to be proved. Thus, if it is to confirm the idea, the argumentation has to prove and or give reasons to reinforce the value of the thesis. But if it is to refuse a thesis, a false idea or its inadequate application or reason must be demonstrated. Richards & Schmidt (2002) in The Longman dictionary of Language Teaching and Applied Linguistics define argumentative text

writing as an attempt to support a controversial point or defend a position on which there is a difference of opinion, ESL writing programs have often been based on the assumption that novice writers should begin with the simplest mode - the descriptive essay, and gradually move to learning the most difficult - the argumentative one.

Activity

According to TANNER, Rosie and GREEN, Catherine (1998):
It is a short task which is part of a lesson, perhaps lasting 15-20 minutes.

Task

Another word for a short classroom activity. Richards & Schmidt (2002) in The Longman dictionary of Language Teaching and Applied Linguistics define Task as an activity which is designed to help achieve a particular learning goal. A number of dimensions of tasks influence their use in language teaching. These include: **goals, procedures, order, pacing, product, learning strategy, assessment, participation, resources and language.**

Strategy

A strategy is a schema of elaborate and systematic plan of action, a series of planned and sequenced tasks to achieve a goal. Strategies must be clearly stated and be observable. Richards & Schmidt (2002) in The Longman dictionary of Language Teaching and Applied Linguistics define Strategy as procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language.

Strategy training

Training in the use of LEARNING STRATEGIES in order to improve a learner's effectiveness. A number of approaches to strategy training are used, including:

Explicit or direct training: learners are given information about the value and purpose of particular strategies, taught how to use them, and how to monitor their own use of the strategies.

Embedded strategy training: the strategies to be taught are not taught explicitly but are embedded in the regular content of an academic subject area, such as reading, maths or science.

Combination strategy training: explicit strategy training is followed by embedded training.

Writing processes

The strategies, procedures and decision-making employed by writers as they write. Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.

Coherence

The relationships which link the meanings of utterances in a discourse or of the sentences in a text.

These links may be based on the speakers' shared knowledge. For example:

A: Could you give me a lift home?

B: Sorry, I'm visiting my sister.

There is no grammatical or lexical link between A's question and B's reply but the exchange has coherence because both A and B know that B's sister lives in the opposite direction to A's home.

In written texts coherence refers to the way a text makes sense to the readers through the organization of its content, and the relevance and clarity of its concepts and ideas. Generally a paragraph has coherence if it is a series of sentences that develop a main idea (i.e. with a TOPIC SENTENCE and supporting sentences which relate to it).

Cohesion

The grammatical and/or lexical relationship between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence.

Lexicon

A term used in transformational generative grammar for a word or phrase listed in the lexicon of the grammar.

The information given in a lexical entry usually includes: its pronunciation, its meaning, which may be given in a formalized way, its lexical category, .e.g. n (noun), v(erb), a(djective) and other linguistic items it may co-occur with in a sentence, e.g. whether or not a verb can be followed by an object

Mechanics

(In composition) those aspects of writing such as spelling, use of apostrophes, hyphens, capitals, abbreviations and numbers, which are often dealt with in the revision or editing stages of writing. These may be compared with more global or higher level dimensions of writing, such as organization, coherence, or rhetorical structure.

Style

Variation in a person's speech or writing. Style usually varies from casual to formal according to the type of situation, the person or persons addressed the location, the topic discussed, etc. A particular style, e.g. a formal style or a colloquial style, is sometimes referred to as a stylistic variety.

Some linguistics use the term "register" for a stylistic variety while others differentiate between the two.

Style can also refer to a particular person's use of speech or writing at all times or to a way of speaking or writing at a particular period of time.

Critical Pedagogy

An approach to teaching that seeks to examine critically the conditions under which language is used and the social and cultural purposes of its use, rather than transmitting the dominant view of linguistic, cultural and other kinds of information. Both the process of teaching and learning and its study are viewed as inherently evaluative or ideological in character.

Critical Reading

Reading in which the reader reacts critically to what he or she is reading, through relating the content of the reading material to personal standards, values, attitudes or beliefs, i.e. going beyond what is given in the text and critically evaluating the relevancy and value of what is read.

A level of the reading in which the reader seeks to identify the underlying ideology of a text, which is realized not so much by what the writer writes about but by how people, events and places are talked about. Critical reading focuses on the analysis of textual ideologies and cultural messages, and an understanding of the linguistic and discourse techniques with which texts represent social reality. Critical reading is one dimension of critical pedagogy.

Critical thinking

A level of reading comprehension or discussion skills when the learner is able to question and evaluate what is read or heard. In language teaching this is said to engage students more actively with materials in the target language, encourage a deeper processing of it, and show respect for students as independent thinkers.

“Critical thinking is the intellectually disciplined process of reasoning based on sound evidence, experience, and observation. It is focused on quality through use of universal intellectual standards: Clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. It is mindful, self-directed, self-disciplined, self-monitored, and self-corrective, and should lead to the development of the intellectual traits of good critical thinking. Finally, it guides both belief and action.” (Adapted from Foundation for Critical Thinking: <http://criticalthinking.org>)

The above concepts are all aspects that together form what is known as “writing skill,” which is explained in the below section.

2.2. Writing skill

As said before, writing skills are usually learned or culturally transmitted as a set of practices in formal instructional settings or other settings or other environments. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum of activities that range from the mechanical or formal aspects “writing down on the one end, to the more complex act of composing on the other end” (Omaggio Hadley, 1993). It is undoubtedly the act of composing thought which can cause problems for students, especially for those writing in a second language (L2) in academic contexts. Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the writer engages in “a two-way interaction between continuously developing knowledge and continuously developing text” (Bereiter&Scardamalia, 1987, p. 12). Indeed, writing requires conscious effort and practice in composing developing, and analyzing ideas. Compared to students writing in their native language (L1), however, students writing in their L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques and skills. They might also have to deal with instructors and later, faculty members, who may or may not get beyond their language problems when evaluating their work. Although a certain amount of consciousness-rating on the part of the readers may be warranted, students want to write close to error-free texts and they enter language courses with the expectations of becoming more proficient writers in the L2.

There are a lot of things that writing an essay will achieve. However, to achieve all these things **at once** would be **very difficult**. For this reason there must be several stages to produce a good essay. As you get more skilled at writing essays, you may be able to skip some of these stages or

develop new ways to do them, but it is important that you break down the process at first so that you know what is involved before you start to adapt it to suit you. We are going to learn about each process as a class and work on each stage bit by bit, thus looking specifically at what properties make up a written text, and what the stages are in the process, which is described below.

2.3. Properties of written text

These properties were considered during the application of the program as they are the most relevant and meaningful in a process writing oriented approach.

- Text Coherence

PEREZ, M. (2000:122) states that it is the "property of the text referring to the possibility of setting up a global unit of meaning, thanks to the organization and sequencing of utterances, following some kind of structure or textual plan. It works at the surface level of the text and corresponds to the explicit use of linguistic resources to establish the links between statements. Using pronouns, connectors, are some of these resources. "

- Text Superstructure

PEREZ, M. (2000:122) states that "it is the overall shape how the text components are organized. The logical schema of text organization. The story: opening, conflict, closing. News: what, how, when, where. Expository: comparative (parallel, contrasts, analogies). Argumentative texts: essay (thesis, arguments, examples). Scientific texts (problem or phenomenon, hypothesis, explanation)".

- Text Cohesion

CASSANY, Daniel et al. (1998: 319) states that it is the text property whereby it establishes a clear relationship between different elements of the text. This relationship reflects the informative development of a text, which is embodied in syntactic and semantic units properly intertwined. "

- Thematic Progression

PEREZ, M. (2000:122) notes that the thematic progression "refers to the monitoring and control of a central theme throughout the text and the semantic definition of linguistic units that correspond to sub topics".

- Style

PEREZ, M. (2000:122) believes that "it is the appropriation and mastery of different text types and different registers of language, in a style that is different from the others.

- Lexicon

PEREZ, M. (2000:122) believes that the lexicon "refers to the selection of a type of language in response to the audience of the text, to a communicative intention and context".

- Mechanics

It is the proper use of spelling rules to achieve a good level of writing: capitalization and punctuation.

Besides the formal properties of written texts, KINNEAVY, J. R. & WARRINER, J. on their book "Elements of Writing". Revised Edition. Harcourt Brace & Company: 1998 consider these aspects about essay writing as presented below:

The following are the stages that are involved in writing an essay.

1. Prewriting:
2. Planning
3. Drafting

4. Editing

In writing an essay there are a lot of different factors to think about. Here is a simple list of the main things learners must consider when writing an essay:

1. What is the purpose or requirement of your essay question?
2. What do you know about the subject?
3. Which aspects of the subject do you need to think about more carefully
4. Is there any more information you need?
5. How will you support and develop your ideas?
6. What is appropriate, relevant and interesting?
7. How can you organize your ideas well?
8. Who is your reader? How can you best express your ideas to him or her?
9. What problems might the reader have? What questions might he ask? What might he find difficult?
10. How should you introduce and conclude your essay?
11. Is your grammar, punctuation, spelling correct? Does it convey the meaning you want it to?
12. Is your structure clear?

Besides this, learners have to take into account different types of writing in order to take the best decision before writing an essay or article depending on their needs and audience. These are:

Personal writing	Public writing	Creative writing
Diaries Journals Shopping lists Reminders for oneself Packing lists Addresses Recipes	Letters of - enquiry - complaint - request Form filling Applications (for memberships)	Poems Stories Rhymes Drama Songs Autobiography
Social writing	Study writing	Institutional writing
Letters Invitations Notes – of condolence _ of thanks _ of congratulations Cablegrams Telephone messages Instructions - to friends - to family	Making notes while reading Taking notes from lectures Making a card index Summaries Synopses Reviews Report of - experiments - workshops - visits Essays Bibliographies	Agendas Minutes Memoranda Reports Reviews Contracts Business letter Public notices Advertisements Posters Instructions Speeches Applications Curriculum vitae Specifications Note-making

Source: KINNEAVY, J. R. &WARRINER, J. Elements of Writing.Revised Edition. Harcourt Brace & Company: 1998.

Learners also have to internalize that the writing process is a serious task which they cannot learn at once but developing different activities step by step each class, taking into account why and specially how to write.

2.4.The Writing process

Writing Processes

CASSANY, Daniel et al. (1998: 39)defines the writing process as "the ability to apply the student when using written language appropriately to the situation, the context, taking into account the textual coherence and

cohesion, thematic progression of ideas, text structure, vocabulary, style, and spelling ". Thus, Cassany underlines the importance of the aspects described in the above and forthcoming sections.

Writing Methodological Approaches

CASSANY, D. (1990:13) states that three basic methodological approaches in teaching higher processes of writing can be distinguished, these are:

- Approach based on Grammar:

It starts in the school context of teaching writing in the mother tongue, and then transferred and adapted to the teaching of writing in language 2. The basic idea is that to learn to write the grammar of the language must first mastered.

- Approach based on functions:

It starts in the context of teaching a second language and, in particular, within a communicative methodology. According to this view, language is not a closed set of skills that students need to memorize, but a useful communication tool to get things.

- Approach based on the process:

Findings by researchers meant the recognition that successful writing is not enough to have good knowledge of grammar or master the use of language, but also need to master the composing process: namely brainstorming, outlining, review a draft, edit, and rephrase a text as it is summarized in the following table:

Prewriting	Thinking and planning: thinking about your purpose and audience; determining what you are going to write about; collecting ideas and details; creating a plan for presenting ideas.
Writing	Writing a first draft: expressing ideas and details in sentences and paragraphs; carrying out the writing plan.
Evaluating and Revising	Reviewing the draft to decide what works well and what does not; changing the draft to improve it.
Proofreading and Publishing	Finding and correcting mistakes; writing or printing out a final copy; sharing it with an audience

This investigation will focus most on the use of this specific approach. When following an approach based on the process, learners need to identify the aims of writing in order them to focus their attention on a specific idea for writing and understand other people's writing ideas as presented in the following tables:

The Aims of Writing

Expository	Informative: Writers sometimes want to give facts or others kinds of information. Explanatory: Writers may want to explain something in detail. Exploratory: Writers may also investigate in depth a complex idea or seek an answer to a question.
Persuasive	Writers often want to convince others to accept an idea or take a specific action.
Self-Expressive	Sometimes writers simply want to express personal feelings or thoughts.
Literary	Writers also create imaginative works – novels, short stories, poems, plays, songs.

Source: KINNEAVY, J. R. &WARRINER, J.Elements of Writing.Revised Edition.Harcourt Brace & Company: 1998.

Aim-The “Why” of Writing

WHY PEOPLE WRITE	
To express themselves	To understand themselves better; to find some kind of meaning in their own lives.
To inform, to explain, or to explore	To provide knowledge, facts, or data to other people; to make something clear or understandable; to investigate an idea or problem.
To persuade	To convince other people to do something or believe something
To create literary works	To be creative with language; to say something in a unique way

Source: KINNEAVY, J. R. &WARRINER, J. Elements of Writing.Revised Edition.Harcourt Brace & Company: 1998.

As part of the writing process defined by CASSANY and applied in this investigation, FLOWER (1985) cited by CASSANY, Daniel et al. (1998)developed a series of steps to compose a text, and these are:

Step 1: Explore the rhetorical problem.

Step 2: Make a plan.

Step 3: Generate new ideas.

Step 4: Organize ideas.

Step 5: Know the needs of your reader.

Step 6: Transforming prose writer in prose reader.

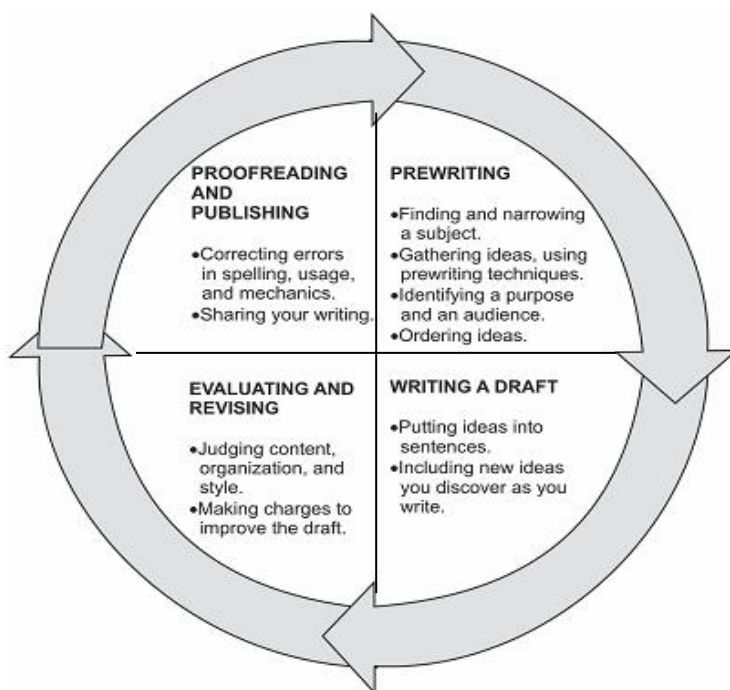
Step 7: Review the product and purpose.

Step 8: Evaluate and correct writing.

Step 9: Correction of the connectors and consistency.

The stages mentioned above can be summarized in the following wheel:

Process: The How of Writing



Source: KINNEAVY, J. R. & WARRINER, J. Elements of Writing. Revised Edition. Harcourt Brace & Company: 1998.

Evaluating and revising a piece of writing should be done by consciously following not only a general and logical criteria but following some guidelines to avoid subjective opinions which are described below.

2.5. Stages of text production

The Ministry of Education in Peru (2003:22) identifies three stages in the production of texts, these are:

- Planning

It corresponds to the generation and selection of ideas, the development of previous schemes, decisions on the organization of discourse, analysis of the characteristics of potential readers and the communicative context, as well as the most appropriate strategies for planning the text.

- Text Construction

It is the act of writing down what has been envisaged in the plan. What has been thought leads to linguistic information, and this involves taking a series of decisions about spelling, syntax and discourse structure.

- Review

This stage is aimed at improving what occurred in the text construction. Here, the main tasks are to work on close reading and shared writing to detect cases of inconsistency, gaps, or other aspects that need improvement.

Once the actual text has been produced, the writing process is not yet over. The last stage requires one to review their work with a specific set of guidelines, which is explained in the following section:

2.6. Guidelines for evaluating and revising

Learners need to judge their pieces of writing in order to check mistakes and make corrections through individual or peer work or taking into account the teacher's suggestions to improve the draft. The following guidelines can be a helpful resource to avoid misunderstanding and also develop critical thinking as they will judge their own work in order to improve their pieces of writing. This will also help learners to become reflective practitioners which is pertinent and essential in language teachers.

Evaluation guide technique

CONTENT

1	Is the writing interesting?
---	-----------------------------

Add examples, an anecdote, dialogue, and additional details.
Cut or replace repetitious or boring details.

ORGANIZATION

2	Does the writing achieve the intended purpose?
---	--

Add explanations, descriptive details, arguments, or narrative details

3	Are ideas given sufficient support?
---	-------------------------------------

Add more details, facts, and examples to support your topic.

4	Are all ideas or details related to the topic or main idea?
---	---

Cut irrelevant or distracting information.

5	Are unfamiliar terms explained in the most effective order?
---	---

Add definitions or other explanations of unfamiliar terms.
Replace unfamiliar terms with familiar ones.

STYLE

6	Are ideas and details arranged in the most effective order?
---	---

Reorder ideas and details to make the meaning clear.

7	Are connections between ideas and sentences logical and clear?	Add transition words or phrases (such as therefore, for example, and because) or sentences to link ideas.
8	Is the meaning clear?	Cut clichés, or replace with specific details and fresh comparisons.
9	Is the writing style fresh and interesting?	Replace vague or unclear wording with precise words and phrases.
10	Is the level of language appropriate for the audience and purpose?	Replace formal words with more conversational words and phrases to create an informal tone. To create a more formal tone, replace slang, contractions, and colloquial language.
11	Do sentences read smoothly?	Reorder to vary sentence beginnings. Reword to vary sentence structure.

Source: KINNEAVY, J. R.& WARRINER, J. Elements of Writing. Revised Edition. Harcourt Brace & Company: 1998.

Learners have to be aware that writing a text should be taken seriously, for that reason, while writing their essays or paragraphs, they have to stop for a while and analyze what and how they are writing by considering the following guidelines for proofreading before publishing their texts:

GUIDELINES FOR PROOFREADING	
1.	Is every sentence a complete sentence, not a fragment or run-on?
2.	Does every sentence end with the appropriate punctuation mark? Are other punctuation marks correct?
3.	Does every sentence begin with a capital letter? Are all proper nouns and appropriate proper adjectives capitalized Does every verb agree in number with its subject?
4.	Are verb forms and tenses used correctly?
5.	Are subject and object forms of personal pronouns used correctly?
6.	Does every pronoun agree with its antecedent in number and in gender? Are pronoun references clear?
7.	Are frequently confused words (such as fewer and less, effect and affect) used correctly?
8.	Are all words spelled correctly? Are the plural forms of nouns correct?
9.	Is the paper neat and in correct manuscript form?

Source: KINNEAVY, J. R.& WARRINER, J. Elements of Writing. Revised Edition.Harcourt Brace & Company: 1998.

It would be difficult and confusing to look at all of these factors at once. Thinking about them in a random order would also be confusing and ineffective. However, the process of thinking about all these things is not so complex if we approach them at different stages of the essay writing process.

In this process, learners have to internalize that an essay is an answer to a specific question or a response to a specific task, so while proofreading and editing is important; the most important thing to ensure in an essay is to answer the question. Learners could write a very informative, well-written, perfect-English composition but if it does not answer the question directly then, as an essay, it is ineffective and you will not be able to achieve a high mark. The information, ideas and opinions must always be very specific to the task and purpose of the essay. Any

information that is not specific to the question is irrelevant and useless (even though it might be interesting by itself).

There is no point in simply writing down everything learners know about the general subject if it does not apply to the specific task that they are being asked address.

It is important that learners think carefully about what is being asked of them so that they can fulfill the criteria. Spending time thinking about the question will prevent learners from writing down everything they know about the subject without any form or purpose. The following pre writing techniques can also help learners to start writing consciously and properly preventing them of lack of organization and outlining their text before starting to write.

PREWRITING TECHNIQUES	
Writer's Journal	Recording personal experiences and observations
Free writing	Writing for a few minutes about whatever comes to mind.
Brainstorming	Listing ideas as quickly as they come to mind.
Clustering	Using circles and lines to show connection between ideas.
Asking Questions	Using the reporter's 5w-How? Questions.
Observing	Observing details of sight, sound, smell, taste, touch.
Imagining	Probing your imagination for ideas, often using a "What If?" approach.
Reading with a Focus	Reading to find specific information.
Listening with a Focus	Listening to find specific information. Information

Source: KINNEAVY, J. R. & WARRINER, J. Elements of Writing. Revised Edition. Harcourt Brace & Company: 1998.

As in any other foreign language skill (reading, listening, speaking and writing), in order to apply the above stages of the writing process and produce an acceptable piece of writing, one must understand one's own abilities, specifically metacognition:

2.7. Metacognition and Writing

VARGAS, E. & ARBELAEZ, M. (2002:11) argue that "as metacognition has to do with the knowledge that a person has about their characteristics and limitations of their own cognitive resources and with control and regulation that they can have on such resources, then metacognitive skills apply not only to reading but also to writing, speaking, listening, problem solving and any other domain where cognitive processes are involved. Metacognition generates independent learning."In this regard, metacognition in writing also involves control and self-regulation processes. Text production therefore involves having knowledge of the following aspects:

- The subject or topic on which to write.
- The types of text and its writing.
- The characteristics of the audience to whom the text is addressed.
- The linguistic and grammatical aspects (correction, cohesion, coherence).
- The characteristics of the communicative context (adaptation).
- Strategies for writing the text and for self-regulation of the same.

Zemach, D. & Rumisek, L (2005) in their book "Academic Writing: from paragraph to essay" consider the following aspects of what writing a paragraph implies:

2.8. What is a paragraph?

A piece of text containing:

- One clear idea (the main idea). This usually comes at the start of the sentence and introduces what the paragraph will discuss.

- Information which links onto the last paragraph and joins onto the next
- Has supporting sentences which add detail, facts, proof and evidence to support your main idea, your principle sentences.
- Signposts, which tell the reader what the paragraph is discussing and why
- Concluding sentences which conclude the points in the paragraph and perhaps add an opinion with regard to them.

While having a well written paragraph is important, an essay is not complete unless the different paragraphs are connected, creating a unified coherent whole.

2.9. Coherence in Writing

What is coherence? When a text is unified and coherent, the reader can easily understand the main points.

Creating an outline helps make a well-organized essay. When organizing your ideas, think about what type of organization is the best for your topic or essay type. Here are some examples of types of writing and good ways to organize them.

Type of Writing	Type of Organization
Chronology (historical events, personal narratives, processes)	Order by time or order of events / steps
Description	Order by position, size, and shape of things
Classification	Group ideas and explain them in a logical order
Comparison / contrast	Organize in point-by-point or block style
Argumentation / persuasion and cause / effect	Order from least important to most important

Cohesive Devices

What is a cohesive device?

Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. In this unit, we'll look at transitions, pronoun references, and repetition of key ideas.

Transitions

There are many transition words and phrases in English that are used to connect sentences together or relate ideas to one another. Here are several types of writing and some common transitions that are used with them.

Chronology	Comparison	Contrast	Additional Information	Examples	Cause And effect	Concluding Ideas
before after next since first, second while when	Likewise Compared to Similarly Asas and	However On the other Hand But Yet In spite of In contrast Although instead	And Also In addition In fact Furthermore Moreover Another... Is / was	For example In general Generally For instance Specifically In particular	Therefore So Thus As a result Since Because	In conclusion In summary Finally Therefore To conclude To summarize

Source: Zemach, D. & Rumisek, L. (2005). Academic Writing from paragraph to essay - Macmillan

The above theoretical framework considered for this research was displayed step by step to the learners during the application of the program followed by constant practice and self, peer and teacher correction.

The theoretical framework outlined in this chapter, forms the basis of the investigation. This framework contributed to the formation of the methodology and investigation process used in this specific investigation which is described in the next chapter.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

3.1. Investigation Type

The research design is quasi-experimental with control and experimental group with pre and post test.

A research is considered quasi-experimental when the phenomenon is caused or manipulated. The investigator determines the values of the independent variables according to their convenience to be able to see the effects which cause such variation in the dependent variables, but it does not exercise the degree of control characterized by the experimental one.

3.2. Investigation Design

The research population consists of students from third level of the specialty of Foreign Languages- UNAP – 2012.

The sample consisted of 46 students enrolled in the course of English Composition, specialty of Foreign Languages at the UNAP.

An entry test and an end-of-term test were applied both for the experimental group and the control group.

This design presents the following scheme:

O₁: Control Group
O₂: Experimental Group
X: Intervention

O₁-----O₁
O₂-----X-----O₂

3.3. Population and sample

The research was conducted in a classroom using the development of the subject English Composition, specialty Foreign Language Faculty of Educational Sciences and Humanities at the University of the Peruvian Amazon during the year 2012. The class was divided randomly into two groups (control and experimental). It was expected that the experimental group at the end of the implementation of the program showed improvement over the control group. The group members were assigned at random, 23 students for the experimental group and 23 for the control group and the total sample was subjected to an entrance test. The program was applied with the experimental group whereas the control group continued with their normal activities. In addition to this we used the observation technique at the time of application and practical exercises conducted during the development of the program.

3.4. Variables

For this study, the following independent and dependent variables were considered:

X: Writing learner training programme		
Y: Learning achievement in text production	Text Coherence Textual Cohesion. Style Lexicon Text Structure Mechanics	Excellent (3) Good (2) Average (1) Poor(0)

3.5. Techniques and Instruments for gathering of data

The following techniques were considered to gather data in order to measure the learners' achievement in following the writing process properly.

- Achievement Testing: To measure the students' progress on writing argumentative texts by following the program on process writing.
- Observation: An observation sheet was first designed and then used by the teacher to observe learner's progress each class.
- Diary keeping: Students wrote a diary at the end of each week in order to synthesize, criticize, analyze and reflect on their learning process.
- Peer-evaluation sheet: Students corrected their pieces of writing using a rubric presented by the teacher at the end of each part of the writing process.

3.6. Data Analysis

Once data was collected it was organized in tables and graphs according to the results of the pre-tests and post-tests. For descriptive data analysis, the percentage was used .To test the hypothesis, inferential statistics was used with the Pearson Chi-Square test and Independence of criteria. The procedure was computerized; the statistical program SPSS version 10.0 for Windows XP was used.

This statistical analysis of data is presented below by graphs and tables explained deeply for each one of the indicators of this research and considered in the Evaluation Checklist for the Writing Text Performance: Text Coherence, Text Structure, Text Cohesion, Style, Lexicon and Mechanics.

This investigation was completed using the above methodology and analysis which produced the results explained in the next chapter.

CHAPTER IV

RESULTS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

4.1. RESULTS

The graphs and charts below show clearly the statistical analysis for each one of the levels of performance in writing developed in this research.

Graph1

Text coherence performance comparing the control and experimental group before the training program application on the Foreign Language Students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

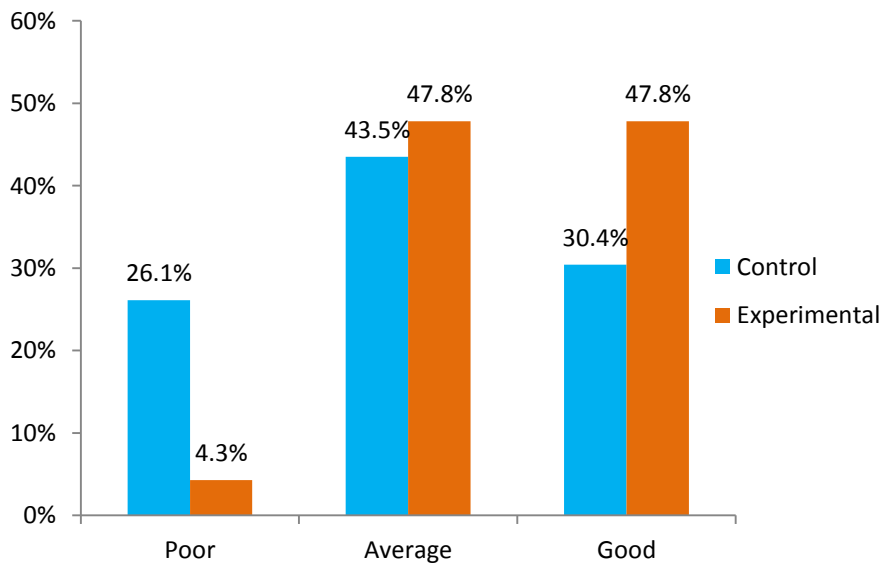


Chart N° 1

Text coherence performance comparing the control and experimental group before the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMANC E IN TEXT COHERENCE	STUDY GROUP				Total	
	Control		Experimental			
	Nº	%	Nº	%	Nº	%
Poor	6	26,1	1	4,3	7	15,2
Average	10	43,5	11	47,8	21	45,7
Good	7	30,4	11	47,8	18	39,1
Total	23	100,0	23	100,0	46	100,0

$$X^2 = 4,508 \quad gl = 2 \quad p = 0,105 \quad (p > 0,05)$$

Source: Assessment administered to students

The table 1 shows the control and experimental groups results before the training program application in order to measure textual coherence where the control group, 26,1% (6 students) achieved the level poor, 43,5% (10 students) level average and 30,4% (7 students) level good; in the experimental group, 4,3% (1 student) achieved the level poor, 47,8% (11 students) level average and good respectively. The levels of performance of the Text Coherence test were homogeneous in both groups as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 4.508, degree of freedom 2 and the value of $p=0,105$. It indicates there is not statistical significance in the test showing that the control group results are equal to the experimental group before the program application.

Graph2

Text structure performance comparing the control and experimental group before the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

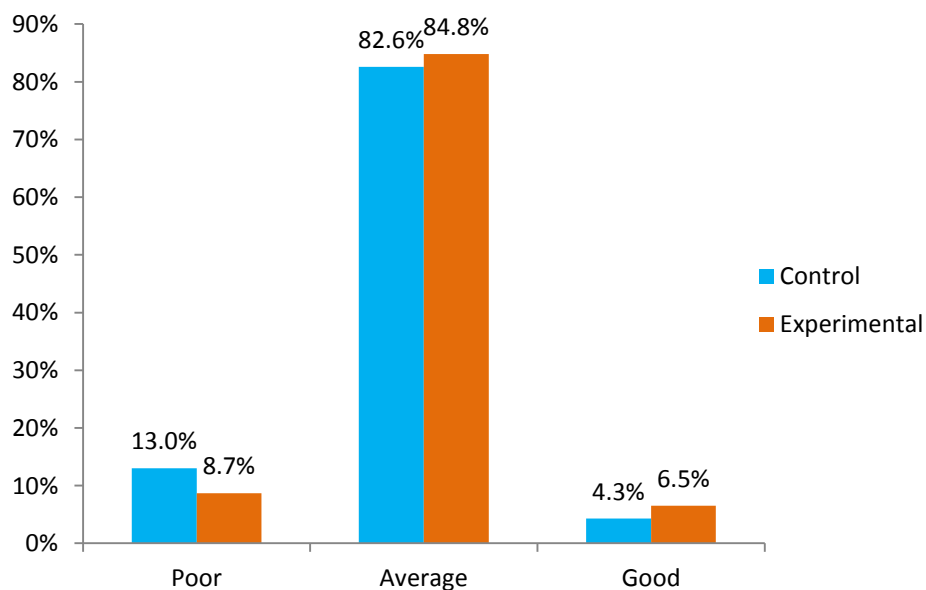


Chart N° 2

Text structure performance comparing the control and experimental group before the training program application on the ForeignLanguage students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMAN CE IN TEXT STRUCTURE	STUDY GROUP				Total	
	Control		Experimental			
	Nº	%	Nº	%	Nº	%
Poor	3	13,0	1	8,7	4	8,7
Average	19	82,6	20	84,8	39	84,8
Good	1	4,3	2	6,5	3	6,5
Total	23	100	23	100	46	100,0

$\chi^2 = 1,359$ gl= 2 p = 0,507 (p > 0,05)

Source: Assessment administered to students

The table 2 shows the control and experimental group results before the training program application in order to measure the students' performance in text structure where in the control group, 13,0% (3 students) achieved the level poor, 82,6% (19 students) level average and 4,3% (1 student) level good; in the experimental group, 8,7% (1 student) achieved the level poor, 84,8% (20 students) level average, and 6,5% (2 students) level good. The levels of performance of the Text Structure test were homogeneous in both groups as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 1,359, degree of freedom 2 and the value of p= 0,507. It indicates that there is no statistical significance in the test, showing that the control group results are equal to the experimental before the program application.

Graph 3

Textual cohesion performance comparing the control and experimental group before the program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

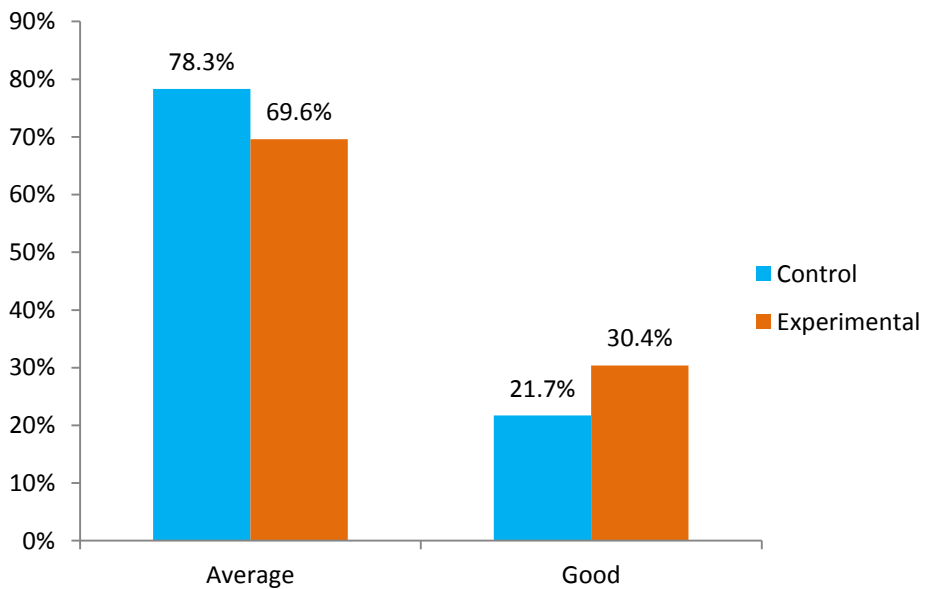


Chart N° 3

Textual cohesion performance comparing the control and experimental group before the program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMANCE IN TEXT COHESION	STUDY GROUP				Total	
	Control		Experimental			
	Nº	%	Nº	%	Nº	%
Average	18	78,3	16	69,6	34	73,9
Good	5	21,7	7	30,4	12	26,1
Total	23	100,0	23	100,0	46	100,0

$$X^2 = 0,451 \text{ gl} = 1 \quad p = 0,502 \quad (p > 0,05)$$

Source: Assessment administered to students

The table 3 shows the control and experimental group results before the training program application in order to measure the students' performance in text cohesion where in the control group, 78,3% (18 students) achieved the level average and 21,7% (5 students) level good; in the experimental group, 69,6% (16 students) achieved the level average and 30,4% (7 students) level good. The levels of performance of the Text Cohesion test were homogeneous in both groups as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 0,451, degree of freedom 1 and the value of $p = 0,502$. It indicates that there is no statistical significance in the test, showing that the control group results are equal to the experimental before the program application.

Graph 4

Text style performance comparing the control and experimental group before the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

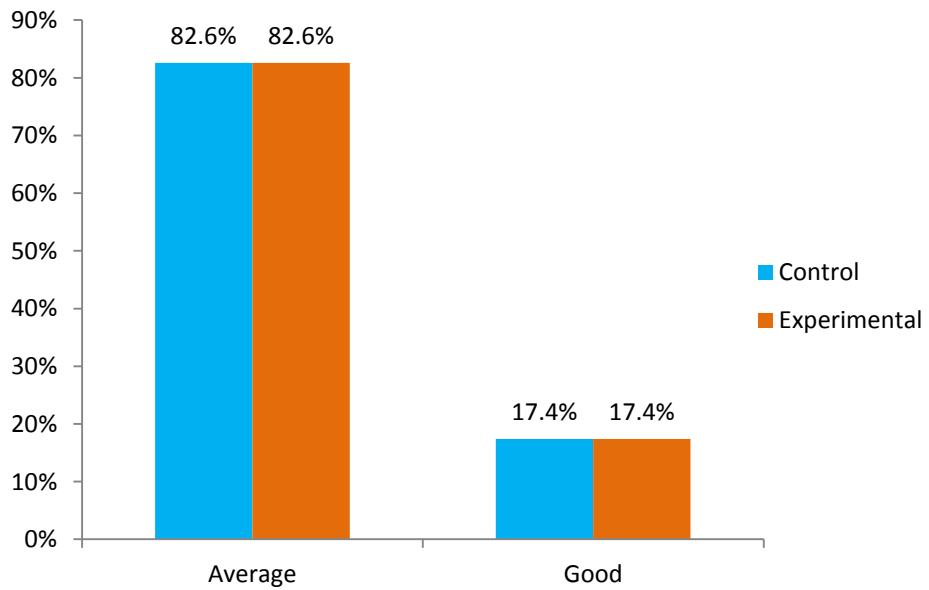


Chart N° 4

Text style performance comparing the control and experimental group before the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMAN CE IN TEXT STYLE	STUDY GROUP				Total	
	Control		Experime ntal			
	Nº	%	Nº	%	Nº	%
Average	19	82,6	19	82, 6	38	82,6
Good	4	17,4	4	17, 4	8	17,4
Total	23	100, 0	23	100 ,0	46	100, 0

$$X^2 = 0,000 \text{ gl} = 1 \quad p = 1,000 \quad (p > 0,05)$$

Source: Assessment administered to students

The table 4 shows the control and experimental group results before the training program application in order to measure the students' performance in text style where in the control group, 82,6% (19 students) achieved the level average and 17,4% (4 students) level good; in the experimental group, 82,6% (19 students) achieved the level average and 17,4% (4 students) level good. The levels of performance of the Text style test were homogeneous in both groups as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 0,000, degree of freedom 1 and the value of $p = 1,000$. It indicates that there is no statistical significance in the test, showing that the control group results are equal to the experimental before the program application.

Graph 5

Lexicon performance comparing the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

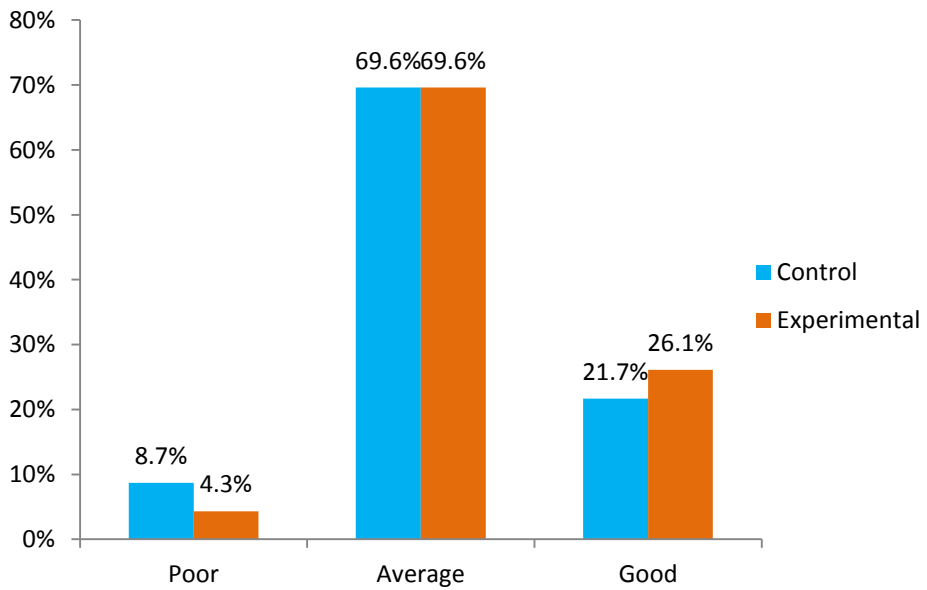


Chart N° 5

Lexicon performance comparing the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMAN CE IN LEXICON	STUDY GROUP				Total	
	Control		Experime ntal			
	Nº	%	Nº	%	Nº	%
Poor	2	8,7	1	4,3	3	6,5
Average	16	69,6	16	69,6	32	69,6
Good	5	21,7	6	26,1	11	23,9
Total	23	100,0	23	100,0	46	100,0

$$X^2 = 0,424 \quad gl = 2 \quad p = 0,809 \quad (p > 0,05)$$

Source: Assessment administered to students

The table 5 shows the control and experimental group results before the training program application in order to measure the students' performance in lexicon where in the control group, 8,7% (2 students) achieved the level poor, 69,6% (16 students) level average and 21,7%, level good; in the experimental group, 4,3% (1 student) achieved the level poor, 69,6% level average and 26,1% (6 students) level good. The levels of performance of the test in Lexicon were homogeneous in both groups as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 0,424, degree of freedom 2 and the value of $p = 0,809$. It indicates that there is no statistical significance in the test, showing that the control group results are equal to the experimental before the program application.

Graph 6

Mechanics performance comparing the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

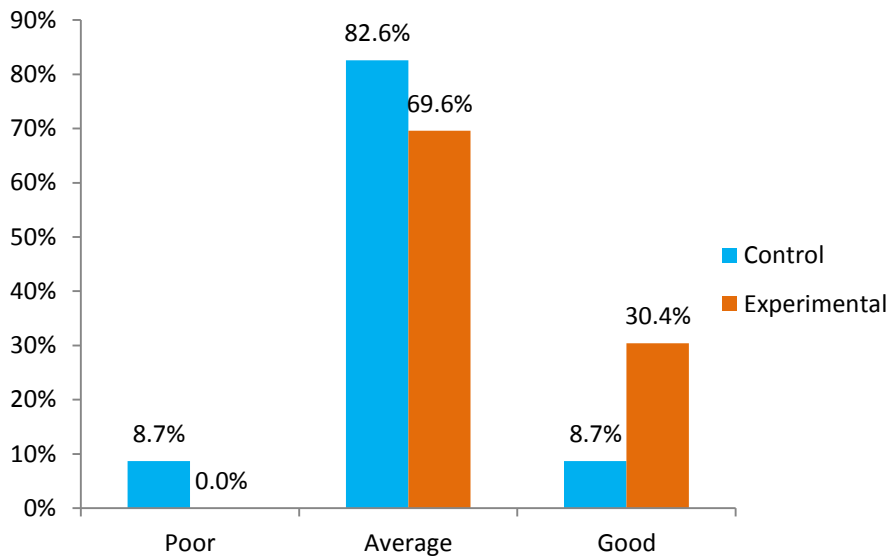


Chart N° 6

Mechanics performance comparing the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMAN CE IN MECHANICS	STUDY GROUP				Total	
	Control		Experime ntal			
	Nº	%	Nº	%	Nº	%
Poor	2	8,7	0	0,0	2	4,3
Average	19	82,6	16	69, 6	35	76,1
Good	2	8,7	7	30, 4	9	19,6
Total	23	100, 0	23	100 ,0	46	100, 0

$$X^2 = 5,035 \text{ gl} = 2 \quad p = 0,081 \quad (p > 0,05)$$

Source: Assessment administered to students

The table 6 shows the control and experimental group results before the training program application in order to measure the students' performance in mechanics where in the control group, 8,7% (2 students) achieved the level poor, 82,6% (19 students) level average, 8,7% (2 students) level good; in the experimental group, 0,0% (0 students) achieved the level poor, 69,6% (16 students) level average, 30,4 (7 students) level good. The levels of performance of the test in Mechanics were homogeneous in both groups as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 5,035, degree of freedom 2 and the value of $p = 0,081$. It indicates that there is no statistical significance in the test, showing that the control group results are equal to the experimental before the program application.

Graph 7

Total comparison on writing performance achieved by the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

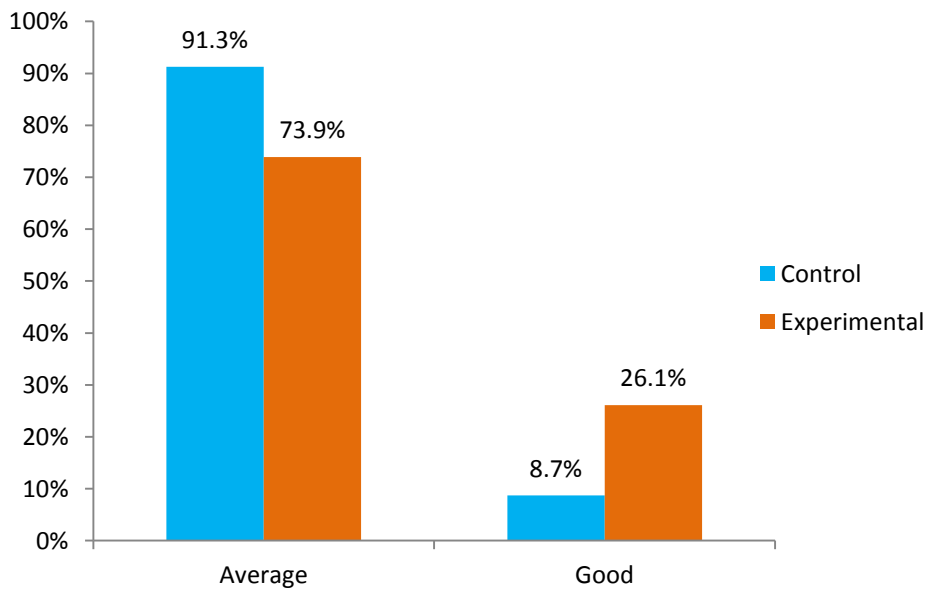


Chart N° 7

Total comparison on writing performance achieved by the control and experimental group before the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF GLOBAL ACHIEVEMENT IN WRITING	STUDY GROUP				Total	
	Control		Experimental			
	Nº	%	Nº	%	Nº	%
Average	21	91,3	17	73,9	38	82,6
Good	2	8,7	6	26,1	8	17,4
Total	23	100,0	23	100,0	46	100,0

$$X^2 = 2,421 \quad gl = 1 \quad p = 0,120 \quad (p > 0,05)$$

Source: Assessment administered to students

About the levels of writing globally before the training program application (Chart 7) the control and experimental group results before the training program application in order to measure the students' global achievement in writing, were in the control group, 91,3% (21 students) achieved the level average, 8,7,% (2 students) level good; in the experimental group, 73,9% (17 students) achieved the level average, 26,1% (6 students) level good. The levels of performance of the test globally were homogeneous in both groups as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 2,421, degree of freedom 1 and the value of $p = 0,120$. It indicates that there is no statistical significance in the writing achievement, showing that the control group results are equal to the experimental in writing achievement before the program application.

Graph 8

Text coherence performance comparing the control and experimental group after the training program application on the Foreign Language Students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

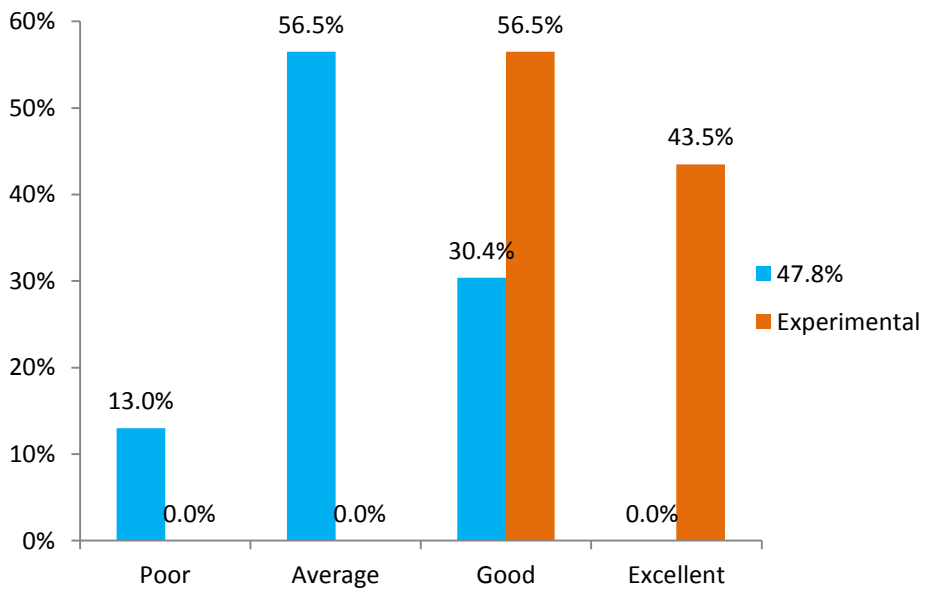


Chart N° 8

Text coherence performance comparing the control and experimental group after the training program application on the Foreign Language Students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMAN CE IN TEXT COHERENCE	STUDY GROUP				Total	
	Control		Experimental			
	Nº	%	Nº	%	Nº	%
Poor	3	13,0	0	0,0	3	6,5
Average	13	56,5	0	0,0	13	28,3
Good	7	30,4	13	56,5	20	43,5
Excellent	0	0.0	10	43,5	10	21,7
Total	23	100,0	23	100,0	46	100,0

$$X^2 = 27,800 \text{ gl} = 3 \quad p = 0,000 \quad (p < 0,05)$$

Source: Assessment administered to students

Table 8 shows the control and experimental groups results after the training program application in order to measure textual coherence where the control group, 13,0% (3 students) achieved the level poor, 56,5% (13 students) level average, 30,4% (7 students) level good there were no students in level excellent; in the experimental group, 56,5% (13 students) achieved the level good, 43,5% (10 students) level excellent . The levels of performance of the Text Coherence test were significantly different among the control and experimental groups as a result of the program application, as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 27,800, degree of freedom 3 and the value of $p = 0,000$ ($p < 0,05$). It indicates there is significant difference in favour of the experimental group, this demonstrates the specific hypothesis of the research as it says: “The effect of a Learner Training Program into Foreign Language Learners’ Writing at the Faculty of Education and Humanities –UNAP-2013 is meaningful in **Text Coherence**”.

Graph 9

Text structure performance comparing the control and experimental group after the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

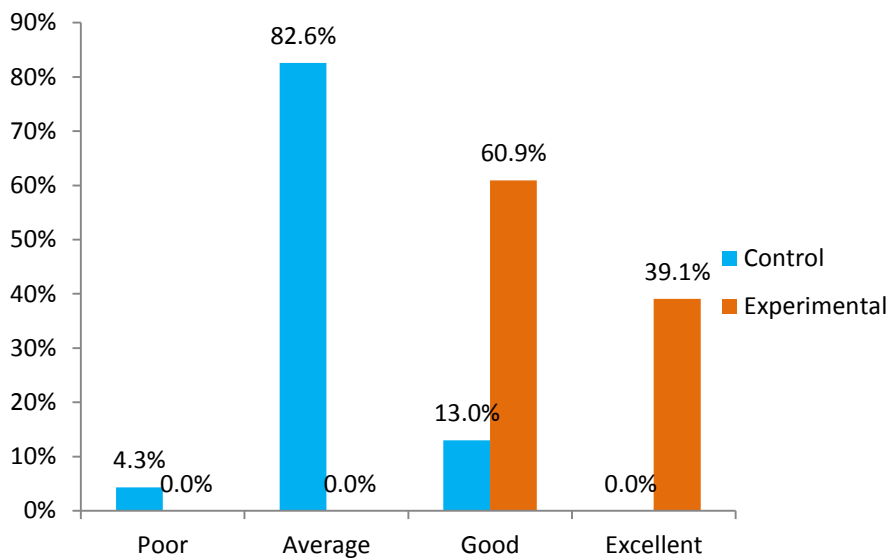


Chart N° 9

Text structure performance comparing the control and experimental group after the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMAN CE IN TEXT STRUCTURE	STUDY GROUP				Total	
	Control		Experimental			
	Nº	%	Nº	%	Nº	%
Poor	1	4,3	0	0,0	1	2,2
Average	19	82,6	0	0,0	19	41,3
Good	3	13,0	14	60,9	17	37,0
Excellent	0	0,0	9	39,1	9	19,6
Total	23	100,0	23	100,0	46	100,0

$$X^2 = 36,118 \text{ gl} = 3 \quad p = 0,000 \quad (p < 0,05)$$

Source: Assessment administered to students

The table 9 shows the control and experimental groups results after the training program application in order to measure text structure where in the control group, 4,3% (1 student) achieved the level poor, 82,6% (19 students) level average, 13,0% (3 students) level good and there were no students in level excellent; in the experimental group, 60,9% (14 students) achieved the level good, 39,1% (9 students) level excellent. The levels of performance of the Text structure test were significantly different among the control and experimental groups as a result of the program application, as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 36,118, degree of freedom 3 and the value of $p = 0,000$ ($p < 0,05$). It indicates there is significant difference in favor of the experimental group, this demonstrates the specific hypothesis of the research as it says: “The effect of a Learner Training Program into Foreign Language Learners’ Writing at the Faculty of Education and Humanities –UNAP-2013 is meaningful in **Text Structure**”.

Graph 10

Textual cohesion performance comparing the control and experimental group after the program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

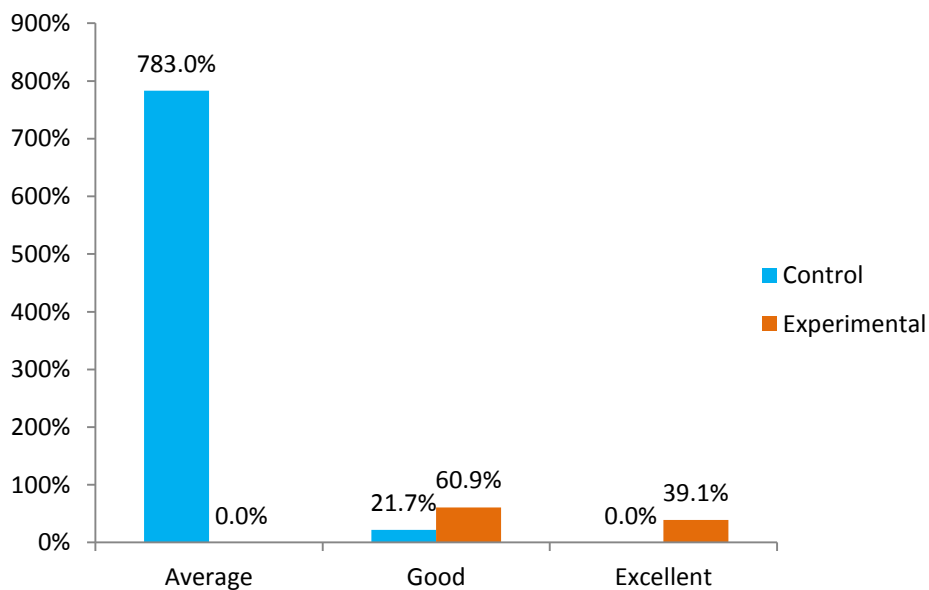


Chart N° 10

Textual cohesion performance comparing the control and experimental group after the program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMA NCE IN TEXT COHESION	STUDY GROUP				Total	
	Control		Experiment al			
	Nº	%	Nº	%	Nº	%
Average	18	78,3	0	0,0	18	39,1
Good	5	21,7	4	60,9	19	41,3
Excellent	0	0,0	9	39,1	9	19,6
Total	23	100,0	23	100,0	46	100,0

$$X^2 = 31,263 \text{ gl} = 2 \quad p = 0,000 \quad (p < 0,05)$$

Source: Assessment administered to students

The table 10 shows the control and experimental group results after the training program application in order to measure text cohesion where in the control group, 78,3% (18 students) achieved the level average, 21,7% (5 students) level good, there were no students in level excellent; in the experimental group, 60,9% (4 students) achieved the level good, 39,1% (9 students) level excellent. The levels of performance of the Text Cohesion test were significantly different among the control and experimental groups as a result of the program application, as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 31,263, degree of freedom 2 and the value of $p = 0,000$ ($p < 0,05$). It indicates there is significant difference in favour of the experimental group, this demonstrates the specific hypothesis of the research as it says: "The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities –UNAP-2013 is meaningful in **Text Cohesion**".

Graph 11

Text style performance comparing the control and experimental group after the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

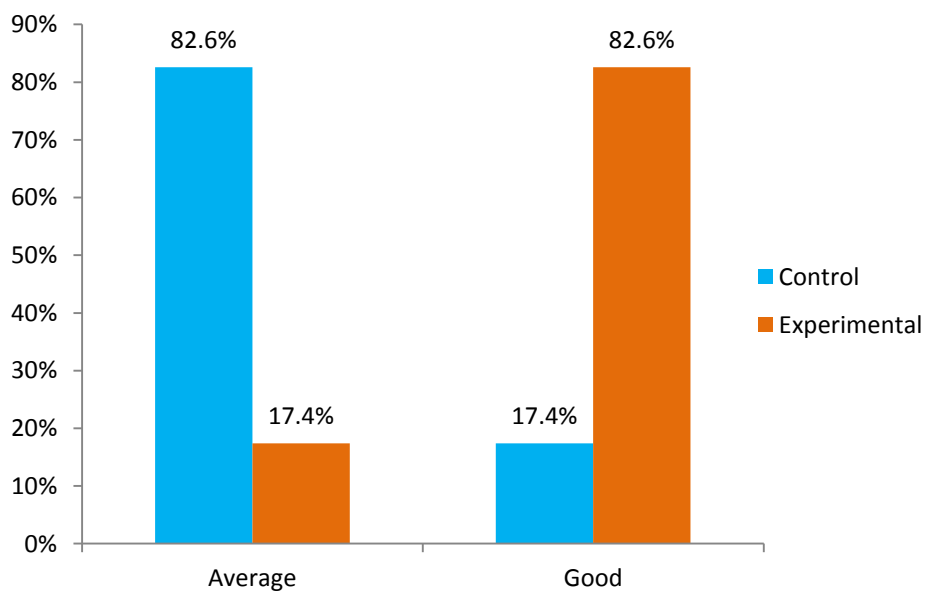


Chart N° 11

Text style performance comparing the control and experimental group after the training program application on the Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMAN CE IN TEXT STYLE	STUDY GROUP				Total	
	Control		Experime ntal			
	Nº	%	Nº	%	Nº	%
Average	19	82,6	4	17, 4	23	50,0
Good	4	17,4	19	82, 6	23	50,0
Total	23	100, 0	23	100 ,0	46	100, 0

$$X^2 = 19,565 \text{ gl} = 1 \quad p = 0,000 \quad (p < 0,05)$$

Source: Assessment administered to students

The table 11 shows the control and experimental groups results after the training program application in order to measure text style where the control group, 82,6% (19 students) achieved the level average, 17,4% (4 students) level good; in the experimental group, 17,4% (4 students) achieved the level average, 82,6% (19 students) level good . The levels of performance in Text style test were significantly different among the control and experimental groups as a result of the program application, as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 19,565, degree of freedom 1 and the value of $p = 0,000$ ($p < 0,05$). It indicates there is significant difference in favour of the experimental group, this demonstrates the specific hypothesis of the research as it says: “The effect of a Learner Training Program into Foreign Language Learners’ Writing at the Faculty of Education and Humanities –UNAP-2013 is meaningful in **Style**”.

Graph 12

Lexicon performance comparing the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

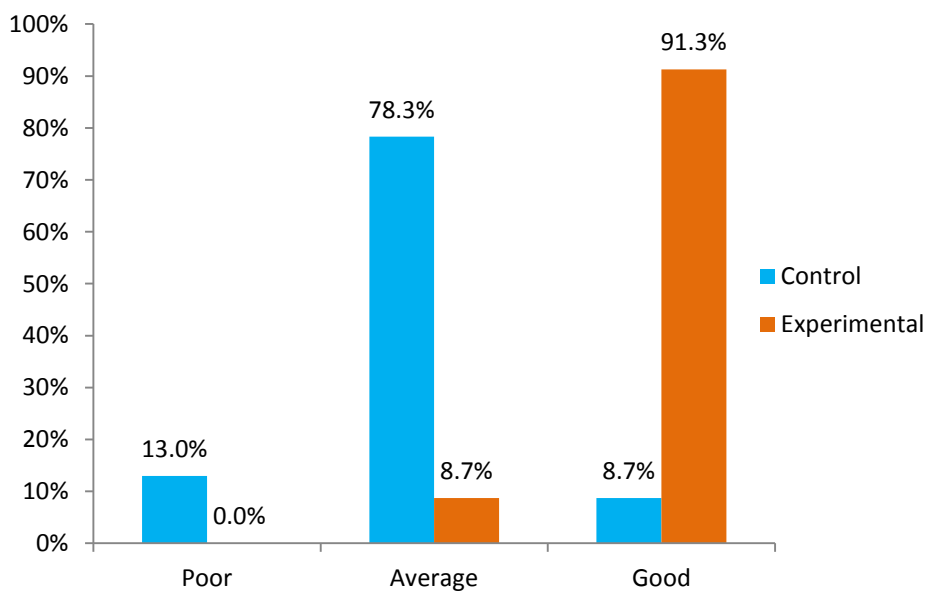


Chart N° 12

Lexicon performance comparing the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMAN CE IN LEXICON	STUDY GROUP				Total	
	Control		Experiment al			
	Nº	%	Nº	%	Nº	%
Poor	3	13,0	0	0,0	3	6,5
Average	18	78,3	2	8,7	20	43,5
Good	2	8,7	21	91,3	23	50,0
Total	23	100,0	23	100,0	46	100,0

$$X^2 = 31,496 \text{ gl} = 2 \quad p = 0,000 \quad (p < 0,05)$$

Source: Assessment administered to students

The table 12 shows the control and experimental groups results after the training program application in order to measure lexicon where the control group, 13,0% (3 students) achieved the level poor, 78,3% (18 students) level average, 8,7% (2 students) level good there were no students in level excellent; in the experimental group, 8,7% (2 students) achieved the level average, 91,3% (21 students) level good . The levels of performance of the test in Lexicon were significantly different among the control and experimental groups as a result of the program application, as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 31,496, degree of freedom 2 and the value of $p = 0,000$ ($p < 0,05$). It indicates there is significant difference in favour of the experimental group, this demonstrates the specific hypothesis of the research as it says: “The effect of a Learner Training Program into Foreign Language Learners’ Writing at the Faculty of Education and Humanities –UNAP-2013 is meaningful in **Lexicon**”.

Graph 13

Mechanics performance comparing the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

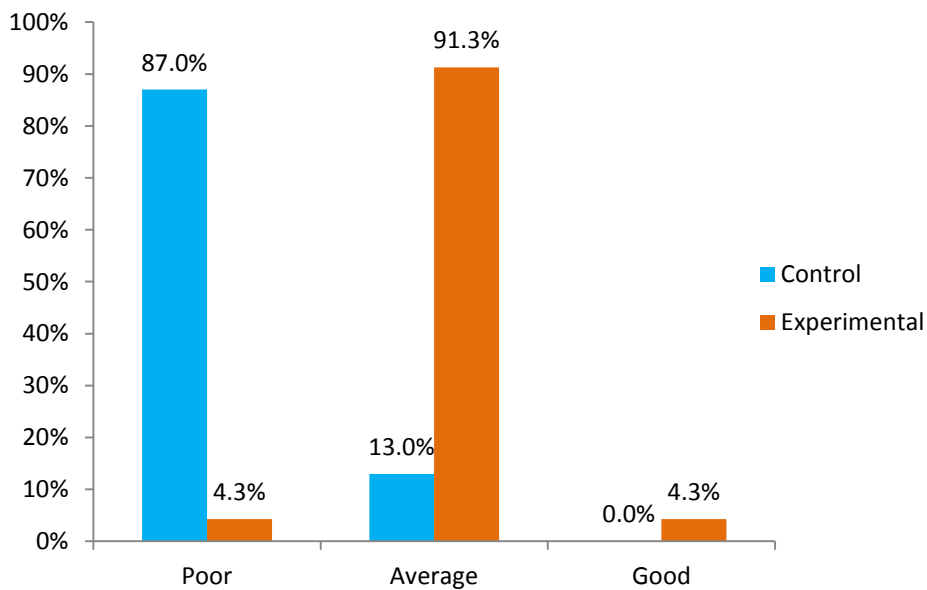


Chart N° 13

Mechanics performance comparing the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF PERFORMAN CE INMECHANI CS	STUDY GROUP				Total	
	Control		Experiment al			
	Nº	%	Nº	%	Nº	%
Poor	20	87,0	1	4,3	21	45,7
Average	3	13,0	21	91,3	24	52,2
Good	0	0,0	1	4,3	1	2,2
Total	23	100,0	23	100,0	46	100,0

$$X^2 = 31,690 \text{ gl} = 2 \quad p = 0,000 \quad (p < 0,05)$$

Source: Assessment administered to students

The table 13 shows the control and experimental groups results after the training program application in order to measure mechanics where in the control group, 87,0% (20 students) achieved the level poor, 13,0% (3 students) level average, there were no students in levels good and excellent; in the experimental group, 4,3% (1 student) achieved the level poor, 91,3% (21 students) level average and 4,3% (1 student) level good . The levels of performance of the Mechanics test were significantly different among the control and experimental groups as a result of the program application, as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 31,690, degree of freedom 2 and the value of $p = 0,000$ ($p < 0,05$). It indicates there is significant difference in favour of the experimental group, this demonstrates the specific hypothesis of the research as it says: “The effect of a Learner Training Program into Foreign Language Learners’ Writing at the Faculty of Education and Humanities –UNAP-2013 is meaningful in **Mechanics**”.

Graph 14

Total comparison on writing performance achieved by the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

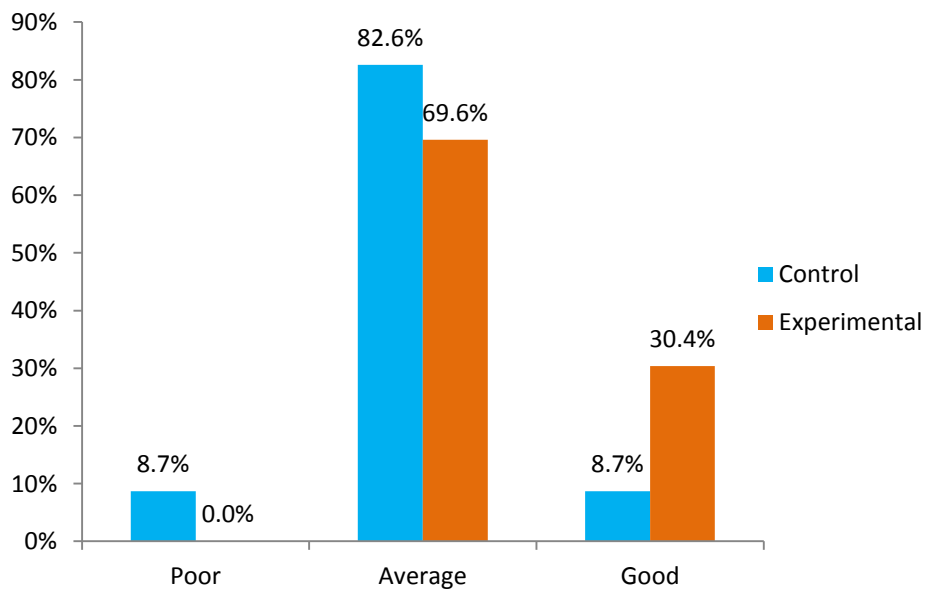


Chart N° 14

Total comparison on writing performance achieved by the control and experimental group after the training program application on Foreign Language students - Faculty of Educational Sciences and Humanities – National University of the Peruvian Amazon 2013.

LEVELS OF GLOBAL ACHIEVEMENT IN WRITING	STUDY GROUP				Total	
	Control		Experimental			
	Nº	%	Nº	%	Nº	%
Average	21	91,3	0	0,0	21	45,7
Good	2	8,7	18	78,3	20	43,5
Excellent	0	0,0	5	21,7	5	10,9
Total	23	100,0	23	100,0	46	100,0

$$X^2 = 38,800 \text{ gl} = 2 \quad p = 0,000 \quad (p < 0,05)$$

Source: Assessment administered to students

About the levels of writing globally after the training program application (Chart 14) the control and experimental group results after the training program application in order to measure the students' global achievement in writing were: in the control group, 91,3% (21 students) achieved the level average, 8,7% (2 students) level good; in the experimental group, 78,3% (18 students) achieved the level average, 26,7% (5 students) level excellent. The levels of performance of the test globally were significantly different as it is shown in the comparison test for both groups (The Pearson Chi-square) obtaining an estimated value of 38,800, degree of freedom 2 and the value of $p = 0,000$ ($p < 0,05$). It indicates that there is statistical significance in the writing achievement in favor of the experimental group, after the program application.

CONCLUSIONS

Overall, these results support the hypothesis of this research which states that the application of a Learner Training Program, applied at the Faculty of Education and Humanities-UNAP-2013, improves in a meaningful way Foreign Language Learners' writing skills.

After analyzing the levels of performance **globally before the training program application**, it was found that both, the experimental and control study groups, started in equal conditions, as it is shown in the statistical analysis for both groups. It indicates that there was no statistical significance in the writing achievement, showing that the control group results were equal to the experimental in writing achievement **before** the application of the program.

After the training program application, the results indicate there were significant differences across all of the levels of performance in favor of the experimental group. This means that upon participating in the

training workshop the students' writing skills were meaningfully improved, while those who received no training, as would be expected, did not have the chance to increase their writing abilities.

It is clear from these results that the experimental group received high benefits from participating in the training program. Their overall increase in performance demonstrates the effectiveness of this training program of improving writing skills and teaching language students through a process oriented approach on how to write. The results clearly demonstrate the importance of teaching the entire academic writing process as a whole, as these results possibly would not have been achieved if only specific aspects of the process were taught. Thus the focus this training program has on the writing process, from start to finish, is what makes it successful, and highlights the necessity of this process in teaching writing as students showed better competencies in all aspects of writing (mechanics, text coherence, text cohesion, text structure, style and lexicon).

Thus, the hypothesis was supported by the results stated in the above statistical analysis. In other words, the training program implemented for this thesis created a lasting impact in students' writing skills. Those who participated showed higher achievement in text coherence, structure, style, cohesion, mechanics and lexicon, also known as all the skills in the writing process, making them better writers and thus more successful practitioners in their career.

Although there are no statistical analyses demonstrating this, professors of other subjects in the Foreign Language department of the National University of the Peruvian Amazon, noticed a difference in the students who had participated in the training program. Students had higher achievements academically as seen in their journals, essays and overall participation, as well as were showing higher self confidence in their production of language and in their interactions in the classroom with their peers and professors.

Those who participated became also better reflective practitioners, putting thought and effort into the way they learn, and putting higher emphasis on their written work, because they understood the

importance of writing, not just as a skill but as a professional tool. Thus the impact of this training program and this thesis was to demonstrate how teaching the writing process in this specific manner develops not only better writers but also better prospective language teachers.

In addition to this, the program also helped learners to develop their critical thinking skills in order to challenge social reality as they were exposed to social topics through authentic texts which were read and then discussed in class as previous class activities before producing their pieces of writing which were written for real purposes and real audiences.

This thesis does not intend to judge the product-oriented approach where writers focus their attention on quantity rather than quality as in the process-oriented approach writing. The purpose was to help learners to develop a set of skills to obtain an acceptable final product; this means students were taught how to use a process-oriented approach to their advantage as language learners and prospective language teachers and also how to produce an acceptable product on demand. The students who participated in the program definitely achieved those required skills that provided them the principles and the correct application of the different steps required to produce an appropriate piece of writing.

RECOMMENDATIONS

While the conclusion highlights the success and importance of this investigation in improving writing skills in the foreign language classroom, the results also provide the ability make recommendations for future investigation and language instruction. The consequence of these results clarifies the following recommendations:

Implementing a program in the training courses of foreign languages for a prospective language teacher is quite difficult and challenging. All staff should know the final results and be trained to implement the program into their classes in order to take advantage of the new information and avoid isolated work of the researcher. This means that aspects of the training program should be implemented across all required courses in the curriculum rather than as a particular class.

Working with mixed ability classes demands a lot of effort from the trainer, however, stronger students should support the researcher's work as class or group monitors. This can open future doors for the creation of peer tutoring which can support the trainer in their work.

Control and experimental groups should be separated in terms of different schedule, so that students cannot see each other and share materials the teacher could display to the experimental group as it could affect the results of the research.

Teachers should not isolate writing, they should link writing with other activities, joining and staging the different parts of the lesson. They also should be aware of which writing skills are required for a particular task and help develop students' ability to use and recognize these skills. In addition, teachers should also be conscious of which style of writing is required for a particular activity and help students to develop the ability to write in this way. It is important that with low levels especially, teachers should always provide models of the activity: guided writing activities. In all cases, providing writing activities which are relevant to our students' needs both inside and outside the classroom is crucial.

When appropriate, teachers should let students work together in the preparation of a writing activity. This will reduce the pressure and feeling of isolation and work with the students when they are writing, help and support them. At the same time, teachers should use varied techniques for correction and should present their learners the evaluation criteria so that they know in advance on what basis their output (written production) will be judged.

Variations in student background due to language, culture and preferred learning style, educational training, age, and individual differences all must be considered in relating theory to practice.

Students can also focus on planning strategies, revising strategies, elaborating strategies, or evaluating strategies. Feedback from the teacher and other members of the group will highlight additional strategies used or not used. Consistent practice, with students taking

the role of the teacher, will eventually lead to independent control over a range of writing strategies. This approach allows the teacher to point to specific aspects of discourse structure which support the goals for writing such as attention to cohesive relations, information structuring, text organization, and rhetorical goals.

For younger students, Frank (1979) suggests, in addition, that students write on a daily basis, that the process be varied for different assignments depending on student interest and energy level, and that not all phases of the process need be involved in every class.

Teachers should make the writing process fun, easy, take small steps, avoid over-evaluating, save unfinished pieces, make a non-writer into a class observer who takes notes, and not worry about the progress of every student on each assignment. In addition, to demonstrate the steps of the process, teachers can require a writing portfolio or a learner diary as it was demanded during this research, one that holds students accountable to performing each step of the process; develop critical thinking skills and constant metacognition. With younger students, such a relaxed atmosphere may often be more motivating in the long run than one which is consistently demanding.

Students who are making the transition from beginning to intermediate writers need to gain access to the means for more effective writing for differing purposes, and they need to be shown explicitly how to do this.

The teaching of writing is separate and distinct from the teaching of syntactic accuracy and the teaching of various text conventions (e.g. spelling, punctuation). While these are important to develop in the writing process, they should not become the focus of the training course.

The learning of writing is more likely to succeed in conditions in which students find themselves wanting to communicate real messages to real audiences; in conditions in which there is peer involvement in the preparatory stages for writing, and in conditions in which there is also real and permanent support from the teacher.

While in this investigation, the writing process was taught in one training course, it is recommended that in the future the process be incorporated into the area's curriculum so that it be developed throughout all years of the career. Thus the process is taught starting in the first year, and slowly unfolds and is developed until the last year of study. This avoids that students feel overwhelmed, and the teacher feel as if they are cramming many important aspects into one semester's worth of teaching.

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APPENDICES

CONSISTENCY MATRIX						
TITLE: EFFECT OF A LEARNER TRAINING PROGRAMME TO IMPROVE FOREIGN LANGUAGE LEARNERS' WRITING AT THE FACULTY OF EDUCATION AND HUMANITIES –UNAP- 2013.						
PROBLEM STATEMENT	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS	INDEXES	METHODOLOGY
<p>Main : What is the effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities- UNAP- 2013?</p> <p>Secondary : 1. What is the Effect of a Learner Training Program in developing Text Coherence into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP- 2013? 2. What is the Effect of a Learner Training Program in developing Text Structure into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP- 2013? 3. What is the Effect of a Learner Training Program in developing Text Cohesion into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP- 2013?</p>	<p>General : To assess the effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013.</p> <p>Specific: 1. To determine the effect of a Learner Training Program in achieving Text Coherence into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013. 2. To determine the effect of a Learner Training Program in achieving Text Structure into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013. 3. To determine the effect of a Learner Training Program in achieving Text Cohesion into Foreign Language Learners' Writing at</p>	<p>General : The application of a Learner Training Program improves meaningfully into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP- 2013.</p> <p>Specific: 1. The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities –UNAP- 2013 is meaningful in Text Coherence. 2. The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities –UNAP- 2013 is meaningful in Text Structure. 3. The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities –UNAP- 2013 is meaningful in Text Cohesion.</p>	<p>X: WRITING LEARNER TRAINING PROGRAMM E.</p>		<p>-----</p>	<p>Type of Research: Quantitative</p> <p>b) Specific Research Design: Quasi-experimental with Control and Experimental groups with Pre and Post Test.</p> <p>c) Population: Foreign Language Students. Sample: 46 English Composition students. 23 EXPERIMENTAL GROUP 23 CONTROL GROUP.</p> <p>d) Techniques: -Achievement Testing -Observation -Diary keeping</p> <p>Instruments for Collecting Data: -Writing Achievement Test. -Observation sheet -Checklist</p>

<p>4. What is the Effect of a Learner Training Program in developing Style into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP-2013?</p> <p>5. What is the Effect of a Learner Training Program in developing Lexicon into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP-2013?</p> <p>6. What is the Effect of a Learner Training Program in developing Mechanics into Foreign Language Learners' Writing at the Faculty of Education and Humanities-UNAP-2013?</p>	<p>the Faculty of Education and Humanities – UNAP-2013.</p> <p>4. To determine the effect of a Learner Training Program in achieving Style into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP-2013</p> <p>5. To determine the effect of a Learner Training Program in achieving Lexicon into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP-2013.</p> <p>6. To determine the effect of a Learner Training Program in achieving Mechanics into Foreign Language Learners' Writing at the Faculty of Education and Humanities – UNAP-2013</p>	<p>4. The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities –UNAP-2013 is meaningful in Style.</p> <p>5. The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities –UNAP-2013 is meaningful in Lexicon.</p> <p>6. The effect of a Learner Training Program into Foreign Language Learners' Writing at the Faculty of Education and Humanities –UNAP-2013 is meaningful in Mechanics.</p>				
			<p>Y: LEARNING ACHIEVEMENT IN TEXTS PRODUCTION</p>	<p>-Textual Coherence. -Text Structure. -Text Cohesion. -Style. -Lexicon. -Mechanics.</p>	<p>1.1. Excellent (3) 1.2. Good (2) 1.3. Average (1) 1.4. Poor (0)</p>	

EVALUATION CHECKLIST FOR THE WRITING TEST PERFORMANCE

1. Text Coherence

3- The text includes information, explanation, description of facts and ideas that significantly enrich the content and are arranged in a clear and logical way.

2- The text contains just some information, explanation, description of facts and ideas that significantly enrich the content but are not clearly arranged in a logical way.

1- There are some details that are not related to the content and are not arranged clearly and logical.

0- The text does not include details that enrich the content and is completely arranged in a non logical way.

2. Text structure

3- The text is written with a well-developed argument. The evidence and arguments show verifiable reasons seeking to strengthen the value of the thesis based on the basic structure of a written work: introduction, body and conclusions.

2- The text does not explain or argument ideas clearly and presents just some evidence and verifiable reasons seeking to strengthen the value of the thesis and the basic structure of a written work: introduction, body and conclusions is not clearly based.

1- The text presents a poor argument or explanation. The evidence and reasons do not enhance the value of the thesis and the basic structure of a written work: introduction, body and conclusions are totally messed up.

0 - Text is not argumentative with no distinction of the basic structure of a written work: introduction, body and conclusions.

3. Text cohesion

3- The text includes language resources to adequate cohesive sentences (pronouns, connectors, relationship between verb tenses, agreement or disagreement statements etc).

2- The text includes some language resources that adequate cohesive sentences (pronouns, connectors, relationship between verb tenses, agreement or disagreement statements, etc).

1- The text includes some language resources that regularly have cohesive sentences.

0- The text does not include language resources.

4. Style

3- The student uses the language to express his/her own ideas, feelings or emotions creatively. It is easy to identify the author's personality and his/her style is sustained throughout the text.

2- The student uses the language to express his/her own ideas, feelings or emotions, but it is not original or creatively enough.

1- There are just one or two times throughout the text that the student uses the language to express feelings or ideas, but not original ideas.

0- The text does not contain elements that reflect creativeness.

5. Lexicon

3- The text presents a formal language register, academic and persuasive, according to the communicative demands of the students' academic context. It includes a comprehensive glossary of terms appropriate to the communicative intention.

2- The text presents a formal language register but registration is not according to the context of academic needs and uses at least one inappropriate word.

1- The text uses a colloquial language, inappropriate to the context and a limited vocabulary. May include two or three misused words.

0- The text itself uses a non academic language. The vocabulary is very limited with repetitive words.

6. Mechanics

3- Respects the rules of spelling as long as the capital letters, and the use of punctuation marks.

2- Uses correctly capital letters and spelling correctly, but has errors in punctuation usage.

1- There are two errors in the use of capitals, spelling and punctuation marks.

0- There are numerous errors in the use of capitals, spelling and punctuation marks.

**NATIONAL UNIVERSITY OF THE PERUVIAN
AMAZON**



**Faculty of Education and Humanities
Languages Department
Foreign Language Specialty**

**INVESTIGATION: Effect of a Learner Training Program
to improve Foreign Language Learners' Writing at the
Faculty of Education and Humanities-UNAP- 2013.**

**OBJECTIVE: To assess the effect of a Learner Training
Program into Foreign Language Learners' Writing at the
Faculty of Education and Humanities-UNAP -2013.**

TEST

**TEST TO MEASURE THE LEARNING ACHIEVEMENT
THROUGH ARGUMENTATIVE TEXT PRODUCTION**

Dear student:

Read carefully the following text and write a short argumentative text giving your point of view about it. Your text should not exceed more than 40 lines as it will be published in our university web page. The time limit is 1h.20min.

This test is anonymous and confidential and will serve to improve the teaching methodology in the development of the written competence in our specialty.

Thank you very much for your cooperation.

The Whys and Hows of Cheating

Why Students Do It-How Can Stop Them

1. The first thing to understand about cheating is that the vast majority of young people believe that cheating is wrong. Yet surveys show that most young people cheat at least once in their high school careers. So, the most important question is why do young people behave in ways that inconsistent with their beliefs? According to Gary Niels, an educator who has studied cheating in our schools, the answer is survival. In a school setting, says Niels, saving face is the, “.....desire to save oneself from the anger of a parent or teacher; it can mean avoiding embarrassment; it can mean economic survival..... Nowadays, college acceptance is the major instigator of this survival instinct.” There’s a lot of competition to get accepted at the best schools. Acceptance at these elite colleges and universities requires great grades-so if you can’t do the work, you have to be dishonest and cheat. In addition, many students feel that everyone is cheating, so they’ll be at a disadvantage if they don’t cheat.

What to Do about It? Combating Cheating at Home

2. Of course, it is easy to point the finger at young people and say that they are immoral. However, who is supposed to give them their moral compass? We are. Somehow our society has grown to tolerate cheating and it has been a top-down rather than a bottom-up process. Children learn to cheat or at least cut corners at home from their parents. Many of them are not taught to see the difference between right and wrong. Other children hear the right lessons, but observe their parents behaving very differently. Parents need to model integrity at all times. Consider this simple example:

Last night I was attending a movie with my family. My son ran into a classmate whose father was in the next ticket line. When we reached the front of the line to buy our tickets, we all heard the boy’s father say “One adult, two children” to the ticket agent. Although his son was too old for a child’s ticket, he decided that he could get away it. He saved a couple of dollars and taught his son a terrible lesson.

Combating Cheating at School

3. Yes, it's disturbing to discover that young people in middle school and high school think that cheating is OK. But it's our fault. We encourage young people to cheat! For example, we give multiple-choice tests that make cheating really easy. Teachers at academically rigorous private schools don't use multiple-choice test. They create written tests that are more work for teachers to grade but that eliminate cheating.
4. Schools should not tolerate cheating in any form. The punishments should be rigorously enforced. Teachers must be alert to all forms of cheating, particularly those using new technologies like picture phones. Of course, the best solution is to make assignments meaningful and interesting for students. In addition, students must have some responsibility. They must learn to be true to themselves and their own values and not be swayed by outside pressures and influences. (Pavlik, Ch. Hot Topics 3. CNN Thomson-Heinle 2006)

WRITING

[illegible]

Pre test control group

STUDENTS		CRITERIA						TOTAL
		Text coherence	Text structure	Text Cohesion	Style	Lexicon	Mechanics	
1	ASIPALI ASIPALI, Mayra Alexia	1	1	1	1	1	1	06
2	CHUNG CAMPOS, Yesenia	1	1	1	1	1	0	05
3	GARATE QUINTANILLA, Deysy Carolina	2	1	2	2	2	1	10
4	GARCIA VELA, Pierre Joseph	1	1	1	1	1	1	06
5	GUERRA FERREYRA, Jenny Fiorella	0	1	1	1	1	1	05
6	HIDALGO TARICUARIMA, Gelli de Jesús	2	1	2	1	1	1	08
7	LOPEZ RUIZ, Miguel Ángel	0	1	1	1	0	1	04
8	MACEDO TAMANI, Maycon Tito	0	1	1	1	1	1	05
9	MONCADA SHUPINGAHUA, Luisa	0	1	1	1	1	2	06
10	MONTOYA NUNEZ, NoemíIngria	2	1	1	1	2	1	08
11	MURAYARI PEREZ, Iris	0	1	2	2	1	1	07
12	OCAMPO LOPEZ, Luis Anthony	1	1	1	1	2	1	07
13	RAMIREZ SOTO, Luis Alberto	2	1	2	1	1	1	08
14	REATEGUI HIDALGO, Maybi Paola	1	0	1	1	1	0	04
15	RIOS RAMIREZ, Jimmy Jackson	0	1	1	1	2	1	06
16	RIVAS GUERRA, Evelyn del Carmen	2	1	2	1	2	1	09
17	ROJAS MARINA, Arturo Fernando	1	1	1	2	0	1	06
18	SAAVEDRA DOMINGUEZ, Maine Susana	2	1	1	2	1	2	09
19	SERETTI VASQUEZ, Mondy Christina	1	2	1	1	1	1	07
20	SOTOMARINO PINA, Liz Janeth	1	0	1	1	1	1	05
21	TELLO LOZANO, Sandro	1	1	1	1	1	1	06
22	TORRES NOLORBE, Sofrita	2	0	1	1	1	1	07
23	VELA VELA, Lady Viviana	1	1	1	1	1	1	06

Post test control group

STUDENTS		CRITERIA						TOTAL
		Text coherence	Text structure	Text Cohesion	Style	Lexicon	Mechanics	
1	ASIPALI ASIPALI, Mayra Alexia	1	1	1	1	1	1	06
2	CHUNG CAMPOS, Yesenia	1	1	1	1	1	1	06
3	GARATE QUINTANILLA, Deysy Carolina	2	1	2	2	2	2	11
4	GARCIA VELA, Pierre Joseph	1	2	1	1	2	1	08
5	GUERRA FERREYRA, Jenny Fiorella	1	1	1	1	1	1	06
6	HIDALGO TARICUARIMA, Gelli de Jesús	2	2	2	1	1	1	08
7	LOPEZ RUIZ, Miguel Ángel	0	1	1	1	1	1	05
8	MACEDO TAMANI, Maycon Tito	1	1	1	1	1	1	06
9	MONCADA SHUPINGAHUA, Luisa	0	1	1	1	1	2	06
10	MONTOYA NUNEZ, NoemíIngria	2	1	1	1	1	1	07
11	MURAYARI PEREZ, Iris	0	1	2	2	1	1	07
12	OCAMPO LOPEZ, Luis Anthony	1	1	1	1	1	1	06
13	RAMIREZ SOTO, Luis Alberto	2	1	2	1	1	1	08
14	REATEGUI HIDALGO, Maybi Paola	1	1	1	1	1	1	06
15	RIOS RAMIREZ, Jimmy Jackson	1	1	1	1	1	1	06
16	RIVAS GUERRA, Evelyn del Carmen	2	1	2	1	0	1	07
17	ROJAS MARINA, Arturo Fernando	1	1	1	2	0	1	06
18	SAAVEDRA DOMINGUEZ, Maine Susana	2	1	1	2	1	2	09
19	SERETTI VASQUEZ, Mondy Christina	1	2	1	1	1	1	07
20	SOTOMARINO PINA, Liz Janeth	1	1	1	1	1	1	06
21	TELLO LOZANO, Sandro	1	1	1	1	1	1	06
22	TORRES NOLORBE, Sofrita	2	0	1	1	0	1	06
23	VELA VELA, Lady Viviana	1	1	1	1	1	1	06

Pre test experimental group

STUDENTS		CRITERIA						TOTAL
		Text coherence	Text structure	Text Cohesion	Style	Lexicon	Mechanics	
1	ASPAJO TELLO, XiomaraIvonne	1	1	1	1	1	1	06
2	CORTEZ RUIZ, Jackeline	1	1	1	1	1	1	06
3	DEL AGUILA GARCIA, Luz Edith	2	1	2	2	1	1	09
4	DIAZ PAREDES, Julia Edith	2	1	1	1	2	2	08
5	FLORES CASTRO, Marissa Eufemia	2	2	1	1	1	1	08
6	GARCIA-ROSELL GONZALES, Fiorella	2	1	2	1	2	2	10
7	GOMEZ PANDURO, Carolina	1	1	1	1	1	2	07
8	GOMEZ VARGAS, Denia Isabel	0	1	1	1	1	1	05
9	GONZALES RIOS, Karen Hercilia	2	1	2	1	1	2	09
10	JARAMA GRATELLI, Erika Johanna	2	1	1	1	1	1	07
11	LOZANO LOPEZ, Isaac Henry	1	1	2	2	1	2	09
12	MEZA RODRIGUEZ, Luz Angelica	1	1	1	1	1	1	06
13	OLORTEGUI COELHO, Betina	2	1	2	1	2	1	09
14	OYARCE RAMIREZ, Consuelo	1	1	1	1	1	1	06
15	PAYAHUA BAZAN, Carlos Jeffry	1	1	1	1	1	1	06
16	PINEDO USHINAHUA, CintyaLisette	2	1	2	1	1	1	08
17	PRINCIPE MOZOMBITE, Rosa Marisela	1	1	1	2	1	1	07
18	REBATA CABIDIVA, RinaMatilde	2	1	1	2	1	2	09
19	REYNA MORI, Ruth Esther	1	2	1	1	2	1	08
20	TANANTA VALDIZAN JaniceMaybee	1	1	1	1	2	1	07
21	TAPULLIMA DEL AGUILA, Isa Ines	1	1	1	1	2	2	08
22	VASQUEZ GAVIRIA, Susan Karen	2	0	1	1	0	1	06
23	VILLARREAL VALDIVIEZO, Cynthia J.	2	1	2	1	1	1	08

Post test experimental group

STUDENTS		CRITERIA						TOTAL
		Text coherence	Text structure	Text Cohesion	Style	Lexicon	Mechanics	
1	ASPAJO TELLO, XiomaraIvonne	2	2	3	2	2	2	13
2	CORTEZ RUIZ, Jackeline	3	3	3	2	1	1	13
3	DEL AGUILA GARCIA, Luz Edith	2	2	2	2	2	2	12
4	DIAZ PAREDES, Julia Edith	2	2	2	2	2	2	12
5	FLORES CASTRO, Marissa Eufemia	3	3	3	1	2	2	14
6	GARCIA-ROSELL GONZALES, Fiorella	3	3	3	2	2	2	15
7	GOMEZ PANDURO, Carolina	2	2	2	2	2	2	12
8	GOMEZ VARGAS, Denia Isabel	2	2	2	1	2	2	11
9	GONZALES RIOS, Karen Hercilia	2	2	2	2	2	2	12
10	JARAMA GRATELLI, Erika Johanna	3	3	2	1	2	2	13
11	LOZANO LOPEZ, Isaac Henry	2	2	2	2	2	2	12
12	MEZA RODRIGUEZ, Luz Angelica	2	2	2	2	2	2	12
13	OLORTEGUI COELHO, Betina	3	3	3	2	2	2	15
14	OYARCE RAMIREZ, Consuelo	2	3	2	2	2	2	13
15	PAYAHUA BAZAN, Carlos Jeffry	2	2	2	1	2	2	11
16	PINEDO USHINAHUA, CintyaLissette	3	2	3	2	2	2	14
17	PRINCIPE MOZOMBITE, Rosa Marisela	3	3	3	2	2	2	15
18	REBATA CABIDIVA, RinaMatilde	3	2	2	2	2	2	13
19	REYNA MORI, Ruth Esther	2	2	2	2	2	2	12
20	TANANTA VALDIZAN JaniceMaybee	3	3	3	2	2	2	15
21	TAPULLIMA DEL AGUILA, Isa Ines	2	2	2	2	2	3	13
22	VASQUEZ GAVIRIA, Susan Karen	2	2	2	2	1	2	12
23	VILLARREAL VALDIVIEZO, Cynthia Jeannette	3	3	3	2	2	2	15

WRITING OBSERVATION SHEET

ACTIVITY TYPE	MEANING	PROCEDURE	YES	NO
Identifying the writing process	Learner identifies the stops when writing an essay	1) Handed incomplete cycle, learners tried to complete it. 2) Learner read and analyzed the circle 3) Discussed about the importance of it.		
Deciding the type of writing	Learner reads quickly the kinds of writing and gets an idea for future writing	1) Compared different kinds of writing. 2) Learner discussed about it. 3) Choose one to work on.		
Choosing a topic	Learner chooses a relevant topic to write his/her essay.	1) Read different abstracts about actual issues (environment, education, social problems, etc). 2) Chose a topic		
Choosing pre – writing techniques	Learner reads carefully about these techniques	1) Hand in complete chart and tried to fill in the blanks. 2) Looked at the complete chart and noticed their mistake.		
Writing the first draft	Learner starts to write their first draft	1) Considered and covered theoretical issues learnt in class. 2) Applied theory consciously.		
Applying evaluation guidelines	learner considers revision technique	1) Applied guidelines for evaluating and revising. 2) Covered content, organization and style applying different techniques.		
Writing the final report	Learner considers theoretical aspect	1) Handed in to the teacher who checked using revision symbols. 2) Learner covered theoretical aspects 3) Learner checked the last time.		
Proofreading and publishing	Learner checks his/her final report.	1) Learner used guide lines for proofreading. 2) Handed in his/her work on time after having checked by the teacher.		

PEER FEEDBACK – ESSAY

Writer's name:

Reader's name:

Assignment:

1. What is the topic of the essay? What is the main idea?
2. Read the introduction. Is it interesting? Does it give some background information?
Does it include a thesis statement? If so, write it here:
3. Does each paragraph in the main body support the thesis statement?
Write the topic sentence of each paragraph in the main body here:
4. Are there any places where the writer could add more details? Do you have any questions for the writer?
5. Is there a conclusion to the essay? Does it restate the thesis or sum up the information or flow logically from the ideas in the essay? Does it contain any new points?
6. What are some good things about this essay?
7. What are some wrong things about this essay?

Adapted from: Zemach, D. & Rumisek, L. (2005) Academic Writing from paragraph to essay. Macmillan Publishers.

Diary Rubric	Below Standard (1)	At Standard (2)	Above Standard (3)
	Knowledge → Comprehension	Application → Analysis	Evaluation → Synthesis
Summaries	<ul style="list-style-type: none"> Participants may not always make use of visual organizers with specific and accurate knowledge, honest, textual references and data Participants may not always provide evidence for claims and arguments Participants may not always access a variety of current sources of information Participants may not always provide accurate summaries or analyses of comments made by others 	<ul style="list-style-type: none"> Participants make use of visual organizers with specific and accurate knowledge, textual references and data Participants provide evidence for claims and arguments Participants access a variety of current sources of information Participants provide accurate summaries or analysis of comments made by others 	<ul style="list-style-type: none"> Participants consistently make use of a variety of visual organizers with specific and accurate knowledge, textual references and data Participants provide ample and convincing evidence for claims and arguments Participants access a wide variety of current sources of information Participants provide accurate summaries or analysis of comments made by others and use those interpretations to strengthen or develop their own positions or views
Applied Reasoning (personal views)	<ul style="list-style-type: none"> Participants do not always use rational strategies to present arguments, personal experience or draw conclusions Participants do not always challenge the quality of others reasoning Participants may not always contrast theory to their context Participants may resort to just summarizing or giving opinion without judging or evaluating theory read Participants do not always remain focused on the purpose of the topic Participants are not willing to take a moral, ethical or intellectual position 	<ul style="list-style-type: none"> Participants use rational strategies to present arguments, personal experience and draw conclusions Participants challenge the quality of each other's reasoning Participants contrast theory to their context critically Participants make judgments and critical evaluations to theory Participants always remain focused on the purpose of the topic Participants take a moral, ethical or intellectual position 	<ul style="list-style-type: none"> Participants use rational strategies to present convincing arguments, personal experience and draw conclusions that have great force Participants challenge the quality of each other's reasoning with logical objections and factual references Participants use logic to illuminate inaccurate interpretations or analysis of data, evidence or textual references Participants always make judgments and critical evaluations to theory, remaining focused on the purpose of the topic Participants always take a moral, ethical or intellectual position
Extra research	<ul style="list-style-type: none"> Participants may just present copies of extra research without any comments or critical views Participants may not always present practical strategies to be used in their context as extra research. 	<ul style="list-style-type: none"> Participants present extra research with comments and critical views that justify why they added it Participants present practical strategies to be used in their context as extra research. 	<ul style="list-style-type: none"> Participants always present ample extra research with comments and critical views that justify why they added each one Participants always present practical and meaningful strategies to be used in their context as extra research.
Language	<ul style="list-style-type: none"> Participants may just copy from the texts read Participants may not always write accurate and fluid texts 	<ul style="list-style-type: none"> Participants mostly write accurate and fluid texts as personal views and practical applications 	<ul style="list-style-type: none"> Participants always write accurate and fluid texts as personal views and practical applications



SÍLABO

1. DATOS INFORMATIVOS

- 1.1. Asignatura**
 - 1.1.1. Nombre: COMPOSICIÓN EN INGLÉS
 - 1.1.2. Código: 2003
 - 1.1.3. Tipo: OBLIGATORIO
 - 1.1.4. Horas por semana: 04
 - 1.1.5. Créditos: 03
 - 1.1.6. Requisito(s):
 - 1.1.7. Área curricular: INGLÉS
- 1.2. Duración: 17 SEMANAS**
- 1.3. Semestre académico: I-2012**
- 1.4. Nivel y Ciclo: II-IV**
- 1.5. Facultad: CIENCIAS DE EDUCACIÓN Y HUMANIDADES**
- 1.6. Escuela de Formación Profesional: EDUCACION SECUNDARIA**
- 1.7. Especialidad: IDIOMAS EXTRANJEROS**
- 1.8. Docente: LIC.KARINA GARCIA FERNANDEZ**

2. PROPÓSITO: COMPETENCIA DEL PERFIL DEL EGRESADO:

Utiliza el idioma extranjero a nivel intermedio para acceder a mayores posibilidades en su desempeño laboral- profesional en concordancia con las necesidades y demandas institucionales en su contexto social y educativo.

3. SUMILLA:

La asignatura de Composición en inglés corresponde al Área de Formación Profesional Especializada ubicada en el cuarto ciclo y tiene 2 horas de teoría y 2 horas de práctica. El propósito de esta asignatura es ayudar a los estudiantes a mejorar su capacidad de escribir y aprender estrategias para escribir eficientemente tanto en la universidad como en otro contexto haciendo uso de su pensamiento crítico, habilidades de lectura, así como la habilidad para usar el idioma efectivamente. Los contenidos básicos son: Analizar y escribir ensayos, reportes, resúmenes, conclusiones y otros productos escritos de manera imaginativa y creativa para comunicar sus ideas en inglés en situaciones de la vida cotidiana utilizando el estilo correcto considerando como contenidos generales temas relacionados a la educación, salud, entretenimientos, cultura, música, deportes, tecnología, sociedad, ciencias, medio ambiente y otros de su interés personal.

4. ORGANIZACIÓN DEL PROCESO DEL APRENDIZAJE

4.1. COMPETENCIA DE LA ASIGNATURA

Utiliza y aplica sus conocimientos de teorías para escribir correctamente haciendo uso del pensamiento crítico y la creatividad para facilitar aprendizajes significativos, demostrando actitud crítica y reflexiva con relación a su vida cotidiana.

4.2. COMPETENCIA TRANSVERSAL DE PROYECCIÓN SOCIAL Y EXTENSIÓN UNIVERSITARIA :

Demuestra actitudes favorables que demuestren conocimiento y aceptación de su identidad cultural revalorándola y contrastándola con la cultura extranjera.

4.3. COMPETENCIA TRANSVERSAL DE INVESTIGACIÓN FORMATIVA :

Utiliza estrategias investigativas proporcionadas por el docente, a fin de mejorar su proceso de aprendizaje.

4.4. CORRELACIÓN ENTRE CAPACIDADES, ACTITUDES, CONTENIDOS, ESTRATEGIAS DE APRENDIZAJE, Y ESTRATEGIAS METODOLOGICAS

4.4.1. CAPACIDADES Y ACTITUDES	4.4.2. CONTENIDOS		4.4.3. ESTRATEGIAS DE APRENDIZAJE	4.4.4. ESTRATEGIAS METODOLÓGICAS
<p>Capacidad 1: Identifica y aplica los factores intervinientes en el proceso de escritura utilizando la teoría y la ejemplificación presentada en clase.</p> <p>Actitud 1: Demuestra actitud positiva hacia el curso en base a la reflexión permanente de su proceso de aprendizaje y auto-evaluación, demostrando responsabilidad e interés.</p>	Conceptual	<p>The punctuation marks: Description of each one and application using authentic materials such as newspapers and magazines.</p> <p>The writing process – Self - Evaluation and Self-evaluation theories.</p> <p>System of writing</p> <p>The aims of writing (The how and the why of writing.)</p> <p>Symbols for revising and proofreading</p>	<ul style="list-style-type: none"> - Analiza la teoría relacionada al proceso de escritura. - Aplica los pasos a tener en cuenta en los procesos de escritura y los objetivos y razones de la misma. - Reconoce los signos de puntuación en ensayos auténticos analizados en clase. 	<p>Métodos: de Lectura, Text-based y Task-based.</p> <p>Técnicas</p> <p>Trabajo individual Trabajo cooperativo Estudio de casos</p> <p>Medios y materiales</p> <p>Pizarra Material impreso Papelotes Lap top. Marcadores Internet.</p>
	Procedimental	<p>Activa sus conocimientos previos y hace predicciones de contenidos y significado de palabras relativas al proceso de escritura.</p> <p>Identifica los procesos de escritura en textos u ensayos que lee.</p> <p>Identifica los factores intervinientes a tener en cuenta al escribir un texto.</p>	<ul style="list-style-type: none"> - Utiliza estrategias de aprendizaje para optimizar su desempeño como estudiante. - Internaliza los diferentes componentes de la escritura enfocada en el proceso y el producto. 	

4.4.1. CAPACIDADES Y ACTITUDES	4.4.2. CONTENIDOS		4.4.3. ESTRATEGIAS DE APRENDIZAJE	4.4.4. ESTRATEGIAS METODOLÓGICAS
			- Discrimina los factores que le impiden escribir eficazmente y aplica el nuevo conocimiento dentro y fuera de la clase.	
	Actitudinal	Demuestra responsabilidad y habilidades reflexivas así como la capacidad de trabajar individualmente o en grupos compartiendo con sus compañeros información a partir de intereses comunes.	Analiza la importancia de escribir a través de un proceso concienzudo siguiendo etapas una a una.	

Evaluación (de la capacidad y actitud)

Indicadores	Procedimientos	Instrumentos	Ponderación
<ul style="list-style-type: none"> - Define y reconoce los factores intervinientes a tener en cuenta en el proceso de escritura a través de la teoría aprendida y ejemplificada en clase. - Demuestra habilidades reflexivas y responsabilidad. - Aplica eficazmente la teoría de los procesos de escritura respetando etapas. 	Escrito Observación	Ficha de Observación Lista de cotejo Prueba escrita	Observación actitudinal: 20% Prueba E: 30% Capacidad: 50%

Tiempo: 7 semanas – 21 horas

4.4.1. CAPACIDADES, ACTITUDES Y TIEMPO	4.4.2. CONTENIDOS		4.4.3. ESTRATEGIAS DE APRENDIZAJE	4.4.4. ESTRATEGIAS METODOLÓGICAS
Capacidad 2: interactúa con eficacia y efectividad con fluidez aceptables a su nivel. Actitud 2: demuestra actitud positiva hacia el curso en base a la reflexión permanente de su proceso de aprendizaje y auto-evaluación.	Conceptual	-Pre-writing techniques: Brainstorming, free writing, making lists, etc. Choose a topic, gather ideas, organize. -Coherence and cohesion, write paragraphs. (Drafting)	Aplica los pasos a tener en cuenta en los procesos de escritura y los objetivos y razones de la misma. -Reconoce los resultados que conlleva seguir procedimientos de escritura	Métodos: de Lectura, Text-based y Task-based. Técnicas Trabajo individual Trabajo cooperativo Estudio de casos Medios y materiales Pizarra

4.4.1. CAPACIDADES, ACTITUDES Y TIEMPO	4.4.2. CONTENIDOS	4.4.3. ESTRATEGIAS DE APRENDIZAJE	4.4.4. ESTRATEGIAS METODOLÓGICAS
		<ul style="list-style-type: none"> -Guidelines for evaluating and Revising: Revise structure and content. -Proofreading and Publishing: Proofread and make final corrections. 	
	Procedimental	<ul style="list-style-type: none"> -Selecciona el tema a escribir y la técnica de pre escritura. - Presenta ideas importantes en forma clara, fluida y apropiada, teniendo en cuenta el propósito y la audiencia. - Organiza el texto teniendo aspectos inherentes a la teoría establecida para escribir ensayos. - Revisa el párrafo utilizando una guía de evaluación y revisión, juzgando el contenido, la organización y el estilo para hacer cambios. - Corrige errores de escritura, ortografía, etc. para compartir su ensayo 	Internaliza los diferentes aspectos a tener en cuenta para escribir ensayos.
Material impreso Papelotes Lap top. Marcadores Internet.			

4.4.1. CAPACIDADES, ACTITUDES Y TIEMPO	4.4.2. CONTENIDOS		4.4.3. ESTRATEGIAS DE APRENDIZAJE	4.4.4. ESTRATEGIAS METODOLÓGICAS
	Actitudinal	Demuestra predisposición de trabajar en equipo. Interactúa con asertividad y establece relaciones empáticas dentro y fuera del aula. Comparte información, reflexiona sobre sus aprendizajes y actúa con responsabilidad.	Analiza textos que ejemplifican la teoría y demuestra interés en alcanzar ese nivel de conocimiento.	
Evaluación (de la capacidad y actitud)				
Indicadores		Procedimientos	Instrumentos	Ponderación
<ul style="list-style-type: none"> - Define y reconoce los factores intervinientes a tener en cuenta en el proceso de escritura a través de la teoría aprendida y ejemplificada en clase. - Demuestra habilidades reflexivas y de responsabilidad. - Aplica eficazmente la teoría de los procesos de escritura respetando etapas. 		Escrito Observación	Prueba escrita de Ficha observación Lista de cotejo	Observación actitudinal: 20% Prueba E: 30% Capacidad: 50%
Tiempo: 10 semanas – 30 horas				

5. BIBLIOGRAFÍA

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5. INTERNATIONAL DICTIONARY OF ENGLISH. CAMBRIDGE. 1997.
6. KINNEAVY, J. 1999: Elements of Writing.
7. NUNAN, D. 1989: Designing Tasks for the Communicative Classroom. CUP.
8. RAIMES, A. 1983: Techniques in Teaching Writing. OUP.
9. TOEFL: STRATEGIES FOR TOP SCORES-UNIVERSIDAD DEL PACIFICO-CENTRO DE IDIOMAS-2000.
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PROGRAMME TO IMPROVE FOREIGN LANGUAGE LEARNERS' WRITING



EFFECT OF A LEARNER TRAINING PROGRAMME TO IMPROVE FOREIGN LANGUAGE LEARNER'S WRITING AT THE FACULTY OF EDUCATION AND HUMANITIES-UNAP-2013.

LEARNING SESSION N° 01

- 1. TOPIC:** Developing Text Coherence when writing in English.
- 2. COMMUNICATIVE COMPETENCE:** Written Communication
- 3. LEARNING ACHIEVEMENT INDICATORS:**
 - After reading an authentic essay titled '*Native Sons (and Daughters) in Exile, New Laws Force Danes to Sweden*', learners try to identify which sentences in paragraphs determine Coherence in a text and how important it is to take it into account in order to write in an organized way.
 - After the theory analysis and its application in an authentic essay, learners start to write an essay establishing carefully and clearly Coherence in their texts.
- 4. BASIC INPUT:** Writing Coherently
- 5. STRATEGY:**
Developing Critical Thinking for writing coherent argumentative essays.
- 6. PROCEDURE:**
 - Planning: Pre Writing Stage
 - Editing
 - Evaluating and Revising
 - Proofreading and Publishing

7. LEARNING SESSION DEVELOPMENT (4 HOURS- 1 WEEK)

*Warm-up and Previous Knowledge.

- The learners look at some pictures about immigrants showed by the teacher and predict the topic of the class which is written on the board.
- Learners work in pairs and discuss with their classmates the following questions:
 - a. Have you ever lived in a different country? Would you ever move to a foreign country? Why? Or Why not?
 - b. Does your native country have strict rules for immigration? Who is allowed in?
 - c. Have you ever lived in or near an immigrant neighborhood? If so, how did the native population feel about the immigrants?

*Cognitive Conflict

Learners read a text about immigrants in Denmark titled: “*Native Sons (and Daughters) in Exile, New Laws Force Danes to Sweden*”, underline the unknown words which will be then clarified by the teacher or the whole class and verify their predictions.

In pairs, they look at the underlined cohesive elements of the following exercise and read the sentences and then write the referents of those words and phrases on the line below:

Exercise N° 01: Understanding Cohesive Elements

Look at the underlined cohesive elements and read the sentences. Write the referents of those of these words and phrases on the line below.

1. As such, they have a long tradition of accepting immigrants from all over the world. -----
2. Denmark’s right-wing government was elected on an anti-immigration ticket and politicians are making good on their promises. -----

3. The new immigration laws are meant to reduce the number of arranged and forced marriages among its Muslim ethnic minorities.---

4. That is, they believe that Anders married her so that she could stay in Denmark. -----
5. Under the new rules, the government can expel a non-Danish spouse if they believe that person's ties to Denmark are not strong enough.---

6. It is a shame that my husband is a Dane and yet he is having to leave Denmark. -----
7. This organization helps couples move from Copenhagen to Malmo.---

8. In the meantime, most of them commute to work in Copenhagen. -----

9. This forces more couples into Swedish exile awaiting their twenty-fourth birthdays. -----

10. Until the law is repeated it seems that a large group of Danes will agree with Shakespeare's comment that there is "something rotten in the state of Denmark". -----

*Then, the teacher explains learners what COHERENCE in writing means.

*What is coherence? When a text is unified and coherent, the reader can easily understand the main points.

Creating an outline helps make a well-organized essay. When organizing your ideas, think about what type of organization is the best for your topic or essay type.

Here are some examples of types of writing and good ways to organize them:

TYPE OF WRITING

TYPE OF ORGANISATION

Chronology (historical events, personal narratives, processes)

Order by time or order of events / steps

Description

Order by position, size, and shape of things

Classification

Group ideas and explain them in a logical order

Comparison / contrast

Organize in point-by-point or block style

Argumentation / persuasion and cause / effect

Order from least important to most important

8. PRACTICAL APPLICATION.

Exercise N° 02

Discussion.

1. What is your opinion of the Danish government's new law?
Give reasons for your answers.
2. Do you think Peru should set up a strict immigration law?

Exercise N° 03

- The learners use a pre-writing technique and then write a coherent text (150-180 words) about the topic, taking into account the theory explained in class and the ideas from the Warm-up stage of the class and the discussion on exercise 02. After that they share their pieces of writing with their classmates to do peer evaluation and write the final version for the teacher to check it.

9. METACOGNITION.

Learners reflect on the learning process and internalize the importance of being coherent when writing.

10. MATERIALS.

- Pictures
- Photocopies
- Markers
- Blue tag
- Board
- Observationsheet.
- Writingchecklist.

11. BIBLIOGRAPHY

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Page 119-120.USA.

Native Sons (and Daughters) in Exile New Laws Force Danes to Sweden

COPENHAGEN-Most people think of Scandinavian countries as models of social awareness. As such, they have a long tradition of accepting immigrants from all over the world. But things are changing in Denmark. In fact, far from accepting foreigners, new immigration laws are even forcing native-born Danes into exile in neighboring Sweden.

Denmark's right-wing government was elected on an anti-immigration ticket and politicians are making good on their promises. The new immigration laws are meant to reduce the number of arranged and forced marriages among its Muslim ethnic minorities.

The laws, however, are also punishing indigenous or native-born Danes who marry foreigners from outside the European Union.

For example, two months ago hospital worker Anders Koefod Hansen married a woman from Cameroon named Latay. She is facing expulsion from Denmark because the government suspects the couple of having a marriage of convenience. That is, they believe that Anders married her so that she could stay in Denmark.

Under the new rules, the government can expel a non-Danish spouse if they believe that person's ties to Denmark are not strong enough. "I love Anders and Anders loves me," says Latay. "I am ashamed of the government here. It is a shame that my husband is a Dane and yet he is having to leave Denmark."

The couple turned for help to Torben Bilken who runs Marriages across Borders.

This organization helps couples move from Copenhagen to Malmo, Sweden, 30 kilometers away. Bilken explains that couples can live in Sweden for two years and then apply for Swedish citizenship. Ironically, once they legally become Swedes, they can move back to Denmark. In the meantime, most of them commute to work in Copenhagen.

Another clause of the new law bans immigrants under the age of 24 from marrying. This forces more couples into Swedish exile awaiting their twenty-fourth birthdays. According to Bertil Haader, the Integration Minister, this law is meant to prevent forced marriages among young people from Muslim backgrounds.

Although many people are calling the new laws absurd, the government shows no sign of changing its policies. Until the law is repealed, it seems that a large group of Danes will agree with Shakespeare's comment that there is "something rotten in the state of Denmark."

**Source: PAVLIK, Cheryl (2006) Hot topics 3. Thomson Heinle Publishers.
Page 119-120.USA.**



EFFECT OF A LEARNER TRAINING PROGRAMMETOIMPROVE FOREIGN LANGUAGE LEARNER'S WRITING AT THE FACULTY OF EDUCATION AND HUMANITIES-UNAP-2013.

LEARNING SESSION N° 02

- 1. TOPIC:** Developing Text structure when writing an essay in English.
- 2. COMMUNICATIVE COMPETENCE:** Written Communication
- 3. LEARNING ACHIEVEMENT INDICATORS:**
 - After reading an authentic essay titled '*Changing English: the African American Influence*' learners try to identify the three main parts of an essay: The introduction, the main body and the conclusion.
 - After the theory analysis and its application in outlining an authentic essay, learners start to write an essay establishing carefully those three aspects and what each one of them involve inside.
- 4. BASIC INPUT:** Outlining an essay
- 5. STRATEGY:** Developing Critical Thinking for writing argumentative essays by identifying and applying the theory about the three main parts of an essay.
- 6. PROCEDURE:**
 - Planning: Pre Writing Stage
 - Editing
 - Evaluating and Revising
 - Proofreading and Publishing

7. LEARNING SESSION DEVELOPMENT (8 HOURS- 2 WEEKS)

Warm-up and Previous Knowledge.

- The learners work in pairs and unscramble a text cut into 8 parts about the English language and the influence of African Americans on it, when they finish they discuss in plenary what helped them to put the text in order.
- Then, the teacher asks the learners the following questions:
- What kind of text is it? Does it have a single topic and a central main idea? Why? or Why not?
- How many paragraphs can you identify in the text?

Cognitive Conflict

Learners read a text titled ‘***Changing English: the African American Influence***’ underline the unknown words which will be then clarified by the teacher or the whole class and verify their predictions.

In pairs, they look at the text which is in order now and try to identify and separate the text into three parts: the introduction, the body and the conclusion.

Then, the teacher explains learners what each part of an essay involves:

ESSAY STRUCTURE

INTRODUCTION	This is the first part of an essay. It explains the topic with general ideas. It also has a thesis statement. This is a sentence that gives the main idea. It usually comes at or near the end of the paragraph.
BODY	These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion.
CONCLUSION	This is the last paragraph of an essay. It summarizes or restates the thesis and the supporting ideas of an essay.

8. PRACTICAL APPLICATION.

- The learners use a pre-writing technique and then write an essay (150-180 words) about why they have chosen to become English teachers: advantages and disadvantages of this profession, taking into account the theory explained in class. After that they share their pieces of writing with their classmates to do peer review and write the final version for the teacher to check it.

9. METACOGNITION.

Learners reflect on the learning process and internalize the importance of writing a text respecting the format and parts of an essay.

10. MATERIALES.

- Photocopies
- Markers
- Blue tag
- Board
- Observation sheet.
- Writing checklist.

10. BIBLIOGRAPHY

Zemach, D. & Rumisek, L.(2005) Academic Writing from paragraph to essay. Macmillan Publishers.

CHANGING ENGLISH: THE AFRICAN AMERICAN INFLUENCE

If you ask average Americans where their language comes from, they will probably say 'England'. However, English vocabulary has also been influenced by other countries and groups of people. Some words are borrowed from other languages, such as *typhoon*, which originally came from the Chinese word, 'tai-fung', meaning 'big wind'. *Skunk*, the name of a small, smelly, black-and-white animal, came to English from a Native American language. African Americans, too, have both contributed new words to English and changed the meanings of some existing words.

African Americans, many of whose ancestors were brought to the States as slaves hundreds of years ago, have introduced a number of words to English from languages that they spoke in their native countries. The common English word *OK* is used around the world today, but it was not always part of English vocabulary. One theory is that slaves in America used a phrase in their own language that sounded like *OK* to mean 'all right'. Americans heard the phrase and started using it. Today, almost everyone in the world uses *OK* to mean 'all right'. Another good example of a 'new' word is the word *jazz*. African American musicians living in the United States began playing music in the city of New Orleans, and they used the word *jass* or *jazz* to describe the music and certain kinds of dancing. No one is sure where the word originally came from, but as jazz music became more and more popular, the word *jazz* became a common English word.

The meanings of words sometimes change over time. The word *cool* is a good example. *Cool* has been used in English for a long time to describe a temperature that is 'not warm but not too cold' or to describe a person who is 'calm or unemotional'. However, an additional meaning was given to the word *cool* in the past 100 years. Just like the word *jazz*, African American musicians used the word *cool* to describe the music they were playing. For them, *cool* meant 'good'. As jazz music and other forms of music played by African American musicians became popular, more and more people started to use the word *cool* in conversation. Today, it is still a commonly used word, especially by younger people, to

mean ‘good’ or ‘great’. A word with the opposite meaning of *cool* is *square*. Square is, of course, a shape, but also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

English owes some of its interesting and colourful vocabulary to African Americans. Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meanings to existing words. Who knows what the ‘*cool*’ words of tomorrow will be?

Zemach, D. & Rumisek, L. (2005) Academic Writing from paragraph to essay. Macmillan Publishers.



EFFECT OF A LEARNER TRAINING PROGRAMME TOIMPROVE FOREIGN LANGUAGE LEARNER'S WRITING AT THE FACULTY OF EDUCATION AND HUMANITIES-UNAP-2013.

LEARNING SESSION N° 03

1. TOPIC: Developing Text Cohesion when writing an essay in English.

2. COMMUNICATIVE COMPETENCE: Written Communication

3. LEARNING ACHIEVEMENT INDICATORS:

After reading an authentic essay titled '*Heart speaks to heart across a cultural divide*'

- Learners try to read an essay where many of the cohesive devices (Then, at first, from then on, and, and in the end, etc.) where taken out of the text at random and try to fill in the gaps.
- Learners compare their answers by reading to the completed and original text and internalize the importance of using cohesive devices adequately in a text and how important they are in order the text to have cohesion among sentences and paragraphs to make it logical and understandable.
- After the theory analysis, learnersapply the new theory in writing an authentic essay using carefully and appropriately cohesive devices.

4. BASIC INPUT: Identifying cohesion in an essay.

5. STRATEGY: Developing Critical Thinking for writing argumentative essays by identifying and applying the theory about what cohesion implies in an essay.

6. PROCEDURE:

- Planning: Pre Writing Stage
- Editing
- Evaluating and Revising
- Proofreading and Publishing

7. LEARNING SESSION DEVELOPMENT (8 HOURS- 2 WEEKS)

Warm-up and Previous Knowledge.

- The learners work individually and read an authentic text about cultural divisions. In this text, many cohesive devices were taken out intentionally and learners try to identify which possible words were taken out from the text, when they finish, they discuss in plenary their answers and what helped them to take the right decision.
- Then, the teacher asks the learners the following questions:
- What helped you to decide which words were the most appropriate? How is a text affected without those words?
- Do you know any other words that help writers to build texts in a logical order to set up cohesion between paragraphs?

Cognitive Conflict

-Learners read a text titled ‘*Heart speaks to heart across a cultural divide*’ and fill in the gaps with the appropriate cohesive devices or transitional words will be then clarified by the teacher or the whole class and verify their predictions.

-In pairs, they look at the text which is in order now and try to identify and separate the text into three parts: the introduction, the body and the conclusion.

-Then, the teacher explains learners what each part of an essay involves:

COHESIVE DEVICES

What is a cohesive device?

Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. In this unit, we'll look at transitions, pronoun references, and repetition of key ideas.

TRANSITIONS

There are many transition words and phrases in English that are used to connect sentences together or relate ideas to one another. Here are several types of writing and some common transitions that are used with them.

Chronology	Comparison	Contrast	Additional Information	Examples	Cause And effect	Concluding Ideas
before after next since first, second while when	Likewise Compared to Similarly Asas and	However On the other Hand But Yet In spite of In contrast Although instead	And Also In addition In fact Furthermore Moreover Another... Is / was	For example In general Generally For instance Specifically In particular	Therefore So Thus As a result Since Because	In conclusion In summary Finally Therefore To conclude To summarize

8. PRACTICAL APPLICATION.

- The learners use a pre-writing technique and then write an essay (150-180 words) about why they have chosen to become English teachers: advantages and disadvantages of this profession, taking into account the theory explained in class. After that they share their pieces of writing with their classmates to do peer review and write the final version for the teacher to check it.

9. METACOGNITION.

Learners reflect on the learning process and internalize the importance of writing a text respecting the format and parts of an essay.

10. MATERIALES.

- Photocopies
- Markers
- Blue tag
- Board
- Observation sheet.
- Writing checklist.

11. BIBLIOGRAPHY

SMALZER, William R. (2010) Write to be read: Reading, Reflection and Writing. Second Edition.CUP.

HEART SPEAKS TO HEART ACROSS A CULTURAL DIVIDE

Gail Saunders

She taught me about friendship, even though a friendship between us seemed unlikely. But then, a friendship between people from different backgrounds always is. Our cultures are longstanding enemies, the Montagues and the Capulets of our part of the world, distant cousins separated by a centuries old rift.

We were working together as teachers, and it was our first year at that school. We happened to be neighbors, too. Our rooms were right across from one another, separated by only a strip of tar and some stones and debris that had missed old, dented garbage cans.

At first we were cordial with each other, the way co-workers are supposed to be. We often made small talk about our aides, a memo sent, our kids. It was pleasant, but I felt there was a barrier and that the wall of political and ideological differences would separate us forever.

I could be polite, though, even if she just didn't seem to get it. We only had to work together. It didn't mean that we had to be friends; we just had to peacefully coexist. "Hello, how are you?" and "I'm fine" was about as far as it was going to go. That was fine with me.

Then one day, I fell out of favor with the school administration. It began as something very small, an argument with a co-worker, and it grew into something very big. I was called into a meeting and told that perhaps I would be happier working somewhere else. The woman with whom I'd had the conflict wasn't leaving, they said, so I had to. They said many ugly and untrue things. My feelings were hurt. I stopped smiling at people. I withdrew and stopped socializing. I felt like a pariah, someone that people were whispering about.

My neighbor, separated by a strip of tar and a centuries-old rift, my people's bitter and sworn enemy, caught my eye one day in the cafeteria, and I knew that she knew.

"It's as though someone took the life out of you," she said. "You are like a different person, and it hurts my heart to see you like that."

From then on, we began taking long walks together during our conference periods, which happened to coincide. We would talk about what had happened.

She gently upbraided me for my actions, at first. "You needed allies," she said. "Then this wouldn't have happened."

“It could have happened to anyone,” I countered, “even you”. She agreed, and she continued to take my side.

Sometimes she would confide to me about the wrongs and slights she had also suffered at work. Sometimes she would bring a dish that she had made at home, and we would sit down and eat together and talk about our philosophies on life, our religions, our families.

Not that we didn’t have our differences. We did. At times she made comments that I thought were boastful.

“Do I dare say something to her about it,” I thought, “and risk alienating the one person who has been my friends and really cares?” In the end, I did say something, and my friend listened patiently. As it turned out, some of our differences were cultural, and her explanations brought us even closer together my bitter and sworn enemy.

She stuck by me and stayed to help pick up the pieces when no one else did; others were too busy, or didn’t care.

And in the end, my friend and I began to see over the top of the wall of our political and cultural differences. We exchanged phone numbers. And on my goodbye card, she simply wrote, “To my best friend: I wish you the best.”

SMALZER, William R. (2010) Write to be read: Reading, Reflection and Writing. Second Edition.CUP.



EFFECT OF A LEARNER TRAINING PROGRAMME TO IMPROVE FOREIGN LANGUAGE LEARNER'S WRITING AT THE FACULTY OF EDUCATION AND HUMANITIES-UNAP-2013.

LEARNING SESSION N° 04

1.TOPIC: Developing Style when writing an essay in English.

2. COMMUNICATIVE COMPETENCE: Written Communication

3.LEARNING ACHIEVEMENT INDICATORS:

- After reading an authentic essay titled “*The Lion’s hair*” learners identify the three main parts of an essay: the introduction, the main body and the conclusion.
- Learners rewrite this essay by changing creatively and taking into account their audience, some highlighted sentences in order to empower their own style of writing.

4.BASIC INPUT: Creatively add style to an essay **in order to make it unique and interesting to the audience.**

5.STRATEGY: Developing Critical Thinking for writing argumentative essays by applying the theory about what Style means in an essay.

6.PROCEDURE:

- Planning: Pre Writing Stage
- Editing
- Evaluating and Revising
- Proofreading and Publishing

7. LEARNING SESSION DEVELOPMENT (8 HOURS- 2 WEEKS)

Warm-up and Previous Knowledge.

- The learners work in plenary and look at different slides presented in power point where one essay is presented in two different forms. In each one of them, the same sentences were changed according to the author's style (formal/informal) audience and creativity. They discuss in plenary the possible impact on each one of the audiences and analyze how important it is an author defines his style and intention of writing taking into account the audience's expectations .
- Then, the teacher asks the learners the following questions:
- What kind of text is it? Formal/informal? Why? or Why not?
- Which audience is each text addressed to? Why?

Cognitive Conflict

Learners read an incomplete text titled “*The Lion's hair*”, underline the unknown words which will be then clarified by the teacher and verify their predictions.

The class is divided into 7 groups of 6; they look at the text and try to fill the missing words: 4 groups should complete using words belonging to a formal register and 3 groups using informal words.

Then, the teacher corrects in plenary what they have included in their texts and presents them the original version.

She explains learners that what they have added to their essays is called *Style* and this means:

STYLE

Variation in a person's speech or writing. Style usually varies from casual to formal according to the type of situation, the person or persons addressed the location, the topic discussed, etc. A particular style, e.g. a

formal style or a colloquial style, is sometimes referred to as a stylistic variety.

Some linguistics use the term “register” for a stylistic variety while others differentiate between the two.

Style can also refer to a particular person’s use of speech or writing at all times or to a way of speaking or writing at a particular period of time.

8. PRACTICAL APPLICATION.

- After internalizing the importance of text style, learners rewrite the original essay but first, they have to choose their audience: teenagers, young adults, or adults, and considering the right style for each audience, they have to change the underlined sentences.
- Then, they share their pieces of writing with their classmates to do peer review and write the final version for the teacher to check it.

9.METACOGNITION.

Learners reflect on the learning process and internalize the importance of writing a text taking into account the writing Style and their audience factors such as: age, sex, cultural/social background, etc.

10.MATERIALES.

- Photocopies
- Data projector
- Lap top
- Markers
- Blue tag
- Board
- Observation sheet.
- Writing checklist.

11.BIBLIOGRAPHY

SMALZER, William R. (2010) Write to be read: Reading, Reflection and Writing. Second Edition.CUP.

THE LION'S HAIR

In a village in the mountains of Ethiopia, a young man and a young woman fell in love and became husband and wife. For a short while they were perfectly happy, but then trouble entered their house. They began to find fault with each other over little things – he blamed her for spending too much at the market, or she criticized him for always being late. It seemed not a day passed without some kind of quarrel about money or friends or household chores. Sometimes they grew so angry they shouted at each other and yelled bitter curses, and then went to bed without speaking, but that only made things worse. After a few months, when she thought she could stand it no longer, the young wife went to a wise old judge to ask for a divorce.

“Why?” asked the old man. “You’ve been married barely a year”. Don’t you love your husband?”

“Yes, we love each other. “But it’s just not working out.”

“What do you mean not working out?”

“We fight a lot. He does things that bother me. He leaves his clothes lying around the house. He drops his toenails on the floor. He stays out too late. When I want to do one thing, he wants to do another. We just want not to live together.”

“I see”, said the old man. “Perhaps I can help you. I know of a magic medicine that will make the two of you get along much better. If I give it to you, will you put aside these thoughts of divorce?”

“Yes!” cried the woman. “Give it to me”

“Wait,” replied the judge. “To make the medicine, I must have a single hair from the tail of a fierce lion that lives down by the river. You must bring it to me”.

“But how can I get such a hair?” the woman cried. “The lion will surely kill me.”

“There I cannot help you,” the old man shook his head. “I know much about making medicine, but I know little of lions. You must discover a way yourself. Can you do it?”

The young wife thought long and hard. She loved her husband very much. The magic medicine might save their marriage. She resolved to get the hair, no matter what.

The very next morning she walked down to the river, hid behind some rocks, and waited. After a while, the lion came by to drink. When she

saw his huge claws, she froze with fear. When he bared his sharp fangs, she nearly fainted. And when he gave his mighty roar, she turned and ran home.

But the next morning she came back, this time carrying a sack of fresh meat. She set the food on the ground, two hundred yards away from the lion, and then hid behind the rocks while the lion ate.

The next day, she set the meat down hundred yards away from the lion. And on the following morning; she put the food only fifty yards away, and stood nearby while he gulped it down.

And so every day she drew closer and closer to the fierce, wild beast. After a while she stood near enough to throw him the food, and finally came the day when she fed him right from her hand! She trembled as she watched the great teeth ripping and tearing the meat. But she loved her husband more than she feared the lion. Closing her eyes, she reached out and pulled a single hair from the tail.

Then she ran as fast as she could to the wise old judge.

“Look!” she cried. “I’ve brought a hair from the lion!”

The old man took the hair and looked at it closely.

“This is a brave thing you have done,” he said. “It took a great deal of patience and resolve.”

“Yes,” said the woman. “Now give me the medicine to make my marriage better!”

The old man shook his head.

“I have nothing else to give you.”

“But you promised!” the young wife cried.

“Don’t you see?” asked the old man gently. “I have already given you all the medicine you need. You were determined to do whatever it took, however long it took, to gain a magic remedy for your problems. But there is no magic remedy. There is only your determination. You say you and your husband love each other. If you both give your marriage the same patience and resolve and courage you showed in getting this hair, you will be happy together for a long time. Think about it.”

And so the woman went home with new resolution.

SMALZER, William R. (2010) Write to be read: Reading, Reflection and Writing.
Second Edition.CUP.



EFFECT OF A LEARNER TRAINING PROGRAMMETO IMPROVE FOREIGN LANGUAGE LEARNER'S WRITING AT THE FACULTY OF EDUCATION AND HUMANITIES-UNAP-2013.

LEARNING SESSION N° 05

1. **TOPIC:** Developing Lexicon when writing an essay in English.

2.COMMUNICATIVE COMPETENCE: Written Communication

3.LEARNING ACHIEVEMENT INDICATORS:

- After reading an authentic essay titled '*Courtesy: Key to a happier world*' learners try to identify the different kinds of words into a text: verbs, adjectives and nouns and the importance of choosing the right word in order to define an idea, opinion or statement and make it understandable when writing an essay.
- After the theory analysis about what Lexicon means, learners correct the underlined words in an essay choosing carefully the right word according to their audience.

4.BASIC INPUT: Identifying Lexicon in an essay

5.STRATEGY: Developing Critical Thinking for writing argumentative essays by applying the theory about the importance of Lexicon when writing an essay.

6.PROCEDURE:

- Planning: Pre Writing Stage
- Editing
- Evaluating and Revising
- Proofreading and Publishing

7.LEARNING SESSION DEVELOPMENT (8 HOURS- 2 WEEKS)

Warm-up and Previous Knowledge.

- The learners work in plenary, look at some power point slides, read the following situations and discuss:
Which of the following situations do you think show discourteous behavior or bad manners? Which ones would upset you? Why? Which would not bother you?
 1. When she gets angry, my wife always yells at me.
 2. Our boss does not appreciate us. He never thanks us for all the work we do even when we work overtime.
 3. My teenager is sullen and surly; when I try to talk about what is bothering her, she is silent, bad-tempered and rude.
 4. A friend of mine never returns my phone calls.
 5. A young man I know drives very aggressively: he follows too closely, blows his horn constantly, never yields the right of way to other drivers, and does not dim his bright lights for oncoming vehicles.
 6. When I asked a friend if she liked my new fiancé, she said: "If he were the last man on earth, I would not marry him"
- After discussion, the teacher asks the learners the following question to answer individually (Critical Thinking):

Are there universal good manners? In other words, is there a core of good manners that polite people of all countries recognize? Or are good manners different for each individual culture?

Cognitive Conflict

Learners read a text titled '*Courtesy: Key to a happier world*' underline the inappropriate words (nouns changed into verbs or viceversa) in the text which were changed on purpose.

In pairs, they change the wrong words into the right ones and notice that choosing the right word makes a text understandable and logical.

Then, the teacher clarifies the answers and learners verify their predictions. The teacher also explains that all those issues involved in making a text understandable is called Lexicon which means:

Lexicon

A term used in transformational generative grammar for a word or phrase listed in the lexicon of the grammar.

The information given in a lexical entry usually includes: its pronunciation, its meaning, which may be given in a formalized way, its lexical category, .e.g. n(oun), v(erb), a(djective) and other linguistic items it may co-occur with in a sentence, e.g. whether or not a verb can be followed by an object

8.PRACTICAL APPLICATION.

- The learners write an essay (150-180 words), the audience is their classmates with whom they will share their writing and do peer evaluation. Learners have to choose one of the following statements to write about:
- Every culture/religion has its own golden rule that people have to try to live by. What is yours? How do people apply it?
- Dr. Peale tells us that our manners depend on how we` regard other people. Do they also depend on how we regard ourselves?
- Do you agree with Dr. Peale that our lives would be happier if we all had better manners? Explain.

9.METACOGNITION.

Learners reflect on the learning process and internalize the importance of writing a text respecting the audience, format, vocabulary range and tenses.

10.MATERIALES.

- Photocopies
- Markers
- Blue tag
- Board
- Observation sheet.
- Writing checklist.
- Peer evaluation sheet
- Data Projector
- Lap top.

11.BIBLIOGRAPHY

SMALZER, William R. (2010) Write to be read: Reading, Reflection and Writing. Second Edition.CUP.

TEXT CHANGED ON PURPOSE

COURTESY: KEY TO A HAPPIER WORLD

Dr. Norman Vincent Peale

Many years ago *try* to help people with every kind of trouble left me with one sure conviction: In case after case the *difficult* could have been overcome – or might never have arisen – if the people involved had just treated one another with common courtesy.

Courtesy, *polite*, good manners – call it what you will, the supply never seems to equal the demand, “It’s not so much what my husband says”, a *tear* wife confides, “as the way he says it. Why does he have to yell at me?” “I hate my boss,” a grim-faced office worker mutters. “He never shows *appreciate* for anything”. “All we get from our teenagers”, a harassed parent says, “is a sullen surliness”.

Such *complain* are not limited to people who sit in my study. Human beings everywhere hunger for courtesy. “Good manners,” said Ralph Waldo Emerson, “are the happy way of doing things.” And the reverse is *equal* true. Bad manners can ruin a day – or wreck a friendship.

What are the basic ingredients of good manners? Certainly a strong sense of justice is one; courtesy is often nothing more than a highly developed sense of fair play. A friend once told me of driving along a one-lane, unpaved mountain road. Ahead was another car that *produce* clouds of choking dust, and it was a long way to the nearest paved highway. Suddenly, at a wider place, the car ahead pulled off the road. Thinking that its owner might have engine trouble, my friend stopped and asked if anything was wrong. “No”, said the other driver. “But you’ve endured my dust this far; I’ll put up with yours the rest of the way”.

There was a man with manners, and an innate sense of fair play.

Another ingredient of courtesy is empathy, a quality that enables a person to see into the mind of hear of someone else, to understand the pain or *unhappy* there and to do something to *minimal* it. Recently in a book about a famous restaurant chain I came across such an episode.

A man dining alone was trying to unscrew the cap of a bottle of catsup, but his fingers were so **bad**crippled by arthritis that he couldn't do it. He asked a young busboy to help him. The boy took the bottle, turned his back momentarily and loosened the cap without difficulty. Then he tightened it again.

Turning back to the man, he feigned a great effort to open the bottle without success. Finally he took it into the kitchen and returned shortly, saying that he had managed to loosen it – but only with a pair of pliers. What impelled the boy to take so much trouble to spare the feelings of a stranger? Courtesy, compassionate courtesy.

Yet another component of politeness is the capacity to treat all people alike, **regard**of all status or importance. Even when you have doubts about some people, act as if they are worthy of your best manners. You may also be **astonish**to find out that they really are.

I truly believe that anyone can improve his or her manners by doing three things. First, by **practice** courtesy. All skills require constant repetition to become second nature; good manners are no exception.

One simple way is to concentrate on your performance in a specific area for about a week. Telephone manners, for example. How often do you talk too long, speak abruptly, fail to identify yourself, keep people waiting, display impatience with the operator or fail to return a call? Or driving a car, why not monitor yourself sternly for **aggression** driving, unnecessary horn-blowing, following too closely, failing to yield the right-of-way?

One difficult but essential thing to remember is to refuse to let other people's bad manners goad you into retaliating in kind. I recall a story told by a young man who **is**in a car with his father one night when a driver in an oncoming vehicle failed to dim his lights. "Give **he** the bright, Dad!" the young man urged in exasperation. "Son" replied the father, "that driver is certainly discourteous and probably stupid. But if I give him the brights he'll be discourteous, stupid, and blind – ad that's a combination I don't want to tangle with!"

The second requirement for improving your manners is to think in a *courtesy* way. In the long run, the kind of person you are is the result of what you've been thinking over the past twenty or thirty years. If your thoughts are predominantly self-directed, a discourteous person is what you will be. If on the other hand you train yourself to be considerate of others, if you can acquire the habit of identifying with their problems and hopes and fears, good manners will follow almost automatically.

Nowhere is thinking courtesy more important than in marriage. In the intimacy of the home it is easy to displace *disappointing* or frustration or anger onto the nearest person, and that person is often a husband or wife.

"When you feel your anger getting out of control," I have often said to married couples, "force yourself for the next ten minutes to treat your married partner as if he or she were a guest in your home". I knew that if they could impose just ten minutes of good manners on themselves, the worst of the storm would blow over.

Finally, to have good manners you must be able to accept *courteous*, receive it gladly, rejoice when it comes your way. Strangely, some people are suspicious of gracious treatment. They suspect the other person of having some ulterior motive.

But some of the most precious gifts in life come with no strings attached. You can't achieve a beautiful day through any effort on your part. You can't buy a sunset or even the scent of a rose. Those are the world's courtesies to us, offered with love and no thought of reward or return. Good manners are, or should be, like that.

In the end, it all comes down to how you regard people- not just people in general, but individuals. Life is full of minor irritations and trials and injustices. The only constant, daily, effective solution is *polite* – which is the golden rule in action. I think that if I were allowed to add one small beatitude as a footnote to the other it might be: Blessed are the courteous.

SMALZER, William R. (2010) Write to be read: Reading, Reflection and Writing. Second Edition.CUP.

ORIGINAL TEXT

COURTESY: KEY TO A HAPPIER WORLD

Dr. Norman Vincent Peale

Many years ago trying to help people with every kind of trouble left me with one sure conviction: In case after case the difficulty could have been overcome – or might never have arisen – if the people involved had just treated one another with common courtesy.

Courtesy, politeness, good manners – call it what you will, the supply never seems to equal the demand, “It’s not so much what my husband says”, a tearful wife confides, “as the way he says it. Why does he have to yell at me?” “I hate my boss,” a grim-faced office worker mutters. “He never shows appreciation for anything”. “All we get from our teenagers”, a harassed parent says, “is a sullen surliness”.

Such complaints are not limited to people who sit in my study. Human beings everywhere hunger for courtesy. “Good manners,” said Ralph Waldo Emerson, “are the happy way of doing things.” And the reverse is equally true. Bad manners can ruin a day – or wreck a friendship.

What are the basic ingredients of good manners? Certainly a strong sense of justice is one; courtesy is often nothing more than a highly developed sense of fair play. A friend once told me of driving along a one-lane, unpaved mountain road. Ahead was another car that produced clouds of choking dust, and it was a long way to the nearest paved highway. Suddenly, at a wider place, the car ahead pulled off the road. Thinking that its owner might have engine trouble, my friend stopped and asked if anything was wrong. “No”, said the other driver. “But you’ve endured my dust this far; I’ll put up with yours the rest of the way”.

There was a man with manners, and an innate sense of fair play.

Another ingredient of courtesy is empathy, a quality that enables a person to see into the mind of hear of someone else, to understand the pain or unhappiness there and to do something to minimize it. Recently in a book about a famous restaurant chain I came across such an episode.

A man dining alone was trying to unscrew the cap of a bottle of catsup, but his fingers were so badly crippled by arthritis that he couldn't do it. He asked a young busboy to help him. The boy took the bottle, turned his back momentarily and loosened the cap without difficulty. Then he tightened it again.

Turning back to the man, he feigned a great effort to open the bottle without success. Finally he took it into the kitchen and returned shortly, saying that he had managed to loosen it – but only with a pair of pliers. What impelled the boy to take so much trouble to spare the feelings of a stranger? Courtesy, compassionate courtesy.

Yet another component of politeness is the capacity to treat all people alike, regardless of all status or importance. Even when you have doubts about some people, act as if they are worthy of your best manners. You may also be astonished to find out that they really are.

I truly believe that anyone can improve his or her manners by doing three things. First, by practicing courtesy. All skills require constant repetition to become second nature; good manners are no exception.

One simple way is to concentrate on your performance in a specific area for about a week. Telephone manners, for example. How often do you talk too long, speak abruptly, fail to identify yourself, keep people waiting, display impatience with the operator or fail to return a call? Or driving a car, why not monitor yourself sternly for aggressive driving, unnecessary horn-blowing, following too closely, failing to yield the right-of-way?

One difficult but essential thing to remember is to refuse to let other people's bad manners goad you into retaliating in kind. I recall a story told by a young man who was in a car with his father one night when a driver in an oncoming vehicle failed to dim his lights. "Give him the bright, Dad!" the young man urged in exasperation. "Son" replied the father, "that driver is certainly discourteous and probably stupid. But if I give him the brights he'll be discourteous, stupid, and blind – and that's a combination I don't want to tangle with!"

The second requirement for improving your manners is to think in a courteous way. In the long run, the kind of person you are is the result of what you've been thinking over the past twenty or thirty years. If your thoughts are predominantly self-directed, a discourteous person is what you will be. If on the other hand you train yourself to be considerate of others, if you can acquire the habit of identifying with their problems and hopes and fears, good manners will follow almost automatically.

Nowhere is thinking courtesy more important than in marriage. In the intimacy of the home it is easy to displace disappointment or frustration or anger onto the nearest person, and that person is often a husband or wife.

"When you feel your anger getting out of control," I have often said to married couples, "force yourself for the next ten minutes to treat your married partner as if he or she were a guest in your home". I knew that if they could impose just ten minutes of good manners on themselves, the worst of the storm would blow over.

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**EFFECT OF A LEARNER
TRAINING PROGRAMME TO IMPROVE
FOREIGN LANGUAGE LEARNER'S WRITING AT
THE FACULTY OF EDUCATION AND
HUMANITIES-UNAP-2013.**

LEARNING SESSION N° 06

1.TOPIC: Developing Mechanics when writing an essay in English.

2.COMMUNICATIVE COMPETENCE: Written Communication

3.LEARNING ACHIEVEMENT INDICATORS:

- Learners try to read an essay titled “*Don’t Support Nuclear Energy!*” where most punctuation marks were removed.
- After the theory analysis about the usage of the most important punctuation marks, learners rewrite the same essay by adding carefully and correctly the right punctuation marks.
- Learners rewrite their previous essay in the previous class about **Courtesy** checked beforehand by the teacher, but rechecking and using the correct punctuation mark.

4.BASIC INPUT: Outlining an essay using the right punctuation marks.

5.STRATEGY: Developing Critical Thinking for writing argumentative essays by identifying and applying the theory about the usage of punctuation marks.

6.PROCEDURE:

- Planning: Pre Writing Stage
- Editing
- Evaluating and Revising
- Proofreading and Publishing

7.LEARNING SESSION DEVELOPMENT (8 HOURS- 2 WEEKS)

Warm-up and Previous Knowledge.

- The learners work in plenary and answer the teacher's question about when they use periods, colons, semicolons, commas, etc.
- The teacher writes their answers on the board.
- The learners work in pairs and try to add the missing punctuation marks in a text titled "***Don't Support Nuclear Energy!***" and when they finish they discuss in plenary what helped them to add the punctuation marks they have chosen and why they are important to be considered when writing an essay.

Cognitive Conflict

- The learners work in pairs and try to add the missing punctuation marks in a text titled "***Don't Support Nuclear Energy!***" and when they finish they discuss in plenary what helped them to add the punctuation marks they have chosen.
- The teacher asks them why punctuation marks must be considered when writing an essay.

Learners read the original text and verify their answers and predictions written on the board.

The teacher presents them the theory about the usage of each punctuation mark and tells them that this is called Mechanics which means:

Mechanics

(In composition) those aspects of writing such as spelling, use of apostrophes, hyphens, capitals, abbreviations and numbers, which are often dealt with in the revision or editing stages of writing. These may be compared with more global or higher level dimensions of writing, such as organization, coherence, or rhetorical structure.

Punctuation

Here are some common rules for using punctuation in your writing. Of course, this is not a complete list. If you have further questions, check a grammar book or ask your teacher.

Capitalization

Always capitalize:

- The first word of every sentence.
- Days of the week (Tuesday) and months of the year (April)
- The first letter (only) of the names of people and places (Bangkok, AyakaSeo)
- The main words of a title, but not articles (a, an, the) or prepositions (words like to, of, for) or conjunctions (and, but), unless they are the first word in the title:
The Three Things I Do in the Morning.

Full stop (.)

A full stop comes at the end of a statement:

An electronic dictionary is more convenient than a paper one.

Comma(,)

Use a comma to separate a series of three or more items:

I take a dictionary, a notebook and some paper to class every day.

Use a comma before words like and, but, or, so, and yet to separate two parts of a sentence that each have a subject and a verb.

She needed some work experience, so she got a part-time job.

He did not study at all, but he still got 87% in the test.

Use a comma after an introductory word or expression, such as However, Therefore, and In conclusion:

However, the high price of electric cars means that most people cannot afford one.

Quotation marks (‘ ’)

Use quotation marks when you type or write the title of a book or film:
‘Hamlet’ was written by Shakespeare.

When you use a word processor, you can use italics instead:
Hamlet was written by Shakespeare.

Use quotation marks to show the exact words someone said or wrote:
The teacher announced, ‘We’re going to have an exam next week.’
Shakespeare wrote, ‘All the world’s a stage’.

Do not use quotation marks if you’re reporting what another person said:
The teacher said that we should study hard this week.

Note: That, as used in the sentence above, usually indicates that the remark is not a direct quotation.

Punctuation when using quotation marks

If you are using expressions like he said or the girl remarked after the quotation, then use a comma and not a full stop at the end of the quoted sentence:

‘We’re going to have an exam next week,’ announced the teacher.

Use a full stop if the quoted sentence comes at the end:
The professor announced, ‘We’re going to have an exam next week.’

Notice how a comma is used after announced, above, to introduce the quotation.

Full stops and commas are placed inside quotation marks. Exclamation marks and question marks may come inside or outside, depending on whether they are part of the quotation or part of the surrounding sentence:

‘Do you know who Hamlet?’ asked the teacher.
Do you know who said ‘All the world’s a stage’?

Quotation marks and Capitalization

Capitalize the first letter of the word that begins a quotation. However, if an expression like *she said* interrupts the quotation and divides the sentence, then do not capitalize the first word of the part that finishes the quotation:

‘Next week’, said the teacher, ‘we are going to have an exam.’

The comma after *week* separates the quotation from the rest of the sentence.

Use a capital letter only if the second part is a new, complete sentence:

‘We’ll have an exam next week,’ explained the teacher. ‘It will take thirty minutes.’

Advice for academic writing

The following are not usually used in academic writing, although they are fine in informal situations, such as letters to your friends.

- Brackets that give information which is not part of your main sentence.

Mobile phones are useful (and besides, I think they look great)

If your idea is important, it should be in a sentence of its own. If it is not important, it should not be in your text.

- The abbreviation *etc* to continue a list. Instead, use a phrase like *such as* in your sentence:

Students at my university come from countries such as China, India, and Australia.

- Exclamation marks (!). Instead, write strong sentences with plenty of details to show your reader your feelings:

Angel Falls is one of the most spectacular natural wonders you will ever see.

- An ellipsis (...) at the end of a sentence, to show that the sentence is not finished:

The teacher said that I should study hard, so...

Instead, finish your sentence:

The teacher said that I should study, so I should not go to the party tonight.

8.PRACTICAL APPLICATION.

- The Learners rewrite their previous essay in the previous class about **Courtesy** checked beforehand by the teacher, but rechecking and using Mechanics correctly
- After that they share their pieces of writing with their classmates to do peer review and write the final version for the teacher to check it.

9.METACOGNITION.

Learners reflect on the learning process and internalize the importance of writing a text respecting Mechanics when composing in English.

10.MATERIALES.

- Photocopies
- Markers
- Blue tag
- Board
- Observation sheet.
- Writing checklist.
- Peer evaluation sheet

11.BIBLIOGRAPHY

Zemach, D. & Rumisek, L.(2005) Academic Writing from paragraph to essay.MacmillanPublishers.

TEXT WITH REMOVED PUNCTUATION MARKS

Don't Support Nuclear Energy!

These days it seems like everyone is worried about how the world will meet its energy demands when we have run out of oil and natural gas scientists and researchers are investigating such power sources as solar energy wind energy and even energy from hot rocks beneath the earth's surface. however, there is one energy source that I believe should not be developed any further in fact I believe we should stop using it as soon as possible even though it can provide the world with a source of electricity, nuclear power is not a good energy source because it is too expensive, the materials used in the power station are not safe, and there is a great possibility of accidents.

Nuclear power is not an economical energy source first of all nuclear fuel is expensive. It must be taken out of the ground and transported great distances. As fuels are used up they will become more and more expensive, just as oil and gas have in addition, nuclear power stations cost a lot of money to build and to operate because of the great care that must be taken with safety. Because the people who work in the nuclear power stations must be highly trained specialists salaries for workers are also high.

In addition to being expensive nuclear materials are not safe. When uranium is taken out of the ground, radioactive gas is released. This is not safe for the miners uranium itself is not safe either because it is high radioactive. Because of this people who work with nuclear fuels are at risk of cancer. As nuclear power stations run they create waste which also is dangerous. It is very radioactive, and it is difficult to dispose or even to store safely. No town wants nuclear waste buried nearby, and for good reason.

Most significantly there is always a possibility of nuclear accidents the power stations themselves can fail when they get old or if they are not built correctly the machinery can malfunction, too. In 1979 problems at the three mile island nuclear power station in the united states resulted in

radioactive materials escaping into the nearby community. More recently equipment failures were responsible for accidents in power stations in Tarapur India in 1992 and in Darlington Canada, also in 1992. Both of these accidents led to leaks of radioactive material.

It is not just buildings and equipment which can fail, but people, too. Workers at nuclear power stations can make mistakes. Perhaps the most famous of these incidents occurred at Chernobyl, in the former USSR, in 1986. Radioactivity from the Chernobyl accident was recorded as far away as Eastern Europe, Scandinavia, and even Japan. Human error has been responsible for numerous power plant accidents. Some recent well-known examples include Kola Russia where workers accidentally caused an equipment failure in 1991, and Tokaimura, Japan, in 1999. There is no way we can guarantee that workers will not make mistakes again in the future.

Even natural disasters can affect nuclear power plants. An earthquake in Bulgaria in 1997 damaged the nuclear power plant in Kozloduy, and a big storm in the Pacific Ocean in 1981 washed nuclear waste from Moruroa out into the ocean. Of course it is impossible for people to predict or to prevent events like this. Different types of severe weather or natural disasters can strike almost anywhere in the world.

It is true that oil and gas cannot supply all of the world's energy needs much longer however we cannot replace them with an energy source that is expensive and dangerous, from the time the fuels are taken out of the ground to even after the plant is running instead, we must develop cheaper and, most importantly, safer types of energy to power our world.

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